School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alvord Alternative Continuation High School	33-66977-0135061	April 22, 2021	

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)

We are a targeted Title 1 Assistance School (TAS).

The purpose of this plan is to maximize the impact of federal resources in supporting our underrepresented students and working towards closing the achievement gap, preparing the students to be college and career ready in a school environment that's inclusive and conducive of learning for all students.

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.

Provide students access to standards-aligned curriculum and instructional materials through self-paced online learning classes and the use of our DI (Direct Instruction).
Provide flexible, alternative educational pathways and provide for unique student needs by implementing our regular, FLEX and Independent Studies programs.
Effectively communicate with all stakeholders (students, parents, community, staff) to improve learning.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

We have utilized multiple surveys and have had a myriad of results. Most students believe they will go directly into the workforce but are uncertain of the college or career path or skills to enter those fields. Our counselor and staff are coordinating with the office of Career Technical Education to provide a myriad of opportunities for our students to have access to discover a multitude of possible career paths. This has driven opportunities for visiting professionals for presentations and an increase in field trips to explore various opportunities for college and career readiness. Our teachers are providing weekly soft skills training to advance students ability to understand proper etiquette and practices in college and career settings.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The classrooms are visited regularly by site administration. The visits are done on a weekly basis in all classrooms. Teachers are formally and informally observed throughout the year. Those teachers who are not tenured and who struggle with content/engagement are visited more frequently. The professional development calendar was created based on survey results and classroom observation findings. We are embedding College and Career soft skills training once a week in all classrooms. Overall there are lessons being delivered and less classroom behavioral infractions occurring.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local district benchmarks, CAASPP results are all employed in lesson development and the development of instructional strategies. Benchmark exams are currently being incorporated into some individualized contracts.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Teachers in the various subject areas utilize the Alvord District course descriptions, adopted materials, and pacing guide, which are, aligned with the California content standards/frameworks. Teachers develop lesson plans using the course descriptions, district pacing guides, and Common Core frameworks. Teachers are integrating district benchmarks into individualized instructional materials and strategies. Data gathered and strategies/materials developed accordingly via staff collaboration and training.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The staff is highly qualified according to the criteria outlined by ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials)

All teachers on staff are fully-credentialed and no teachers are mis-assigned. Professional is focused at improving in assessment, strategies, and the development of best practices is scheduled on a monthly basis.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All core disciplines have access to district-wide pacing guides aligned to state standards. The information utilized in the development of these pacing guides is based on local, state, and national assessment data. Staff development focuses on implementation of strategies/instruction outlined in these guides. Paraprofessionals also participate in site and district level staff development.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Due to the small size of the staff, instructional assistance from the district has been provided on an individual or small group basis as requested. Staff are trained in data-driven instructional startegies.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve)

Teachers are appropriately credentialed and provided with monthly staff development which is aligned to the content standards as well as focused on student performance, assessment, and the specific needs for the school. Teachers collaborate regularly in both a formal and informal settings. Cross-curricular communication and coordination are ongoing.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The faculty is provided with district adopted materials which are aligned with the state's content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8)

Not Applicable

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses

The nature of individualized instruction at an alternation education continuation school allows for flexibility in time and interventions strategies within regular school hours.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All textbooks and other instructional materials are aligned to state and national standards. Intervention and accessibility resources are available to all students who have specialized needs.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

Direct instruction is incorporated into the classroom using material that is aligned with the AUSD and State adopted curriculum. All core courses are aligned with the state standards and intervention material. Students from all subgroups have access to a meaningful, rigorous, standards-based curriculum.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

As a continuation school much of our curriculum is structured as individualized instruction packets which students completed at their own pace. We have online(Odyssey Ware) as well as traditional text resources available to provide for individual student preferences. Odysseyware is provided for students to assist in passing the High School Exit Exam. Students are able to attend before and after-school tutoring , as needed. All students work individually with the school counselor on academic goals and plans to obtain those goals and time frames.

Evidence-based educational practices to raise student achievement

Direct Instruction strategies have been integrated into instruction. Students have opportunities to recoup credits through standards-aligned Odysseyware courses.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The Wiley Center has counselors on campus to work personal counseling needs like substance abuse and anger management. Participation in work study program is available to students through local comprehensive school sites. In order to assist under-achieving students, Alvord Alternative Continuation High School utilizes multiple resources. Parental involvement is seen as crucial to student success. Parents are required to attend a mandatory orientation with their student when enrolling at Alvord Alternative Continuation High School. Information is made available to parents through the use of Blackboard Connect, the school website, printed information sent home and Alvord Alternative Continuation High School Twitter. Additionally parents are contacted by school administration, counselors, and teachers when students are not recouping credits towards a timely graduation.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Staff, parents, students, administration, and community members participate in School Site Council and English Learner Advisory Committee. Parents are actively involved in decision making through their participation in School Site Council.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The site receives categorical funds to assist with educationally disadvantaged students (LCFF_LI), English Learners (LCFF-EL) and Title 1. These funds are used to support these student populations. Supplemental materials and supplies are purchased to support student achievement. Wiley Center counseling is also provided. Teachers are made available to students on Saturday's through the Breakfast Club on select Saturday's throughout the school year for additional support for student support and tutoring in mathematics, language arts, social sciences, and sciences by subject area experts.

Fiscal support

The site receives categorical funds to assist with educationally disadvantaged students and English Learners. These funds are used to support these student populations.

Stakeholder 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 SPSA and Annual Review and Update

The following school site-level advisory groups are involved in the development and planning process for the SPSA as we sought input from them in the development of the plan:

School Site Council
English Learner Advisory Committee
Student, Staff, Parents

The process is as follows:
At our scheduled meeting, all stakeholders receive a copy of the SPSA plan, and time is allowed to look over each category, give input and immediate feedback and vote on the approval of the school plan.

Resource Inequities

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

We are missing additional classroom support for and English Language Learner students.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	2.86%	2.4%	0.83%	4	3	1
Asian	0%	0.8%	%	0	1	
Filipino	0.71%	%	0.83%	1		1
Hispanic/Latino	90.71%	88.6%	95.04%	127	109	115
Pacific Islander	0%	%	0.83%	0		1
White	5%	8.1%	1.65%	7	10	2
Multiple/No Response	0.71%	%	0.83%	1		1
			Total Enrollment	140	123	121

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 10			1
Grade 11	58	13	64
Grade 12	82	110	56
Total Enrollment	140	123	121

Conclusions based on this data:

1. The enrollment has increased over the years. Students continuously move in and out of the program from graduating to returning back to the comprehensive sites. Furthermore, our enrollment will fluctuate month to month.
2. Majority of our students are juniors and seniors, in need of credit recovery our white population has increased to by .03%. While the majority of our students are Hispanic/Latino at 90.71%
3. The vast majority of our students are enrolled for credit recovery.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	70	50		50.0%	40.7%	
Fluent English Proficient (FEP)	34	31		24.3%	25.2%	
Reclassified Fluent English Proficient (RFEP)	1	3		1.0%	4.3%	

Conclusions based on this data:

1. Over the last three years we were able to reclassify 7 students successfully. We will continue to focus on reclassifying our students.
2. Over the past three years our English Language Learners have increased from 50% to 40.7% which is an decrease of approximately 12%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	84	64	42	84	56	0	83	56	0	100	87.5	0.0
All Grades	84	64	42	84	56	0	83	56	0	100	87.5	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2438.	2473.		2.41	0.00		2.41	16.07		14.46	23.21		80.72	60.71	
All Grades	N/A	N/A	N/A	2.41	0.00		2.41	16.07		14.46	23.21		80.72	60.71	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	3.61	1.79		33.73	35.71		62.65	62.50	
All Grades	3.61	1.79		33.73	35.71		62.65	62.50	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	5.36		16.87	32.14		83.13	62.50	
All Grades	0.00	5.36		16.87	32.14		83.13	62.50	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	3.61	5.36		50.60	57.14		45.78	37.50	
All Grades	3.61	5.36		50.60	57.14		45.78	37.50	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2.41	1.79		18.07	44.64		79.52	53.57	
All Grades	2.41	1.79		18.07	44.64		79.52	53.57	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Looking at the mean scale score for the ELA CAASPP, our overall achievement declined.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Looking at the LCAP 5x5 Students Matrix that measures the average distance from meeting the standards, all students tested performed in the 'Weakest Performance or Change' category . Looking at the LCAP 5X5 Matrix data, our scores are -45.1 points in average distance from meeting standards.
3. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Approximately 20% of our juniors met or nearly met standards for the ELA CAASPP. This is an 7% increase from the previous year, when 23 % of our students met or nearly met standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	84	64	42	82	56	0	82	56	0	97.6	87.5	0.0
All Grades	84	64	42	82	56	0	82	56	0	97.6	87.5	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2399.	2436.		0.00	0.00		1.22	0.00		3.66	5.36		95.12	94.64	
All Grades	N/A	N/A	N/A	0.00	0.00		1.22	0.00		3.66	5.36		95.12	94.64	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00		3.66	3.57		96.34	96.43	
All Grades	0.00	0.00		3.66	3.57		96.34	96.43	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	1.79		15.85	23.21		84.15	75.00	
All Grades	0.00	1.79		15.85	23.21		84.15	75.00	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00		25.61	32.14		74.39	67.86	
All Grades	0.00	0.00		25.61	32.14		74.39	67.86	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Looking at the mean scale score for the Math CAASPP, our overall achievement increased 37.2 points.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Looking at the LCAP 5x5 Students Matrix that measures the average distance from meeting the standards, all students tested performed in the 'Weak Performance or Change' category.
3. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Looking at the LCAP 5x5 Students Matrix the scores increased by 15+ points in average distance from meeting standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	1567.1	*	*	1591.1	*	*	1542.6	*	*	18
11	1545.1	1569.4	1580.8	1534.4	1564.1	1603.8	1555.2	1574.3	1557.4	50	32	17
12	1540.6	1565.4	1549.8	1522.1	1578.0	1559.9	1558.5	1552.4	1539.1	21	41	16
All Grades										74	74	51

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	16.67	*	*	27.78		*	50.00	*	*	5.56	*	*	18
11	22.00	15.63	23.53	30.00	40.63	35.29	40.00	31.25	23.53	*	12.50	17.65	50	32	17
12	*	21.95	18.75	*	39.02	25.00	*	29.27	31.25	*	9.76	25.00	21	41	16
All Grades	21.62	18.92	19.61	31.08	40.54	29.41	37.84	29.73	35.29	*	10.81	15.69	74	74	51

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	38.89	*	*	27.78	*	*	27.78		*	5.56	*	*	18
11	42.00	34.38	47.06	40.00	34.38	35.29	*	15.63	11.76	*	15.63	5.88	50	32	17
12	*	31.71	37.50	*	53.66	25.00		7.32	12.50	*	7.32	25.00	21	41	16
All Grades	37.84	33.78	41.18	43.24	44.59	29.41	*	10.81	17.65	*	10.81	11.76	74	74	51

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	5.56	*	*	5.56	*	*	66.67	*	*	22.22	*	*	18
11	*	6.25	5.88	22.00	25.00	5.88	28.00	46.88	58.82	40.00	21.88	29.41	50	32	17
12	*	7.32	0.00	*	14.63	6.25	*	51.22	50.00	*	26.83	43.75	21	41	16
All Grades	*	6.76	3.92	27.03	18.92	5.88	29.73	50.00	58.82	33.78	24.32	31.37	74	74	51

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	16.67	*	*	66.67		*	16.67	*	*	18
11	44.00	12.50	17.65	30.00	56.25	64.71	26.00	31.25	17.65	50	32	17
12	*	7.32	6.25	52.38	70.73	62.50	*	21.95	31.25	21	41	16
All Grades	44.59	10.81	13.73	36.49	63.51	64.71	18.92	25.68	21.57	74	74	51

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	81.82	*	*	18.18	*	*	0.00	*	*	11
11	54.00	68.75	90.00	44.00	18.75	10.00	*	12.50	0.00	50	32	10
12	*	85.37		*	12.20		*	2.44		21	41	0
All Grades	48.65	78.38	85.71	44.59	14.86	14.29	*	6.76	0.00	74	74	21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	11.11	*	*	38.89	*	*	50.00	*	*	18
11	*	12.50	5.88	36.00	53.13	52.94	50.00	34.38	41.18	50	32	17
12	*	9.76	0.00	57.14	48.78	43.75	*	41.46	56.25	21	41	16
All Grades	*	10.81	5.88	41.89	51.35	45.10	45.95	37.84	49.02	74	74	51

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	0.00	*	*	88.89	*	*	11.11	*	*	18
11	*	9.38	20.00	82.00	87.50	73.33	*	3.13	6.67	50	32	15
12	*	7.32	0.00	57.14	87.80	75.00	*	4.88	25.00	21	41	16
All Grades	22.97	8.11	6.12	72.97	86.49	79.59	*	5.41	14.29	74	74	49

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Since there is no previous data to compare these scores to, Performance Goal 2 will be to have students improve one level overall on the administration.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE Since we only had comparable data at the 11th grade, the following were seen: an increase in the overall score (+24.3 points), with a decrease in oral language score (+29.7 points) and an increase in the written language (+19.1 points).
3. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE We have tested 18 less students from previous year.

School and Student Performance Data

Local Assessment Data
English Language Arts

iReady Student Groups	**iReady** Total Enrollment	**iReady** Number Tested	**iReady** Percent Tested	**iReady** Percent Not Tested	**iReady** Percent At or Above Grade Level
All Students					

Conclusions based on this data:

1.

School and Student Performance Data

Local Assessment Data
Mathematics

iReady Student Groups	**iReady** Total Enrollment	**iReady** Number Tested	**iReady** Percent Tested	**iReady** Percent Not Tested	**iReady** Percent At or Above Grade Level
All Students	8	5	--	--	--
Female	2	2	--	--	--
Male	6	3	--	--	--
Hispanic or Latino	7	5	--	--	--
English Learners	2	2	--	--	--
Socioeconomically Disadvantaged	8	5	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
123	**93.5**	**40.7**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	50	40.7
Foster Youth		
Homeless	5	4.1
Socioeconomically Disadvantaged	115	93.5
Students with Disabilities	5	4.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	2.4
American Indian or Alaska Native		
Asian	1	0.8
Filipino		
Hispanic	109	88.6
Two or More Races		
Native Hawaiian or Pacific Islander		
White	10	8.1

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Over sixty-two percent of our students are classified as English Language Learners. Once again, this is another sub group of students with exceptional needs. Not being proficient in the English Language can adversely affect test scores and our graduation rate. The need for literacy interventions across the curriculum is very apparent.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. 95.1% of our students are socioeconomically disadvantaged. When students are lacking the basic necessities of life, it is difficult for them to be academically successful. We must continue to look for ways to provide items to our students that their families cannot provide for them.
3. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE Our largest student population are Hispanic.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Green	**Suspension Rate** Orange
Mathematics No Performance Color		
College/Career Red		

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. The California Schools Dashboard report, suspension rates declined 3.1% (EL group declined 2.3%, Hispanic group declined 2.9% and Socioeconomically Disadvantaged students declined 3.6%).
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. The California School Dashboard report, graduation rate increased 18.2% (Hispanic group increased 19.4% and Socioeconomically Disadvantaged students increased 16%

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
110 points below standard	152.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++39.4 points	Maintained -2.8 points	1
28	17	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	118.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
6	Increased Significantly ++29 points	1
	26	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 111.6 points below standard Increased Significantly 25	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
152.3 points below standard Increased ++8.5 points 17	0 Students	Less than 11 Students - Data Not Displayed for Privacy 5

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Our 11th grade student population is so small, no performance level colors were reported.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Although few of our students scored at standard met or exceeded, there is growth to be seen. In 2019, students were 110 points below average distance from standard met, (152.3 below standard EL declined -2.8 points), (111.6 below standard Hispanic increased +37.8 points), and (Socioeconomically disadvantaged 118.5 increase of +29 points).

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
185.6 points below standard	212.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++54.9 points	Increased Significantly ++27.9 points	1
28	17	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	191.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
6	Increased Significantly ++48.3 points	1
	26	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 194 points below standard Increased Significantly ++46.6 points 25			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
212.9 points below standard Increased Significantly ++34.4 points 17		Less than 11 Students - Data Not Displayed for Privacy 5

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Because our 11th grade student population is so small, no performance level colors were reported.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Although few of our students scored at standard met or exceeded, there is growth to be seen. In 2019, students increased 54.9 points which is 185.6 points below average distance from standard met.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
47.2 making progress towards English language proficiency
Number of EL Students: 72
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27.7		12.5	34.7

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. 47.2% of our EL students are making progress towards ELA proficiency.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. The focus is to reclassify the majority of our level 4 students (well developed language acquisition) during this school year (2020-2021).

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	119	100
African American	5	4.2
American Indian or Alaska Native		
Asian	1	0.8
Filipino	1	0.8
Hispanic	104	87.4
Native Hawaiian or Pacific Islander		
White	8	6.7
Two or More Races		
English Learners	51	42.9
Socioeconomically Disadvantaged	112	94.1
Students with Disabilities	5	4.2
Foster Youth		
Homeless	6	5

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	2	1.7
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	2	1.9
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	1	2
Socioeconomically Disadvantaged	2	1.8
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	2	1.7
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	2	1.9
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	1	2
Socioeconomically Disadvantaged	2	1.8
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	1	0.8
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	1
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	1	2
Socioeconomically Disadvantaged	1	0.9
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. About 2.8% of our student population fall into the maintained.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Data stayed stagnant, as we are comparing the past 2 years results. We would like to see an increase in the number of our students being prepared for college/career.
3. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. The percentage of students 2.8% prepared for college and career has increased over the last two years.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students	119	62	0	52.1
English Learners	51	19	0	37.3
Foster Youth				
Homeless	6		0	
Socioeconomically Disadvantaged	112	55	0	49.1
Students with Disabilities	5		0	
African American	5		0	
American Indian or Alaska Native				
Asian	1		0	
Filipino	1		0	
Hispanic	104	55	0	52.9
Native Hawaiian or Pacific Islander				
White	8		0	
Two or More Races				

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Overall we performed with maintained with +2.6% overall.

2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Significant growth is seen in the EL students (21.1%), socioeconomically disadvantage students maintained (+2.6%) and Hispanic students (+3.9%).

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
1.9	2.9	Less than 11 Students - Data Not
Increased +1.1	Increased +2.2	1
267	137	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Blue	Orange	No Performance Color
0	2	5
Maintained 0	Increased +1.2	Increased +5
44	249	20

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 5		No Performance Color Less than 11 Students - Data 2	No Performance Color Less than 11 Students - Data 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 2.1 Increased +1.3 241	No Performance Color Less than 11 Students - Data 1		No Performance Color 0 16

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.7	1.9

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Suspension rate increased 1.1% overall.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Significant increased 2.2% in suspension rates are seen in the following categories: EL population (+1.2%), socioeconomically disadvantage students (+1.2%), and Hispanic population (+1.3%).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

By May 2023, Smart goal will focus on increasing percentage of students meeting or exceeding standard to 25% of all AACH 11th grade students based on CAASPP 2019-2020 overall achievement ELA test results to foster English language development, promote literacy and to improve college and career readiness. 100% of core classes will include at least one lesson from each of the following focus strategies: academic vocabulary development and close reading.
*Appropriate SDAIE teaching strategies used to promote equity for all students.
In Mathematics every student will increase by 10% beyond the predetermined pre and post tests, from the first and second semester curriculum.
In History 80% of students will score a 70% or higher on unit assessments.
By May 2023, 75% of students will score 70% or better (60% or better for Odysseyware courses) on all chapter tests in Earth Science and Biology by accessing the integration and utilization of Smart Board Technology in Biology and Earth Science. All Agriculture Science students will maintain proficient to advanced task completion for assigned projects.
Incorporating NGSS with Smart Board technology will accommodate different learning styles; Tactical, Visual, and Audio, and will enhance the student experience through Pre-labs, Virtual Labs, Microscope Studies, Classroom Activities, and research projects
English Learners will increase by 10 points beyond one year's growth which will be demonstrated on the CAASP. This will also positively impact the performance of our EL student population in the ELPAC summative assessment ensuring they are experiencing positive movement.

Identified Need(s)

Based on the data analysis it is evident that we have remained stagnant in consistently increasing student achievement across grade level spans and content areas. In order to support our students we will identify specific supplemental instructional materials/resources across disciplines. We will also make it a priority to continue to update and add to our technology resources in order to provide all students access to current tools for learning. In addition, we will provide certificated and classified staff professional learning that aligns to our goals. We will also use data to drive before, during school day, and after school interventions. Our teaching staff needs to understand how students are being assessed. In order to increase literacy students need to have access to library books they are interested in reading; the books need to be high interest and at their reading level. Access to Career Technical Education, materials, resources, and equipment for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA: Data used to form this goal comes from the results of the rubric evaluation of student work and the observations of student research skills, close	ELA: Students are having difficulties conducting research, including identifying which terms to use in the search; how to broaden or narrow topics,	Prior to site/program enrollment, students will be administered initial ELA testing, using Pearson iLiT GRADE assessment, giving student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
reading, and written communication.	evaluating resources, and searching through the vast amounts of content to identify relevant information.	and staff initial data points used to properly place students in the appropriate reading program.
MATH: Progress will be measured by analyzing students' test scores on the pre and post assessments.	MATH: The data used to set the baseline for the goal is taken from pretests: 1st and 2nd semester assessments	MATH: Since the majority of our students come in with prior gaps in their math understanding, it is expected that the goal will be met by all students, as each unit is designed and taught to address individualized student needs. If the analysis of the data does not indicate that the goal was met in a particular section, the math department will collaborate to plan strategic interventions to meet the needs of the students and work towards meeting the academic goal.
SCIENCE: Data used to form this goal comes from the results of the rubric evaluation of student work and the observations of student research skills, close reading, and written communication.	SCIENCE: Students are having difficulties conducting research, including identifying which terms to use in the search; how to broaden or narrow topics, evaluating resources, and searching through the vast amounts of content to identify relevant information.	SCIENCE: Students will be evaluated through the use of department-generated common assessment rubrics of presentations, teacher observations, and performance assessments/engaging scenarios.
HISTORY: Data used to form this goal will come from the results of unit assessments and the rubric evaluation of student work as indicated on course contracts.	HISTORY: Students are having difficulties reaching proficiency due to the integration and increased rigor of the revised standards and CCSS. Students lack literacy skills necessary to successfully complete rigorous coursework.	HISTORY: Results from unit assessments will be used to determine the success of students attaining these goals. The inclusion of academic vocabulary and close reading in course contracts will provide evidence of success in attaining the academic goal.
ELL: The results from the previous two years of ELPAC, PSAT, and CAASPP ELA will analyzed to determine the effectiveness of the English Learner Program.	CAASPP Overall ELA Summative: Comparing the CAASPP ELA results all language acquisition subgroups performed poorly on the CAASPP ELA. The results	Site staff will analyze monthly attendance reports, as well as attendance within each individual site program to determine areas needing improvement.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	show the EO subgroup out-performing the EL subgroup. PSAT: Of the three EL students who would use the PSAT to Reclassify; none scored high enough to Reclassify.	ELL: It is expected that all English Learner students will score at or above the minimum district cut points for the ELPAC, PSAT, and CAASPP, which will allow them to be reclassified from an EL to an RFEP. ELL:

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from instruction that is aligned to the standards and informed instructional practices that will increase their proficiency as assessed on CAASPP. In addition, the EL goal, focus will be on the EL student population to meet grade level standards.

Strategy/Activity

Teachers will be provided collaboration opportunities within the school day that includes collaboration with paraprofessionals to ensure we are supporting our students. In addition, teachers will identify and determine supplemental instructional resources to further develop lessons and support instructional delivery across the content areas that will also include technology resources.

ELA:

- evaluating the reliability of a source (i.e. domain suffix)
- analyzing the validity of online information including social media
- close reading
- Small group instruction
- creating "works cited" pages/entries
- required use of multiple sources
- research papers and presentations

MATH:

- Media enhanced lessons
- Immediate feedback via formal and informal assessment (lesson specific quiz)
- Individual tutoring
- Small group instruction
- Use and manipulatives
- Extended Learning (Saturday school i.e. Breakfast Club)
- Individualized instructions presented in the form of DI (direct instruction) and Self-paced

SCIENCE:

- evaluating the reliability of a source (i.e. domain suffix)
- analyzing the validity of online information including social media
- close reading
- required use of multiple sources
- research papers and presentations

HISTORY: The following instructional strategies will be used in both the self-paced social studies classes:

- peer tutoring
- cooperative learning groups
- allowing extra time to complete assignments
- SDAIE strategies
- academic vocabulary
- translation (as needed)
- visual aids, note-taking skills, and essay outlines.

ELL: All English Learner students are enrolled in a rigorous English development program that will allow them to achieve at or above the minimum district cut points on the ELPAC, CAASPP, and PSAT, which will allow the team to adjust the academic needs of our reclassified from EL to RFEP students. The EL facilitator and/or the counselor will meet with the students to go over results and reclassification criteria. All students have the opportunity to enroll in our Extended Learning/Saturday school program, where additional support is given by credential teachers. Please see above for specific content-related strategies and activities that are being implemented to ensure that our EL population is successful in their academics and language acquisition.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,180	Title I 1000-1999: Certificated Personnel Salaries Breakfast Club
1,000	LCFF-LI 1000-1999: Certificated Personnel Salaries Breakfast Club
10,000	LCFF-EL 4000-4999: Books And Supplies Laptops-Intelli-Tech
0	Attendance 4000-4999: Books And Supplies Stater Bros and Eastvale Order--Incentives

Annual Review

SPSA Year Reviewed: 2021-22

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.

Will carry the same goals to the 22-23 school year, since the data for the 20-21 school year was slowly getting back to school/distance learning. Our Math and ELA goals 22-23 were not met due to virtual and hybrid circumstances. Our Social Science goals for 22-23 were met. Science goals are in progress of being met. EL - ELPAC test for 2022 is currently in progress. We are unable to analyze the progress at this time.

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 intended implementation and/ or budgeted expenditures.

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.

There will be no changes on this goal, annual outcomes, metrics, or strategies activities to achieve this goal as a result of this analysis. We will continue the same goals to the 22-23 school year, since the data for the 21-22 school year was not available due to the school closure/distance learning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

We as a school will promote the importance of being career and college ready throughout the school year. At least one college trip will be taken for EL students. A college and career night will be available for all students and their parents. We will also promote through enrichment opportunities open to all students becoming college ready during our Saturday Breakfast Club. Counselors will meet with all students and inform them on graduation requirements, career exploration opportunities, and provide post-secondary opportunities. Our goal is that each student moves up one level on the ELPAC. We will also incorporate College and Career readiness lessons one day a week for all students to obtain soft skills needed for post secondary and workforce success.

Identified Need(s)

Counselor needs time to meet with each student. There will be additional hours for training our community and students regarding FASFA during evening events. The attendance incentive monies will be used for perfect attendance. Counselor needs access to college and career readiness tools.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
At least 80% of students complete their 10 credits per month requirement.	Although small in numbers, there are a few students that are having difficulty meeting the 10 credit requirement per month.	Expected results would be to continue increasing the graduation rate and preparing the students to be college and career ready. We expect to return to Hybrid Model and increase credit completion to 80% of our students.
Credit completion; students will attend financial aid and college events to ensure students meet the eligibility requirement for graduation and complete FASFA requirements.	Students will earn a minimum of 10 credits per month	AACHS students will complete their FASFA prior to graduation.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students will meet with counselor to review and ensure the graduation requirements are meet and FASFA is complete. In addition, all students will meet virtually with counselor department to review their progress toward graduation. Students who do not make sufficient progress toward goals will meet with administrator and counselor department to add interventions and/or adjust their course offerings/program placement. Counseling department will partner with the English department in having seniors complete the FASFA in their required senior portfolio. Counseling department will also host Financial aid nights and college outreach will continue through graduation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF-LI 1000-1999: Certificated Personnel Salaries Counselor to present at FASFA nights and workshops
1,980	LCFF-EL 5000-5999: Services And Other Operating Expenditures
1000.00	LCFF-EL 1000-1999: Certificated Personnel Salaries
500.00	LCFF-EL 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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, these strategies will increase our Graduation Rate and prepare our students to be College and Career readiness indicators. We are still reviewing credit competition.

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 intended implementation and/ or budgeted expenditures.

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.

We will have a number of 5th year students but we will work on strategies to increase graduation rate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

We will promote a welcoming and healthy learning environment for all students that increases students daily attendance and participation in school events. There will be an attendance increase in both ELAC and School Site Council which these meetings are held monthly. We will increase attendance as well as students and parents voice in the following activities and committees, by at least 50%. In addition, we will focus on increasing community involvement by May 2023, increase parent and student attendance in the following activities and committees: Back-to-School Nights, student of the Month Awards Ceremonies, parent engagement week, meetings with the principal, ASB Meeting to start in August 2022, Girl's/Boy's Mentor Group, Remind App, ELAC Meetings, SSC Meetings, and Title 1 Meetings.

Identified Need(s)

School events, meetings, and committees are poorly attended.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-in sheets/ Zoom meeting Chat Box Sign-ins from school events, meetings, and activities.	Our baseline is about 1-2% of our students attend parent group meetings.	Results from our outcomes will result in a higher percentage of parents attending meetings and committee for the remainder of the year. Our outcome will be an increase in attendance in SSC and ELAC committees as well as students and parents voice in the following activities and committes, by at least 50%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy

Strategy/Activity

Students access advisory weekly for academic support and events. Remind 101 will be used to promote school and community events that pertain to building a positive school and community culture.
Provide incentives to increase student attendance through monthly awards. Promote all school events, meetings, and activities using Blackboard messages, Flyers, Peachjar, School website, School Google Classroom, teacher and classified staff out-reach. Implement an ASB that will allow more involvement in promoting school events, meetings, and committees. Continue to work on developing school connectedness by having teachers/ staff promote school events, meetings, and committees by encourage students to involve themselves and to bring parent(s)/guardian(s). Lastly, our classified staff phone calls to Spanish speaking parent(s)/guardian(s) inviting them to school events, meetings, and committees.

Awards ceremony, Parent square, advisory, Student intake Orientation, Parent nights,

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Incentives
180	LCFF-LI 0000: Unrestricted Incentives

Annual Review

SPSA Year Reviewed: 2021-22

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.

With all in-person events canceled for most of the 2nd semester during 21-22 school year, we weren't able to analyze the effectiveness of the activities. We will continue to gather student, staff, parent survey data to build more targeted strategies that address the cultural needs of AACHS.

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

None

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.

With all in-person events canceled for most of the 2nd semester during 21-22 school year, we have added the virtual/google classroom component of reaching out to parents, students and the community. There will be no changes to this goal, the annual outcomes, metrics, or strategies to achieve this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Science (Secondary Only)

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

By June 2019, 75% of students will score 70% or better on Odyssey Ware chapter tests.

Identified Need(s)

access to current and relevant sources of information and research and access to current resources & lab equipment

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data used will be student test scores.	Students scoring 70% or better.	Students will be evaluated by utilizing test scores, teacher observation, and performance of tasks.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

We will work towards increasing direct instruction, implement research projects, hands-on activities, and Multi-media

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Will carry the same goals to the 22-23 school year, since the data for the 20-21 school year was not available due to the school closure/distance learning.

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

Not Applicable

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.

Will do the analysis at a later time and we will carry the same goals to the 22-23 school year, since the data for the 21-22 school year was slow due to coming off the previous year of school closure/distance learning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Learners

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

By May of 2023, all Limited-English-Proficient students will achieve the following results:
English Language Proficiency Assessment (ELPAC)

- A score of 4 Overall on the ELPAC

California Assessment of Student Performance and Progress (CAASPP)

- A score of 3 Overall on the ELA CAASPP

ELA Basic Skills Exam

- i-Ready Reading: score within one grade level of their current grade or increase their reading score by one grade level.
- Grades 11-12- CAASPP Overall ELA - minimum score 2537

Identified Need(s)

Continue to increase problem solving skills in all content areas while monitoring all of our EL/RFEP students. Teachers will have the opportunity to PD on supporting EL instruction and reclassification. We will provide immediate feedback to students' classwork and allow multiple opportunities to revise the work.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC testing data and CAASPP ELA will be analyzed to determine the effectiveness of the English Learner Program.	Compare the median test scores in all categories of the 2018-19 and 2019-20 ELPAC results. 70% of our students, based on ELPAC scores, could be reclassified if other necessary criteria are met. We will set goals based on indicators.	Review yearly ELPAC scores. It is expected that all English Learner students will score at or above the minimum district cut points for the ELPAC and CAASPP, which will allow them to be reclassified from an EL to an RFEP.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Students will be served. We will continue a strong focus with our EL student population.

Strategy/Activity

All English Learner students are enrolled in a rigorous English development program that will allow them to achieve at or above the minimum district cut points on the ELPAC AND CAASPP which will allow them to be reclassified from EL to RFEP. The EL facilitator and/or the counselor will meet with the students to go over results and reclassification criteria. All students have the opportunity to enroll in our Extended Learning/Saturday school program, where additional support is given by credential teachers.
Please see Goal 1 for specific content-related strategies and activities that are being implemented to ensure that our EL population is successful in their academics and language acquisition.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	LCFF-EL 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	LCFF-EL 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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.

Will carry the same goals to the 22-23 school year, since the data for the 21-22 school year was minimal due to the school returning back slowly/distance learning.

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

Not difference

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 analysis for the CAASPP goal will be done using the 22-23 scores, as the test was not administered during the 21-22 school year and the students that took the 19-20 CAASPP test already graduated.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Safe and Drug-Free Environment Conducive to Learning

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

By June 2023, there will be at least a 10% increase of Alvord High School students that will report feeling safe on campus as measured by the AACHS Climate Exit Survey

Identified Need(s)

We need more parents participation at school evens and surveys. Counselor meets with every student to provide one-on-one counseling. We need additional teacher support to navigate motivating and supporting students in a virtual learning model
Return to on-campus instruction. Virtual education is not conducive to positive school climate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to reach out to parents to attend our school activities and monthly award ceremonies

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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 goal was achieved in 21-22 school year, as engagement increased from 20-21 school year through the 19-20 school 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.

None

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 so far. The challenge will be to meet this goal under the current distance-learning model.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

High School Graduation and College Readiness

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

100% of our students will complete district diploma requirements, will be college and/or career ready; prepared to enter a 2 year college path of study or career trade school upon exit from the AACHS school site, by June 2023.

Identified Need(s)

Teachers and guidance counselor will monitor progress reports. We will have a student intake panel more conducive to student needs. In August of 2022 an Alt Ed Referral Panel will be in place. We will continue to monitor student monthly credit completions, the student and parent family liaison data tracker. The purpose is to see if student academics and attendance will improve by May 2023.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Graduation:
All students will meet with counselor department to review their progress toward graduation. Students who do not make sufficient progress toward goals will meet with administrator and counselor department to add interventions and/or adjust their course offerings/program placement.

College/Career ready:
Counseling department will partner with the English department in having seniors complete the FASFA in their required senior English class. Counseling department will also host Financial aid seminars and community college outreach days.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

This was not a goal last 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.

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.

This was not a goal last year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$19,840.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$4,680.00

Subtotal of additional federal funds included for this school: $4,680.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Attendance	$0.00
LCFF-EL	$13,480.00
LCFF-LI	$1,680.00

Subtotal of state or local funds included for this school: $15,160.00

Total of federal, state, and/or local funds for this school: $19,840.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	13,480.00	0.00
LCFF-LI	1,680.00	0.00
Title I	4,680.00	0.00
Attendance	0	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	0.00
LCFF-EL	13,480.00
LCFF-LI	1,680.00
Title I	4,680.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	180.00
1000-1999: Certificated Personnel Salaries	6,680.00
4000-4999: Books And Supplies	11,000.00
5000-5999: Services And Other Operating Expenditures	1,980.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Attendance	0.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	1,000.00
4000-4999: Books And Supplies	LCFF-EL	10,500.00

5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,980.00
0000: Unrestricted	LCFF-LI	180.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	1,500.00
1000-1999: Certificated Personnel Salaries	Title I	4,180.00
4000-4999: Books And Supplies	Title I	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,180.00
Goal 2	3,980.00
Goal 3	680.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Craig Shiflett School Principal

Mark Recktenwald Classroom Teachers

Breneslie Parris Other School Staff

Johanna Hernandez Parent or Community Members

Jose Corando Secondary Students

Name of Members	Role
Pollavet Hansanugrum	Classroom Teacher
Stephan Enriquez	Classroom Teacher
Ana Bertha Futicore	Parent or Community Member
Marivella Villanueva	Parent or Community Member
Maria Rodriguez	Parent or Community Member
Abelina Caloverna	Parent or Community Member
Cinthia Ruiz	Secondary Student
Brian Aparicio	Secondary Student
Ivan Zamarron	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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 of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and 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 from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 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 student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/22/2021.

Attested:

	Principal, Craig Shiflett on 4/22/2021
	SSC Chairperson, Mark Recktenwald on 4/22/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children's education
b. inform parents and family members that they can directly effect the success of their children's learning
c. build consistent and effective communication between home/school
d. train teachers and administrators to communicate effectively with parents and families
e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alvord Continuation High School	33-66977-3337128	05/20/2021	

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)

Comprehensive Support and Improvement

Alvord Continuation High School (ACHS) is eligible for Comprehensive Support Improvement through the low performance category. ACHS is a targeted Title I (TAS) school. The purpose of this plan is to maximize the impact of federal resources in supporting our under representative students and working towards closing the achievement gap, preparing the students to be college and career ready in a school environment that's inclusive and conducive of learning for all students.

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.

In order to meet ESSA requirements and in order to align with district LCAP requirements ACHS will: Provide students access to standards-aligned curriculum and instructional materials through the use of our direct instruction strategy and enrich our self paced and through ongoing needs assessing. ACHS students benefit from flexible pathways. ACHS has strategically focused on the CCI indicator as a means to address our CSI eligibility.
Through ongoing communication with educational partners, ACHS continuous to identify, implement, and monitor evidence based interventions that are targeted to improve learning conditions for students.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In April 2022, a new college and career readiness comprehensive needs assessment (CNA) for students, parents, and staff.

STUDENT COLLEGE AND CAREER READINESS CNA RESPONSES:
61% want to attend college or trade school.
44% are interested in a college class.
44% might be interested in a college class.
24% want staff to prepare them for real life.
21% want staff to prepare them for college and career.
78% have never been in a job interview.
63% have never completed a job application.

CTE Class/Lab
30% took Culinary
30% took medical
20% took energy and power (mechanics)
10% took construction
10% took business
Students rated modules as ?
50% would not make any changes to class and found it fun and enjoyable
90% would recommend it to their friends
20% need more time
61% stated they need help on soft skills during an interview
21% said they needed help preparing for job interviews by having mock interviews
10% expressed interest in having mentors in specific careers (Nepris)

Career interests
13% Mechanic
8% Real Estate
7% Construction

Challenges
50% had anxiety
50% had challenges with the deadline
20% had challenges with essays

Successes
70% inspired confidence
30% learning how to write an essay
25% gaining college credit

PARENT COLLEGE AND CAREER READINESS CNA RESPONSES:
75% were not aware of our CTE exploratory class and Guidance 45/47 dual enrollment classes.

75% of parents do not know what CTE is.
40% of parents want their students to go to college or trade school.
61% of parents say their students have plans after graduation.
67% of parents wants the school to inform and encourage about options after high school.

STAFF COLLEGE AND CAREER READINESS CNA RESPONSES:
44% don't have any specific technology needs
22% want i-pads or technology needs
44% do not have any challenges with access to technology
33% said that outdated technology is a challenge
18% said that the current technology impedes their ability in the classroom

Professional learning
33% do not need anything
22% need training in technology
22% need help with project based learning (PBL)

CTE benefits
55% have exposure to PBL
44$ said it exposes them to post secondary and career opportunities

Challenges
33% were not sure of challenges
11% said frequent absenteeism for CTE
11% is reading comprehension
11% self motivation

Dual enrollment
44% want more CTE and dual enrollment
11% want more DI classes

Expertise level
Comfortability to use technology in the classroom - 3 / 4
Small group instruction = 3 / 4
Teaching PBL = 4/4
Teaching ELA = 2/4
Teaching Math = 1/4

What our school should start doing
33% CTE
22% nothing

What should our school stop doing?
33% said nothing
22% said Odysseyware

What should our school continue to do?
22% said nothing
11% said DI
11% continue with empathy and individual analysis of student need

ELA i-READY CNA DATA (date? diagnostic i-Ready results)
85% scored at a 3rd grade levels or below on Comprehension
67% scored at a 3rd grade level or below on Vocabulary

MATH i-READY CNA DATA (date? diagnostic i-Ready results)
84% of students are 3 grade levels below Algebra and Algebraic Thinking
85% of students are 3 grade levels below Geometry
40% of students are under 3 grade levels for Numbers and Operations
40% are 3 grade levels for Measurements and Data

ENGLISH LEARNER CNA DATA:
2021 - 2022 (current) - 53/135 EL: 92% of our ELs are ELTELS
4 ELs need to be redesignated
2020 - 2021 - 100% of our ELTELs
Limited evidence of ELD

GRADUATION
2020 - 67.3%
2021 - 68.8%
2021 - A-G = 0
2021 - Biliteracy = 1
2021 - Dropouts = 6
0 students with disabilities completed their special education certificate of completion

March 2022 a needs assessment survey was conducted with the staff. Based on the responses, the following

Technology Needs:
44% do not have specific technology needs. Some feel that the usage of outdated technology impacts their efficiency in the classroom. As such, some applications

Professional Learning
In addition, 11% of staff requested enhancements with direct instruction. 11% of staff requested continued support with empathy and individual analysis of student need. As such targeted coaching will occur in ELA and Math.

Specialized Programs
44% of the staff are requesting increased Dual Enrollment and CTE offerings we have on campus. As such, an additional Dual Enrollment class and an additional CTE class/lab will be offered.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

INCLUDE A NEED
Although it's evident of direct instruction, enriching the existing staff expertise, enriching the current direct instruction is needed.
On-going, daily classroom walk throughs are conducted by the principal, with a focus on the Eight California Standards for the Teaching Professions (CSTP).
Mr. Medina is diligent on fostering relationships and communications with the staff about individual strengths and weakness of each teacher.

A summary of classroom findings are listed below:
1. student engagement evident every day
2. respectful interaction between students and teachers
3. rigorous, standards-aligned curriculum taught in every classroom, focusing on preparing students to be critical thinkers and problem solvers
4. teachers use a variety of activities to make subject matter meaningful and relevant to the students' cultural and social background
5. completion of student credits earned regularly

Although there is evidence of direct instruction...

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We are utilizing i-Ready assessments as our Universal Math and Literacy screening, which is used to measure students' understanding, gaps and growth over the school year in both ELA and Math. Teachers will use these results to create personalized intervention and learning opportunities to start tackling some of the learning gaps that our students come in with. The i-Ready assessment are administered 3 times during the school year.

We would include the CAASPP interim assessments, and use the results to inform our teaching, providing that the right conditions exist, under the distance learning model.

All throughout the school year, local school assessments, CELDT and CAASPP results are used to direct ongoing planning, lesson development and the utilizing of various instructional strategies to improve student achievement. Data is analyzed to make informed decisions to drive our practice.

All changes were revised in the SPSA.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Teachers in all subject areas utilize a variety of assessments to modify instructions, such as: assessments generated from the adopted and suplemental materials, which are aligned with the California Content State Standards (CCSS) and the Next Generation Science Standards (NGSS). Each department has the opportunity to analyze data from both the local and state assessments, and create next steps in supporting students' progress. Strategic use of the CAASPP interim assessments will provide immediate feedback on students' progress towards mastery of the Content Standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meet the ESEA requirements for highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials)

All teachers are fully credentialed and no teachers are miss-assigned.

Staff development during the last school year (2021-2022) focused on providing in-class support to our EL population, acquisition of academic language, strategies on reclassification for our EL students, using the state adopted instructional materials and curriculum. The director of our EL Program, Martha Martinez, closely worked with our teachers to provide this particular PD. This will continue throughout the current school year, as teachers are supporting our EL population. In addition, teachers will be using the Ellevation software program which offers modified lesson plans for EL students. Next school year (2022-2023) staff will receive additional technology training on using Google apps and tools more effectively in the classroom.

Continue to create a strong school to home and school to student connection. Some of our staff have excellent relationships with our students and they will reach out to some of our students to monitor learning, especially their ELA/Math progress.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All core disciplines have access to units of study that are developed by teachers. Staff development focuses on implementation of strategies/instruction outlined in these guides, as well as motivating and serving our student population and their varied learning needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Ongoing instructional assistance and support for teachers in i-Ready Assessments as our teachers have been closely working and training with Brandy Robb from Assessment to build teacher capacity and utilize the data in their classroom.
The CSI improvement team continues to collaborate with Coleen Flavin from RCOE and Dr. Byrne (AUSD) in short/long term goals for the 2022-2023 school year.
Due to the small size of the staff, instructional assistance from the district has been provided on an individual or small group basis as requested. Teachers are trained in data-driven instructional strategies which then are disseminated to the rest of the staff.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve)

Teachers collaborate regularly in both formal and informal settings. As part of the school culture, teachers meet regularly in-person and via video conference during their breaks as well as their prep period and informally discuss students' needs, progress, academic and behavioral strengths and weaknesses and plan next steps on supporting student achievement. Cross-curricular communication and coordination are ongoing.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The faculty is provided with district adopted materials which are aligned with the state's content and performance standards. Teachers are also using a variety of supplemental instructional materials to meet our diverse population learning needs.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses

Our students have the option to be enrolled in one of the three programs offered at ACHS, based on their personal and/or academic needs.
1. the regular program (5 periods per day)
2. FLEX program (11am - 3pm)
3. Independent Studies (distance learning)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All textbooks and other instructional materials are outdated and partially aligned to state and national standards. Intervention and accessibility resources are available to all students who have specialized needs.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

Direct Instruction, self-paced and on-line learning is incorporated into the classroom using instructional materials that are aligned with the AUSD and state adopted curriculum. All core courses are aligned with the state standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

As a continuation high school much of our curriculum is structured as Direct Instruction classes and individualized instruction contracts which students complete at their own pace. We have online (Odysseyware) as well as traditional text resources available to provide for individual student preferences.
Continuous phone calls and emails are done by the guidance counselor, administrator and support staff.

Evidence-based educational practices to raise student achievement

Some of the evidence-based practices and strategies that have been strategically integrated into English, Mathematics, Science and Social Science courses, are SDAI strategies, EDI strategies, integrating ELD strategies into the mainstream classroom and increase rigor by increasing levels of questioning using DOK levels and Bloom's taxonomy,

Looking ahead:
More emphasis will be placed school-wide on the 4C's of 21st Century skills: Critical Thinking, Creativity, Collaboration and Communication.
Communication 9 Dual Enrollment class (1st Semester)
A second CTE lab/class
Hydroponics class in Mr. Huxley's class

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

School field-trips - Focus on building College and Career awareness for our students
Student workability (for our special education students)
Back to School night workshops on FAFSA, AERIES, Odysseyware (platform for our online courses)
Girls' Group
AB216 for foster and homeless students
Christopher's closet: located in the guidance counselor's office where students can access hygiene products and donated clothing.
Spotlight on Careers and Colleges informational presentations are scheduled annually.
Looking ahead: in person parent involvement (e.g. School Site Council, ELAC, Coffee with the Principal, Student Awards, Back to School Night and Graduation)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, students, school staff and community representatives have the opportunity to be involved and included in the events here at AHS, by participating in the following activities:
SSC, ELAC, coffee with the principal, various school events held throughout the year, as well as the monthly students award assemblies, where the families and members of the community are invited to attend and celebrate our students' success.

We continue to partner with the UCR/CALFRESH program, which educates and fosters interest in a healthy lifestyle.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided by categorical funds that enable underperforming students to meet standards (ESEA).

CSI funds will cover CTE training and supplies for both CTE labs. CSI funds will also be used to build teacher capacity in using technology (GAFE), motivating struggling and challenging students and increasing support in ELA & Math, as well as increasing teachers knowledge by looking into various pedagogical materials, training and professional memberships.

With LCFF-LI funding, additional supplies are purchased for classrooms to enhance student learning. With LCFF-EL funding, our counselor was provided additional hours to meet with EL students and their parents. With Low Income funding our counselor will be paid to do FAFSA Nights.

Fiscal support

Site receives an LCFF-LI, LCFF-EL, and Title I allocation based on the number of qualifying students. Because this is our second school year in CSI, we will be awarded ____ for the 2022-2023 school year.

Stakeholder 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 SPSA and Annual Review and Update

The following school site-level advisory groups are involved in the development and planning process for the SPSA as we sought input from them in the development of the plan:

SSC
ELAC

student, staff, parents
CSI improvement team

The process is as follows:
At our scheduled meeting, all stakeholders receive a copy of the SPSA plan, and time is allowed to look over each category, give input and immediate feedback and vote on the approval of the school plan. RCOE and district office are kept informed.

Resource Inequities

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

In April of 2022, a Needs Assessment survey was conducted with the staff. The following Resource Inequities were revealed:

Students are enrolled from comprehensive HS programs in the middle or end of their Junior year with three or less semesters of access to instruction.
Approximately 77.2% of current students have been identified as Chronically Absent
Teachers need more reliable and updated technology in the classroom. Additionally they also need more training in implementing technology in the classroom which also includes more extensive use of Google apps and services.
Lack of Access to Language Other Than English.
Approximately 92% of our EL students are LTEL and RTEL indicating a need for bilingual aides to help support our EL population. .
44% of students are interested in obtaining college credit.
Approximately 84% of our students scored 3 grade levels or below in ELA i-ready diagnostic.
Approximately 43% of our students scored 3 grade levels or below in Math i-ready diagnostic.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	3.14%	6.1%	4.41%	5	10	6
Asian	0.63%	1.2%	1.47%	1	2	2
Filipino	0.63%	%	%	1		
Hispanic/Latino	88.05%	86.0%	87.50%	140	141	119
Pacific Islander	0%	0.6%	%	0	1	
White	5.66%	4.3%	5.88%	9	7	8
Multiple/No Response	1.89%	1.2%	0.74%	3	2	1
			Total Enrollment	159	164	136

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 10	3		1
Grade 11	54	26	32
Grade 12	102	138	103
Total Enrollment	159	164	136

Conclusions based on this data:

1. As we have students that enroll and others that graduate continuously throughout the school year, our enrollment data fluctuates from month to month.
2. 135/136 of our students are juniors and seniors and 98% of our students are in need of credit recovery.
3. Due to the decrease in graduation requirement (AB 104) we have declining enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	59	62		37.1%	37.8%	
Fluent English Proficient (FEP)	24	33		15.1%	20.1%	
Reclassified Fluent English Proficient (RFEP)	2	3		3.3%	5.1%	

Conclusions based on this data:

1. Our focus should be on reclassification, as only three of our students reclassified in the past year. This is an increase from the previous years, when only two students reclassified.
2. In 2021-2022 ACHS has 53 English Learners. 92% of those English Learners are LTELs.
3. The ACHS percent of ELs remains fairly stable (between 37% - 38%).

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	74	90	66	69	86	0	69	86	0	93.2	95.6	0.0
All Grades	74	90	66	69	86	0	69	86	0	93.2	95.6	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2459.	2428.		1.45	1.16		4.35	5.81		20.29	8.14		73.91	84.88	
All Grades	N/A	N/A	N/A	1.45	1.16		4.35	5.81		20.29	8.14		73.91	84.88	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2.90	3.49		37.68	19.77		59.42	76.74	
All Grades	2.90	3.49		37.68	19.77		59.42	76.74	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	1.45	1.16		20.29	15.12		78.26	83.72	
All Grades	1.45	1.16		20.29	15.12		78.26	83.72	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	5.80	6.98		55.07	43.02		39.13	50.00	
All Grades	5.80	6.98		55.07	43.02		39.13	50.00	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2.90	2.33		33.33	18.60		63.77	79.07	
All Grades	2.90	2.33		33.33	18.60		63.77	79.07	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to this data being 3 years old, we are not currently making instructional decisions based on this data. Please refer to the section entitled LOCAL DATA.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	73	90	66	68	86	0	68	86	0	93.2	95.6	0.0
All Grades	73	90	66	68	86	0	68	86	0	93.2	95.6	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2424.	2407.		0.00	0.00		0.00	0.00		4.41	2.33		95.59	97.67	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		4.41	2.33		95.59	97.67	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00		2.94	1.16		97.06	98.84	
All Grades	0.00	0.00		2.94	1.16		97.06	98.84	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	1.47	0.00		17.65	19.77		80.88	80.23	
All Grades	1.47	0.00		17.65	19.77		80.88	80.23	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00		22.06	34.88		77.94	65.12	
All Grades	0.00	0.00		22.06	34.88		77.94	65.12	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to this data being 3 years old, we are not currently making instructional decisions based on this data. Please refer to the section entitled LOCAL DATA.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*		*	*		*	*		*	*	
11	1574.2	1577.0	1583.8	1586.0	1575.8	1590.7	1562.0	1577.8	1576.4	23	32	18
12	*	1535.0	1570.6	*	1566.0	1573.2	*	1503.7	1567.5	*	27	41
All Grades										41	61	59

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*		*	*			*			*		*	*	
11	*	18.75	27.78	52.17	43.75	44.44	*	37.50	22.22	*	0.00	5.56	23	32	18
12	*	25.93	31.71	*	29.63	31.71	*	18.52	14.63	*	25.93	21.95	*	27	41
All Grades	29.27	21.31	30.51	39.02	39.34	35.59	*	27.87	16.95	*	11.48	16.95	41	61	59

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	52.17	37.50	44.44	*	43.75	33.33	*	18.75	16.67		0.00	5.56	23	32	18
12	*	33.33	39.02	*	33.33	29.27		11.11	12.20	*	22.22	19.51	*	27	41
All Grades	48.78	34.43	40.68	29.27	40.98	30.51	*	14.75	13.56	*	9.84	15.25	41	61	59

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*		*	*			*			*		*	*	
11	*	9.38	5.56	*	21.88	22.22	52.17	53.13	61.11	*	15.63	11.11	23	32	18
12	*	0.00	4.88	*	29.63	34.15	*	37.04	39.02	*	33.33	21.95	*	27	41
All Grades	*	4.92	5.08	*	27.87	30.51	46.34	44.26	45.76	*	22.95	18.64	41	61	59

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	60.87	6.25	0.00	*	71.88	94.44	*	21.88	5.56	23	32	18
12	*	11.11	7.32	*	62.96	63.41	*	25.93	29.27	*	27	41
All Grades	51.22	8.20	5.08	29.27	68.85	72.88	*	22.95	22.03	41	61	59

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	82.61	81.25	90.91	*	18.75	9.09		0.00	0.00	23	32	11
12	*	88.89	0.00	*	7.41	0.00	*	3.70	100.00	*	27	1
All Grades	65.85	83.61	83.33	*	14.75	8.33	*	1.64	8.33	41	61	12

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	9.38	11.11	60.87	65.63	61.11	*	25.00	27.78	23	32	18
12	*	14.81	19.51	*	40.74	48.78	*	44.44	31.71	*	27	41
All Grades	*	14.75	16.95	51.22	52.46	52.54	34.15	32.79	30.51	41	61	59

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	9.38	16.67	56.52	90.63	77.78	*	0.00	5.56	23	32	18
12	*	3.70	17.07	*	66.67	70.73		29.63	12.20	*	27	41
All Grades	31.71	6.56	16.95	56.10	80.33	72.88	*	13.11	10.17	41	61	59

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall, 65% of our students are moderately developed to well developed in English Language aquisition.
2. Overall, 34% of our students are minimally to somewhat advancing in English Language acquisition.
3. English Learners at ACHS demonstrate strength in the area of Oral Language and Speaking, and demonstrate weakness in Written Language, Listening, Writing, and Reading.

School and Student Performance Data

Local Assessment Data
English Language Arts

iReady Student Groups	**iReady** Total Enrollment	**iReady** Number Tested	**iReady** Percent Tested	**iReady** Percent Not Tested	**iReady** Percent At or Above Grade Level
All Students					

Conclusions based on this data:

1. Data fields are blank
2. Data fields are blank
3. Data fields are blank

School and Student Performance Data

Local Assessment Data
Mathematics

iReady Student Groups	**iReady** Total Enrollment	**iReady** Number Tested	**iReady** Percent Tested	**iReady** Percent Not Tested	**iReady** Percent At or Above Grade Level
All Students	50	32	64	36	
Female	19	8	--	--	--
Male	31	24	77.42	22.58	
Asian	1	1	--	--	--
Black or African American	4	1	--	--	--
Hispanic or Latino	42	28	66.67	33.33	
Two or More Races	1	1	--	--	--
White	1	1	--	--	--
English Learners	21	14	66.67	33.33	
Homeless	3	2	--	--	--
Socioeconomically Disadvantaged	44	27	61.36	38.64	
Students with Disabilities	2	1	--	--	--

Conclusions based on this data:

1. 100% of our ELs performed below our current grade assignment.
2. In Number and Operations: 58% were 3 or more grade levels below. In Measurement & Data: 58% were 3 or more grade levels below.
3. In Algebra & Algebraic Thinking and Geometry: 98% were 3 or more grade levels below.

School and Student Performance Data

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
164	**85.4**	**37.8**	**1.8**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	62	37.8
Foster Youth	3	1.8
Homeless	10	6.1
Socioeconomically Disadvantaged	140	85.4
Students with Disabilities	8	4.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	6.1
American Indian or Alaska Native		
Asian	2	1.2
Filipino		
Hispanic	141	86.0
Two or More Races	2	1.2
Native Hawaiian or Pacific Islander	1	0.6
White	7	4.3

Conclusions based on this data:

1. ACHS has a greater Socioeconomically Disadvantaged population than AUSD (85.4% ACHS - 75.27% district).
2. ACHS has a greater English Learner population than AUSD (37.8% ACHS - 24.91% district)
3. ACHS has a greater Foster Youth population than AUSD (1.8% ACHS - .53% district).

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Graduation Rate** Green	**Suspension Rate** Green
Mathematics Red		
College/Career Red		

Conclusions based on this data:

1. NO NEW DATA FOR THE 2021-2022 YEAR AVAILABLE YET. From the 2019 California Schools Dashboard report, suspension rates declined 1.2% (EL group declined 1.9%, Hispanic group declined 0.5% and Socioeconomically Disadvantaged students declined 2%).
2. NO NEW DATA FOR THE 2021-2022 YEAR AVAILABLE YET .From the 2019 California School Dashboard report, graduation rate was maintained -1.3% (Hispanic group increased 3.8% and Socioeconomically Disadvantaged students maintained 0.9%).
3. NO NEW DATA FOR THE 2021-2022 YEAR AVAILABLE YET. Academic Performance in ELA declined 34.6 points (146.2 points below standard) and Math declined 28.2 points (229.9 points below standard). College/Career preparedness decreased, with 90.2% of our students not being prepared for College/Career.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
146.2 points below standard	185.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -34.6 points	Declined Significantly -73.4 points	1
43	16	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	169.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
8	Declined Significantly -62.5 points	4
	35	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 147.1 points below standard Declined Significantly -33.3 points 38	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
187.5 points below standard Declined Significantly -75.3 points 15	Less than 11 Students - Data Not Displayed for Privacy 1	115.7 points below standard Increased ++7.1 points 21

Conclusions based on this data:

1. NO NEW DATA FOR THE 2021-2022 YEAR AVAILABLE YET. Because our 11th grade student population is so small, no perfomance level colors were reported.
2. NO NEW DATA FOR THE 2021-2022 YEAR AVAILABLE YET. Based on the 2019 Dashboard report, students' performance on ELA declined by 34.6 points (this is 146.2 points below standard)
3. NO NEW DATA FOR THE 2021-2022 YEAR AVAILABLE YET. Based on the 2019 DAshboard report, the EL students' performance on ELA declined 73.4 points and the Socioeconomically Disadvantaged students declined 62.5 points

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
229.9 points below standard	271.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -28.2 points	Declined Significantly -72.9 points	1
43	16	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	243.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
8	Declined Significantly -47.6 points	4
	35	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 236.2 points below standard Declined Significantly -23.9 points 38			No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
274.3 points below standard Declined Significantly -75.4 points 15	Less than 11 Students - Data Not Displayed for Privacy 1	199.9 points below standard Increased ++4.6 points 21

Conclusions based on this data:

1. All student groups declined significantly except for English Learner students increased by 4.6 points.
2. NO NEW DATA FOR THE 2021-2022 YEAR AVAILABLE YET. Based on the 2019 Dashboard report, students' performance on Math declined by 28.2 points (this is 229.9 points below standard)
3. NO NEW DATA FOR THE 2021-2022 YEAR AVAILABLE YET. Based on the 2019 Dashboard report, the EL students' performance on Math declined 72.9 points and the Socioeconomically Disadvantaged students declined 47.6 points

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
46.4 making progress towards English language proficiency
Number of EL Students: 56
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
33.9	19.6	7.1	39.2

Conclusions based on this data:

1. NO NEW DATA FOR THE 2021-2022 YEAR AVAILABLE YET. 46.4 % of our EL students are making progress towards English language proficiency
2. NO NEW DATA FOR THE 2021-2022 YEAR AVAILABLE YET. The focus is to reclassify the majority of our level 4 students (well developed language acquisition) during this school year (2020-2021).
3. NO NEW DATA FOR THE 2021-2022 YEAR AVAILABLE YET. 22 of the 56 EL students progressed at least one ELPI (English Learner Progress Indicator) level while 19 students decreased one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	125	100
African American	6	4.8
American Indian or Alaska Native		
Asian	1	0.8
Filipino		
Hispanic	110	88
Native Hawaiian or Pacific Islander	2	1.6
White	6	4.8
Two or More Races		
English Learners	42	33.6
Socioeconomically Disadvantaged	105	84
Students with Disabilities	9	7.2
Foster Youth	2	1.6
Homeless	11	8.8

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	1	0.8
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	0.9
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. NO NEW DATA FOR THE 2021-2022 YEAR AVAILABLE YET. We are in the red indicator, with not much change since the previous school year (maintained -0.2%)
2. NO NEW DATA FOR THE 2021-2022 YEAR AVAILABLE YET. Comparing the last two school years, there was a 12.4% decrease in the % of students being prepared for College/Career. We would like to see an increase in the number of our students being prepared for college/career.
3. THIS INDICATOR WILL BE A FOCUS AREA DURING THE 2022-2023 SCHOOL YEAR

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Data not applicable to our site.
2. This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students	125	86	0	68.8
English Learners	42	28	0	66.7
Foster Youth	2		0	
Homeless	11	8	0	72.7
Socioeconomically Disadvantaged	105	73	0	69.5
Students with Disabilities	9		0	
African American	6		0	
American Indian or Alaska Native				
Asian	1		0	
Filipino				
Hispanic	110	75	0	68.2
Native Hawaiian or Pacific Islander	2		0	
White	6		0	
Two or More Races				

Conclusions based on this data:

1. Our graduation rate for the 2020-2021 school year was 69%.
2. Our graduation rate for the 2020-2021 school year for EL students was 67%
3. The highest graduation rate 73% for the 2020-2021 school year and that subgroup was also one of the smallest number of students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	3	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
3.7	2	Less than 11 Students - Data Not
Declined -1.2	Declined -1.9	6
301	102	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
0	2.7	6.7
Declined -12.5	Declined Significantly -2	Increased +1.4
40	257	30

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
4.5	Less than 11 Students - Data	Less than 11 Students - Data	
Increased +4.5	2	4	
22			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
4.1	Less than 11 Students - Data	Less than 11 Students - Data	0
Declined -0.5	5	2	Declined -10.5
246			20

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.9	3.7

Conclusions based on this data:

1. NO NEW DATA FOR THE 2021-2022 YEAR AVAILABLE YET. Overall we performed in the green color band for suspention rate. Suspension rate declined 1.2% overall.
2. NO NEW DATA FOR THE 2021-2022 YEAR AVAILABLE YET. From the 2019 CA Dashboard report, decline in suspension rates are seen in the following categories: EL population (-1.9%), socioeconomically disadvantage students (-2%), and Hispanic population (-0.5%).
3. NO NEW DATA FOR THE 2021-2022 YEAR AVAILABLE YET. The current 4.9% suspension rate places our school in the Medium-band status on the LCAP 5x5 matrix.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

Reading/ELA - Decrease percentage of students performing 3 or more levels in i-ready from 84% to 50% by May 2023 using the i-ready diagnostic.
Math - Decrease percentage of students performing 3 years or below in Alg from 43% to 30% using the i-ready diagnostic.

Identified Need(s)

Greater support is needed in the area of curriculum and instruction for ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA i-Ready Scores	64% of the students performing 3 or more grade levels below their grade level in ELA	50% of the students performing 3 or more grade levels below their grade level in ELA by May 2023
Math i-Ready Scores	43% of the students performing 3 or more grade levels below their grade level in Math	30% of the students performing 3 or more grade levels below their grade level in Math

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served in their ELA and Math classes respectively.

Strategy/Activity

We are seeking to add a consultant in Reading and Math to help support an intervention program designed to increase ELA and Math i-Ready Scores.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000.00	CSI 5800: Professional/Consulting Services And Operating Expenditures Reading Specialist
10000.00	CSI 5800: Professional/Consulting Services And Operating Expenditures Math Intervention Specialist
4000.00	CSI 4000-4999: Books And Supplies Math Software and Supplies to deliver Interventions
14000.00	CSI 4000-4999: Books And Supplies Ipads and other Technical Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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.

By seeking an outside consultant for Math and ELA we anticipate growth in our ELA and Math Iready scores.

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

Since our school is structured differently and we have a high level of students entering and exiting, we will be monitoring the students who take the Iready tests with us. This is to create a more effective way to measure growth by establishing a baseline.

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.

none

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

Increase number of students exiting Prepared/Approaching Prepared from .09% to 20% by 2023 using out internal measures.

Identified Need(s)

We need to further expand our CTE program as well as Dual Enrollment programs to grow our CCI. Additionally we need to add a second component to our CTE program to get students to the prepared status.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student course completion	Presently we have only .09% of our students prepared	By May 2023 we will have grown our prepared percentage to 20%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

We enrollment students in Dual Enrollment and CTE classes. We also will incorporate the addition of a module so that the students will be considered prepared in the CTE class.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40000.00	CSI 6000-6999: Capital Outlay Creation of 2nd CTE lab to focus on more technical trades

10000.00	CSI 1000-1999: Certificated Personnel Salaries Teacher Support for the Dual Enrollment programs
14000.00	CSI 1000-1999: Certificated Personnel Salaries Support Team meeting time and additional support
11000.00	CSI 1000-1999: Certificated Personnel Salaries Additional prep time for the Saroni and Choudhury

Annual Review

SPSA Year Reviewed: 2021-22

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.

We incorporated some CTE and Dual enrollment programs and found great success in those programs.

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

No major differences experienced/

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.

Due to the success of our CTE and Dual Enrollment we would like to further expand our programs.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

Decrease number of LTEL from 92% to 50% by May 2023 using reclassification criteria.

Identified Need(s)

Presently we have a high number of LTEL students on our campus that we would like to reclassify

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Iready assessments, grades from ELA courses and teacher recommendations	92% of the EL students are LTEL.	Lower our LTEL percentage to 50% through reclassification

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Test Chats
Incentives and awards
Recognition

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000.00	LCFF-EL 1000-1999: Certificated Personnel Salaries

	EL Facilitator stipend

Annual Review

SPSA Year Reviewed: 2021-22

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.

We reclassified 5 EL students.

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

none

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.

We are incorporating test chats and other incentives to encourage students to perform better.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$39,843.00
Total Federal Funds Provided to the School from the LEA for CSI	$177,547.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$116,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
CSI	$113,000.00

Subtotal of additional federal funds included for this school: $113,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF-EL	$3,000.00

Subtotal of state or local funds included for this school: $3,000.00

Total of federal, state, and/or local funds for this school: $116,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	20,439	17,439.00
LCFF-LI	12,054	12,054.00
Title I	7,350	7,350.00
CSI	156,120.00	43,120.00

Expenditures by Funding Source

Funding Source	Amount
CSI	113,000.00
LCFF-EL	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	38,000.00
4000-4999: Books And Supplies	18,000.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00
6000-6999: Capital Outlay	40,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI	35,000.00
4000-4999: Books And Supplies	CSI	18,000.00
5800: Professional/Consulting Services And Operating Expenditures	CSI	20,000.00
6000-6999: Capital Outlay	CSI	40,000.00

1000-1999: Certificated Personnel Salaries	LCFF-EL	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,000.00
Goal 2	75,000.00
Goal 3	3,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

4 Secondary Students

Name of Members	Role
Luis Medina	Principal
Kari Blanford	Classroom Teacher
Paul Choudhury	Classroom Teacher
Brisa Ortiz	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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 of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and 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 from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 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 student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/12/2022.

Attested:

	Principal, Luis Medina on 5/12/2022
	SSC Chairperson, Kari Blanford on 5/12/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children's education
b. inform parents and family members that they can directly effect the success of their children's learning
c. build consistent and effective communication between home/school
d. train teachers and administrators to communicate effectively with parents and families
e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

Alvord Continuation High School
Title 1
Targeted Assistance School Parent and Family Engagement Policy
2022-2023

Alvord Continuation High School jointly developed its written Title I parent and family engagement policy with input from Title I parents and family members. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the school and parents. Means of gathering input included reviewing and discussing the policy during the annual Title I, ELAC and SSC meetings. The policy is updated with input from parents yearly.

The policy is distributed to parents and family members of participating Title I students upon enrollment as part of Data Confirmation via the Aeries Parent Portal. During the first year of implementation (2017-18), the policy was distributed to parents and family members by mail.

The policy describes the means for carrying out the following Title I Parent and Family Engagement requirement. {20 USC 6318 Section 118(a)-(f) inclusive]

Engagement of Parents and Family Members in the Title I Program
To involve parents and family members in the Title I program at Alvord Continuation High School, the following practices have been established:

- The school convenes an annual meeting, at a convenient time to which all parents of participating children are invited and encouraged to attend, to inform parents and family members about their school's participation under this part and to explain the Title I requirements, and about the right of parents to be involved.
    - The Title I annual meeting is held each spring. Parents are notified by the Parent Square messaging system, flyers sent home, postings to the school website, and reminder phone calls. The annual meeting will coincide with Open House.

- The school offers a flexible number of meetings for Title I parents and family members, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care or home visits, such as service relate to parent involvement.
    - Parent groups decide to convene one annual meeting in the evening. If parents request additional meetings, their requests will be met.

- The school involves parents and family members of participating Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
    - Parents have the opportunity to be involved in the Title I program by providing suggestions during the annual meeting. Additionally, School Site Council and English Learner Advisory Committee members have the opportunity to make suggestions and provide input into the school's Title I and the parent/family engagement programs during their meetings.

- The school provides parents and family members of participating Title I students with timely information about Title I programs through the distribution of the parent and family engagement policy, school-parent compact, and annual meeting. In addition, all students and their parents are informed about specific Title I services available to them during the orientation to ACHS.

- The school provides parents and family members of participating Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
    - Students who are credit deficient are referred to alternative education from their comprehensive high school. Students enroll in credit recovery courses and/or courses for original credit. Curriculum is in alignment with CCSS and NGSS. 11th grade students participate in the CAASPP state testing. 10th and 11th graders are encouraged to take the PSAT and SAT. Students may return to their comprehensive high schools once they are out of credit recovery and only at the end of the semester.

- If requested by parents and family members of the participating Title I students, the school provides opportunities for regular meetings that allow the parents and the family members to participate in decisions relating to the education of their children.
    - During orientation, parents are encouraged to keep in contact with the school regarding their child's educational needs. Parents are provided with the school's contact information as well as the direct contact information to the school's counselor. Parents are invited to attend SST, IEPs, and Student Review to discuss their child's educational program and progress toward graduation.

School-Parent Compact

Alvord Continuation High School distributes to parents and family members of Title I students a school-parent compact. The compact, which has been jointly developed with parents and family members, outlines how parents and family members, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents and family members of Title I students:

- The schools' responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities

The school-parent compact was written with input from staff and site parent groups. The school-parent compact is reviewed annually in the spring at a parent meeting. Parents are provided the opportunity to make suggestions to compact.

Building Capacity for Engagement and Involvement

Alvord Continuation High School engages Title I parents and family members in meaningful interactions with the school. It supports a partnership among staff, parents and family members, and the community

to improve student academic achievement. To help reach these goals, the school has established the following practices:

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
    - During orientation, parents are provided information that will assist them with improving their children's achievement and understanding the academic standards, curriculum, and assessments. School staff is available to answer questions about student progress, curriculum and standards.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
    - Upon enrollment, parents attend a meeting in which the handbook is reviewed. This guide assists parents in navigating the alternative education program and supports their child's success in the program. Other information distributed may include how a credit recovery program works, graduation requirements, FAFSA information, and college and career opportunities.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners.
    - At the beginning of the school year, the staff reviews the purpose of Student Review. Students struggling academically and/or behaviorally may be brought forward for Student Review. Parent(s), student, and staff all attend the Student Review meeting to discuss the student's successes and areas that need improvement. Interventions are discussed and implemented. Student Reviews are scheduled throughout the school year. Staff is directly taught to communicate with parents about student learning goals and expectations and to set the tone for developing collaborative working relationships with parents and students.
- The school coordinates and integrates the Title I parent and family engagement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
    - Parent involvement is encouraged in campus activities that include but are not limited to individual student graduations, Back-to-School Night, Open House, School Site Council participation, and English Learner Advisory Committee involvement. In addition, parents are able to learn English through adult education.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
    - Parent involvement information is disseminated during registration in both English and Spanish. Additional activities and events that occur throughout the year are communicated to parents via flyers, the school website and Parent Square phone calls to the home.
- The school provides support for parental and family engagement activities requested by Title I parents.
    - Parents provide input for parent and family engagement activities during the annual meetings, SSC and ELAC meetings, and during the student orientation. All suggestions are taken into consideration. Administration and/or staff may consider those suggestions and changes may be made to the existing program.

Accessibility
Alvord Continuation High School provides opportunities for the participation of all Title I parents and family members, including those with limited English proficiency, those with disabilities, and parents and family members of migratory students. Information and school reports are provided in a format and language that the parents and family members understand. Parent involvement information is disseminated during registration in both English and Spanish. Additional activities and events that occur throughout the year are communicated to parents via flyers, the school website and Blackboard messages to the home.

Adoption
This policy was adopted by the Alvord Continuation High School Site Council on March 24, 2022 and will be in effect for a period of 2022-2023.

Alvord Continuation High School Parent Compact
2022-2023

This compact is an agreement between three parties: the parent, the student and the teacher. It lists what each party needs to do to support student learning at Alvord Continuation High School.

The staff and parents at ACHS have high expectations of themselves and of the students at the school. In an effort to provide the highest quality instructional program to the students and to show how the school and family are working together to educate the students at Alvord, the staff and parents agree to implement this compact.

Parent Responsibilities:

- O Ensure that my child attends school every day and is on time or report all absences in a timely manner.
- O Discuss with my child the importance of school attendance and learning standards.
- O Notify the school of any changes to contact information, including email.
- O Contact my child's teacher when I am concerned about my child's progress or have questions regarding the standards of assignments.
- O Understand that if my child is 18 years old, he or she must sign a release form before the staff can discuss my child's educational progress including academics, attendance and behavior.
- O Set aside a specific time and provide a quiet place to do homework.
- O Understand your student has daily homework until graduation or transfer requirements are met.
- O Sign and return all papers that require a parent signature by the due date, including this compact.
- O Volunteer and/or become involved in ELAC, SSC and other activities when possible.
- O Participate in scheduled parent-teacher conferences, Student Reviews, Back-to-School Night and Open House.
- O Schedule appointments with the teacher to observe my student's classroom when appropriate or necessary.
- O Know that I have access to my child's grades and attendance through the AERIES Parent Portal available which is on the school's website under the "Parents" tab. Parent's email required to create account.

Student Responsibilities:

- O Attend school every day and on time.
- O Earn a minimum of 10 credits per month.
- O Display appropriate citizenship and behavior at all times on campus or at school events.
- O Complete all homework and classroom assignments on time with my best efforts and ask teacher for assistance when necessary.
- O Develop a schedule to complete work outside of class.
- O Return any paper that requires a parent signature by the due date.
- O Respect the personal rights and personal property of others as well as cultural, racial and ethnic differences.

School/Teacher Responsibilities:

- O Provide high-quality standards-based instruction in order for all students to experience academic success.
- O Hold high expectations for all students.
- O Communicate regularly with parents regarding their student's academic progress.
- O Provide opportunities for parents to observe their student's classroom if requested.
- O Provide a stimulating, supportive, and effective learning environment that enables students to meet state standards.
- O Allow assessment to drive instruction focusing on students' needs.
- O Keep AERIES system current with student's attendance and grades.

Contact Information: **Alvord Continuation High School**
3606 Pierce Street, Riverside, CA 92503 **PH: (951) 358-1715** **FAX: (951) 358-1716**
Webpage Address: **www.alvordschools.org/Domain/26**

Alvord Continuation High School Parent Compact 2022-2023

Parents: Discuss this Parent Compact with your student before signing.

Parent Signature: Ana Padilla Date: 3/24/22 Parent Email: ana padilla perez @ gmail.com

Student's Name: Gavin Penaranda Grade: 11
Please Print

Student's Signature:

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hillcrest High School	33669770125732		

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

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.

Hillcrest High School meets the ESSA requirements after carefully aligning our goals with the Local Control and Accountability Plan. We have developed goals and allotted financial allocations that will increase or improve services for high-need and at-risk students. After the analysis of data and completion of needs assessments with advisory groups, goals were developed that will best meet the needs of all of our students.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Hillcrest students take the California Healthy Kids Survey each year. Students, parents and teachers all take a school climate survey yearly. The latest survey was taken in the spring of 2022.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted by administration on a daily basis. Formal observations are also conducted for teachers through the district's evaluation cycle. The purpose of classroom observations is to ensure that all students are engaged and supported in their learning through the use of best teaching practices, school-wide adopted instructional strategies, engagement strategies, intervention opportunities, technological resources, and well-prepared, appropriately rigorous and interactive lessons.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers and administrators review state and local data to modify and improve instruction based on student need. CAASPP data is reviewed and core instructional department goals are developed to improve student achievement . Yearly AP and PSAT data is also analyzed to identify strengths and areas in need of improvement. Summative assessments in ELA and Mathematics are given to all students at three points during the school year to identify areas in need of support and student growth. Diagnostic assessments, such as the iReady and MDTP are given multiple times each year in order to inform instruction. Local common formative assessments are given in each core content area. Teachers monitor and analyze student data to inform instruction regularly at the department level and individually.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

All core curricular teachers administer assessments to inform instruction. Teachers meet in PLCs to analyze data from ongoing assessments and modify instruction and plan interventions embedded into the school day. Under-performing students receive intervention within the school day and are offered opportunities for extended learning in the Literacy Center during zero period in a structured environment with teachers and trained peer mentors. Teacher training is supported with professional development opportunities including differentiated staff development, workshops and conferences, and district-wide professional development. LCFF funding is used to support teacher professional development.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Hillcrest teachers meet all credential requirements in accordance with state guidelines.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials)

All teachers at Hillcrest High School are fully credentialed and the site is compliant with state and federal staffing requirements. All core curriculum teachers receive training on SBE-adopted instructional materials. Due to state funding limitations, all adopted materials are no longer eligible for publisher staff development. On-site instructional coaches provide support for teachers on-site.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Bi-weekly staff meetings/staff development are designed to support implementation of rigorous and engaging curriculum and instructional strategies. Weekly PLC time is used to develop "First Best Instruction" to implement Common Core and Next Generation Science Standards. Appropriate professional development opportunities are provided through site professional development specific to individual department needs, district trainings, and the induction program for new teachers.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Teachers receive ongoing support through administration-identified needs via classroom walk-throughs. Department chairs and content area teachers work collaboratively to support each other in cognitively planning first-best instruction. The on-site instructional coach participates in department and interdisciplinary team meetings for consultation and staff development purposes.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve)

During weekly PLC time and staff meetings, teachers collaborate in department and interdisciplinary teams. Teacher teams are supported by administration and the instructional coach to meet the differentiated needs of each department.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers use Unit Planing Organizers created in collaboration and with support from the district using the RCD process aligned to Common Core Standards and the Next Generations Science Standards. Teacher teams use pacing guides and research-based instructional strategies to design effective lessons to meet the needs of all students. Content area teams collaborate to develop content-aligned and engaging curriculum and learning activities.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to appropriate standards-based instructional materials both in the classroom and at home. All students have been issued a Chromebook to use to access instruction and complete assignments.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

All students receive appropriate and rigorous instruction using standards-aligned core course instructional materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers and departments offer tutoring before school and during lunch. All students have access to the Literacy Center for academic support during zero period. An on-line academic recovery program (Odysseyware) utilized during the instructional day and during zero period supports the mastery of course standards and course remediation.

Evidence-based educational practices to raise student achievement

High yield instructional strategies are utilized in all classrooms at Hillcrest High School. Teachers utilize appropriate instructional strategies to ensure the daily learning objective is met. Higher level questioning is a school-wide instructional strategy used in all classrooms. Teachers cognitively plan learning activities with a level of rigor that is in alignment with the level of rigor required to reach standards-mastery in the Common Core and NGSS. Department teams analyze data and collaborate on instructional strategies to provide intervention and enrichment to meet the diverse needs of their students. Technology-enhanced lessons are implemented to increase student engagement in all core subjects.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Families are informed of student progress through the Aeries online grade book, which is utilized by all teachers and is easily accessible. Student progress reports are available every six weeks to keep parents informed of student progress. Guidance counselors engage students in academic counseling and monitor under-performing students after each six week grading period. Counselors and teachers utilize a variety of communication methods including email and apps (such as Parent Square and Remind) to communicate with students and parents. Parent conferences are held twice a year. The School Site Council reviews the SPSA and analyzes current practices to ensure the needs of all students are met. The AVID program supports students first in their family to be on a college pathway and schedules regular parent nights to keep parents and families informed and involved. Through District MOUs the school partners with community based agencies including the Carol Wylie Center, Operation Safehouse and McKinley Children's Center, to provide students and families access to counseling and other support services both on and off campus.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Hillcrest High School promotes active participation through several different organizations. AVID organizes parent nights to keep parents involved and informed throughout the year. Advisory meetings that are open to the public include the Parent Teacher Organization which meets regularly throughout the year, an English Learner Advisory Committee which, like the School Site Council, holds monthly meetings. These advisory committees provide regular input to the school administration and are involved in decision making. Counselors and administration hold regular parent workshops on a variety of topics to meet the academic and social needs of the students and families, including post high school educational opportunities, the college application process and FAFSA completion.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

LCFF funding supports Staff Development for interdisciplinary teams to build Common Core lessons which will help students be prepared for the 21st century workforce. LCFF funds are also leveraged to purchase technology for effective teaching and learning in the classroom and provide differentiated intervention and support for struggling students.

Fiscal support

LCFF-LI and LCFF-EL funds supplement the general fund to provide technology to support a STEM curriculum, teacher training, professional development, and additional resources for under-performing students.

Stakeholder 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 SPSA and Annual Review and Update

Hillcrest High School's administration maintains strong relationships with all stakeholders and parent groups, including ELAC and the PTO. A request for input on this year's SPSA was held with the School Site Council on 4/25/2022. The school's teaching staff was also consulted through meetings with their department chairs, who make up the school's Leadership Team. This team was consulted with regarding the SPSA on May 16, 2022. School administration is also closely in touch with the student body and holds regular informal forums with student leadership groups including AVID, ASB, Renaissance Council, Greatness Within, Black Student Union and a variety of clubs that interact with our diverse student population on a daily basis.

Resource Inequities

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

Over the course of the past few years, Hillcrest High School administration, staff and School Site Council have dedicated a majority of its allocations to increasing and improving technological resources available to students. This was done in order to meet the expectation that Hillcrest serve as a STEM focused comprehensive high school with a 21st century learning environment. Now that technology has been built to this level, we will need to focus future financial allocations on maintaining this technology and will also be able to allocate some resources to other focus areas based on our needs assessment. All students and teachers have been provided a new Chromebook/laptop through COVID federal CARES Act funding. In addition, all classrooms are being equipped with movable interactive flat panel monitors to replace aging smart board technology.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.17%	0.5%	0.60%	3	9	11
African American	5.77%	5.7%	7.00%	99	102	129
Asian	6.01%	5.8%	6.24%	103	103	115
Filipino	3.15%	3.1%	2.82%	54	56	52
Hispanic/Latino	65.01%	65.4%	65.09%	1,115	1,168	1199
Pacific Islander	0.35%	0.7%	0.81%	6	12	15
White	17.32%	17.2%	16.02%	297	307	295
Multiple/No Response	2.22%	1.5%	1.41%	38	26	26
			Total Enrollment	1,715	1,786	1842

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	492	493	452
Grade 10	420	490	501
Grade 11	409	409	485
Grade 12	394	394	404
Total Enrollment	1,715	1,786	1,842

Conclusions based on this data:

1. Subgroup populations have maintained the same or very similar levels over the past three years.
2. Enrollment at Hillcrest High School continues to increase.
3. Class sizes consistently average between 400-450 students per grade level. The freshman class in the 2019-2020 school year was significantly larger than previous classes which was a trend that continued for 2020-2021.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	236	255		13.8%	14.3%	
Fluent English Proficient (FEP)	455	453		26.5%	25.4%	
Reclassified Fluent English Proficient (RFEP)	30	6		13.5%	2.5%	

Conclusions based on this data:

1. The EL population at HHS has increased from 2019 to 2021.
2. The number of students considered Fluent English Proficient has decreased slightly.
3. There was a significant drop in the number and percentage of reclassified fluent English proficient students, likely due to the lack of 2020 assessment data resulting from school closures.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	409	403	408	402	398	0	399	397	0	98.3	98.8	0.0
All Grades	409	403	408	402	398	0	399	397	0	98.3	98.8	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2572.	2612.		20.55	30.98		28.82	35.52		23.81	17.13		26.82	16.37	
All Grades	N/A	N/A	N/A	20.55	30.98		28.82	35.52		23.81	17.13		26.82	16.37	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	25.56	34.43		46.62	45.57		27.82	20.00	
All Grades	25.56	34.43		46.62	45.57		27.82	20.00	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	26.63	37.72		42.96	44.05		30.40	18.23	
All Grades	26.63	37.72		42.96	44.05		30.40	18.23	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	21.05	24.49		58.15	62.88		20.80	12.63	
All Grades	21.05	24.49		58.15	62.88		20.80	12.63	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	28.39	39.24		44.97	45.32		26.63	15.44	
All Grades	28.39	39.24		44.97	45.32		26.63	15.44	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 66.5% of the students tested scored in the met or exceeded standards range in English Language Arts during the 2018-2019 school year.
2. Hillcrest High School saw a significant increase (+17%) in students meeting and exceeding standards in English Language Arts between the 17-18 and 18-19 school years.
3. Of the four domains, our lowest scoring domain is in Listening, with only 24.49% of students demonstrating effective communication skills.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	411	404	408	404	394	0	404	394	0	98.3	97.5	0.0
All Grades	411	404	408	404	394	0	404	394	0	98.3	97.5	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2550.	2567.		6.68	13.71		20.54	21.83		25.00	21.32		47.77	43.15	
All Grades	N/A	N/A	N/A	6.68	13.71		20.54	21.83		25.00	21.32		47.77	43.15	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	18.32	24.62		25.74	24.87		55.94	50.51	
All Grades	18.32	24.62		25.74	24.87		55.94	50.51	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	9.16	16.75		49.75	46.45		41.09	36.80	
All Grades	9.16	16.75		49.75	46.45		41.09	36.80	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	11.39	15.23		54.46	52.03		34.16	32.74	
All Grades	11.39	15.23		54.46	52.03		34.16	32.74	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 35.54% of the students tested scored in the met or exceeded standards range in Mathematics during the 2018-2019 school year.
2. Hillcrest High School saw a significant increase (+8%) in students meeting and exceeding standards in Mathematics between the 17-18 and 18-19 school years.
3. Of the three domains, our lowest scoring domains were in Problem Solving & Modeling/Data Analysis and Communicating Reasoning, with only 16.75% and 15.23% of students demonstrating effective skills respectively. This, however, is a considerable improvement from previous years.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1552.5	1565.9	1550.9	1547.1	1568.4	1557.3	1557.3	1562.8	1543.9	72	52	65
10	1548.1	1579.4	1564.0	1539.6	1595.8	1575.5	1555.9	1562.5	1552.0	53	66	66
11	1540.7	1562.9	1569.1	1525.1	1557.8	1564.7	1556.0	1567.6	1573.0	54	46	49
12	1544.3	1569.9	1592.1	1531.3	1579.5	1604.1	1556.7	1559.6	1579.6	63	42	47
All Grades										242	206	227

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	25.00	19.23	20.00	36.11	46.15	36.92	26.39	25.00	24.62	*	9.62	18.46	72	52	65
10	32.08	37.88	22.73	30.19	36.36	40.91	22.64	12.12	24.24	*	13.64	12.12	53	66	66
11	20.37	19.57	26.53	33.33	43.48	38.78	27.78	26.09	20.41	*	10.87	14.29	54	46	49
12	33.33	26.19	44.68	31.75	33.33	21.28	*	26.19	8.51	19.05	14.29	25.53	63	42	47
All Grades	27.69	26.70	27.31	33.06	39.81	35.24	23.14	21.36	20.26	16.12	12.14	17.18	242	206	227

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	47.22	42.31	40.00	27.78	32.69	33.85	16.67	15.38	12.31	*	9.62	13.85	72	52	65
10	39.62	53.03	42.42	33.96	30.30	34.85	20.75	6.06	10.61	*	10.61	12.12	53	66	66
11	40.74	30.43	44.90	37.04	45.65	34.69	*	15.22	12.24	*	8.70	8.16	54	46	49
12	46.03	38.10	53.19	28.57	40.48	21.28	*	9.52	4.26	*	11.90	21.28	63	42	47
All Grades	43.80	42.23	44.49	31.40	36.41	31.72	16.12	11.17	10.13	8.68	10.19	13.66	242	206	227

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	15.28	7.69	1.54	26.39	23.08	30.77	30.56	53.85	29.23	27.78	15.38	38.46	72	52	65
10	*	6.06	7.58	35.85	33.33	30.30	26.42	36.36	36.36	28.30	24.24	25.76	53	66	66
11	*	6.52	6.12	20.37	26.09	32.65	24.07	39.13	28.57	40.74	28.26	32.65	54	46	49
12	*	9.52	14.89	34.92	26.19	36.17	28.57	30.95	23.40	25.40	33.33	25.53	63	42	47
All Grades	12.81	7.28	7.05	29.34	27.67	32.16	27.69	40.29	29.96	30.17	24.76	30.84	242	206	227

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	44.44	23.08	9.23	40.28	65.38	67.69	15.28	11.54	23.08	72	52	65
10	37.74	16.67	13.64	52.83	72.73	68.18	*	10.61	18.18	53	66	66
11	50.00	4.35	2.04	31.48	71.74	79.59	*	23.91	18.37	54	46	49
12	44.44	9.52	17.02	33.33	71.43	57.45	22.22	19.05	25.53	63	42	47
All Grades	44.21	14.08	10.57	39.26	70.39	68.28	16.53	15.53	21.15	242	206	227

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	54.17	65.38	81.82	40.28	23.08	13.64	*	11.54	4.55	72	52	44
10	56.60	80.30	77.55	37.74	7.58	14.29	*	12.12	8.16	53	66	49
11	57.41	80.43	82.76	37.04	8.70	10.34	*	10.87	6.90	54	46	29
12	55.56	73.81		38.10	16.67		*	9.52		63	42	0
All Grades	55.79	75.24	80.33	38.43	13.59	13.11	5.79	11.17	6.56	242	206	122

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	16.67	17.31	7.69	38.89	59.62	53.85	44.44	23.08	38.46	72	52	65
10	*	18.18	25.76	43.40	50.00	42.42	45.28	31.82	31.82	53	66	66
11	*	6.52	10.20	24.07	56.52	55.10	59.26	36.96	34.69	54	46	49
12	*	14.29	12.77	49.21	38.10	57.45	38.10	47.62	29.79	63	42	47
All Grades	14.46	14.56	14.54	39.26	51.46	51.54	46.28	33.98	33.92	242	206	227

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	22.22	13.46	1.54	66.67	75.00	72.31	*	11.54	26.15	72	52	65
10	33.96	9.09	0.00	60.38	75.76	89.06	*	15.15	10.94	53	66	64
11	27.78	13.04	20.41	64.81	78.26	65.31	*	8.70	14.29	54	46	49
12	30.16	19.05	23.91	63.49	71.43	58.70	*	9.52	17.39	63	42	46
All Grades	28.10	13.11	9.82	64.05	75.24	72.77	7.85	11.65	17.41	242	206	224

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The majority of our English Learner population falls into the level 4 and level 3 categories in grades 9-12.
2. Students scored highest in the listening and speaking categories.
3. Writing is the greatest area of challenge for our English Learner population.

School and Student Performance Data

Local Assessment Data
English Language Arts

iReady Student Groups	**iReady** Total Enrollment	**iReady** Number Tested	**iReady** Percent Tested	**iReady** Percent Not Tested	**iReady** Percent At or Above Grade Level
All Students	409	377	92.1	7.9	32
Female	188	177	94.1	5.9	38.8
Male	221	200	90.5	9.5	26
American Indian or Alaska Native	2	2	--	--	--
Asian	27	25	92.6	7.4	51.9
Black or African American	21	19	90.4	9.6	33.3
Filipino	15	15	100	0	46.7
Hispanic or Latino	261	240	92	8	27.6
Native Hawaiian or Pacific Islander	3	3	--	--	--
Two or More Races	8	8	--	--	--
White	72	65	90.3	9.7	37.5
English Learners	53	49	92.4	7.6	7.5
Foster Youth	6	6	--	--	--
Homeless	8	7	--	--	--
Socioeconomically Disadvantaged	263	239	90.9	9.1	24
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	37	32	86.5	13.5	2.7

Conclusions based on this data:

1. Only 32% of all students tested at or above grade level for English Language Arts.
2. English Learners and Students with Disabilities scored significantly lower than their peers with only 7.5 and 2.7 percent of these subgroups at or above grade level, respectively.
3. Socioeconomically disadvantaged students also scored lower than the average with 24% at or above grade level.

School and Student Performance Data

Local Assessment Data
Mathematics

iReady Student Groups	**iReady** Total Enrollment	**iReady** Number Tested	**iReady** Percent Tested	**iReady** Percent Not Tested	**iReady** Percent At or Above Grade Level
All Students	409	359	87.78	12.22	35.1
Female	187	169	90.37	9.63	39.05
Male	220	190	86.36	13.64	31.58
American Indian or Alaska Native	2	1	--	--	--
Asian	27	24	88.89	11.11	66.67
Black or African American	21	20	95.24	4.76	20
Filipino	15	14	93.33	6.67	64.29
Hispanic or Latino	259	228	88.03	11.97	27.63
Native Hawaiian or Pacific Islander	3	3	--	--	--
Two or More Races	8	8	--	--	--
White	72	61	84.72	15.28	47.54
English Learners	54	44	81.48	18.52	11.36
Foster Youth	6	5	--	--	--
Homeless	9	9	--	--	--
Socioeconomically Disadvantaged	262	229	87.4	12.6	28.38
Students with Disabilities	39	30	76.92	23.08	10

Conclusions based on this data:

1. In the area of Math, 35.1% of all students scored at or above grade level.
2. English Learners and Students with Disabilities again scored lower than their peers with 11.6 and 10 percent of these subgroups at or above grade level, respectively.
3. Socioeconomically disadvantaged students also scored lower than the average in the area of math, with 28.38 percent at or above grade level.

School and Student Performance Data

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1786	**61.1**	**14.3**	**0.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	255	14.3
Foster Youth	13	0.7
Homeless	43	2.4
Socioeconomically Disadvantaged	1091	61.1
Students with Disabilities	206	11.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	102	5.7
American Indian or Alaska Native	9	0.5
Asian	103	5.8
Filipino	56	3.1
Hispanic	1168	65.4
Two or More Races	26	1.5
Native Hawaiian or Pacific Islander	12	0.7
White	307	17.2

Conclusions based on this data:

1. Socioeconomically disadvantaged students represent a significant percentage of the student body with 61.1% of the total population.
2. English Learners compose 14.3% of the total student body.
3. Students with disabilities represent 11.5% of the student population.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Green		
College/Career Yellow		

Conclusions based on this data:

1. Our academic performance indicators are blue (English) and green (Math). It will be important to continue to maintain these levels.
2. Our graduation rate is in the blue area and is considered on target.
3. Our college/career performance level is yellow and should be an area of focus.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	2	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Orange	No Performance Color
30 points above standard	56.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++43.3 points	Increased Significantly ++43.4 points	1
388	67	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	15.1 points above standard	124.4 points below standard
5	Increased Significantly ++48.5 points	Increased Significantly ++17.6 points
	239	41

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
17.7 points above standard	0 Students	91.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++89.3 points		Declined -8 points	10
23		31	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
16.1 points above standard	65.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	39.9 points above standard
Increased Significantly ++47.2 points	Increased Significantly ++59.4 points	1	Increased Significantly ++35.9 points
250	17		56

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
103.7 points below standard	29.2 points above standard	37.5 points above standard
Increased Significantly ++28.6 points	Increased Significantly ++57.5 points	Increased Significantly ++30.8 points
43	24	235

Conclusions based on this data:

1. Overall, the All Student group shows a significant increase and is above the standard, in the blue range.
2. English Learners demonstrated a 43.4 point increase, however still fall below the standard by 56.1 points, in the orange range.
3. The Students with Disabilities showed an increase of 17.6 points, however still fall below the standard by 124.4 points, also in the orange range.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
58.1 points below standard	150.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++17 points	Increased ++12.8 points	1
382	66	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	84.3 points below standard	210.2 points below standard
5	Increased Significantly ++18.1 points	Increased Significantly ++17.2 points
	235	40

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
67.3 points below standard		58.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++28.6 points		Increased Significantly ++19.2 points	10
21		30	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
84.9 points below standard	23.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	36.2 points below standard
Increased ++14.4 points	Increased Significantly ++59.2 points	1	Increased ++11.5 points
251	15		54

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
202.6 points below standard	59 points below standard	47 points below standard
Declined -8.9 points	Increased Significantly ++37.9 points	Increased ++13.7 points
42	24	230

Conclusions based on this data:

1. The All Student category increased by 17 points, falling into the green category at 58.1 points below the standard.
2. English learners fall into the orange category with a 12.8 point increase and an overall score of 150.4 points below the standard.
3. Students with disabilities saw an increase in scores of 17.2 points to fall into the orange category at 210.2 points below the standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
56.6 making progress towards English language proficiency
Number of EL Students: 198
Performance Level: High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.1	27.2	11.1	45.4

Conclusions based on this data:

1. 56.6 percent of our English Learners are making progress towards English Language proficiency.
2. The highest percentage of students, 45.4% progressed at least one ELPI level.
3. 16.1% of our English Learners decreased one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	393	100
African American	22	5.6
American Indian or Alaska Native	1	0.3
Asian	21	5.3
Filipino	14	3.6
Hispanic	247	62.8
Native Hawaiian or Pacific Islander	2	0.5
White	79	20.1
Two or More Races	7	1.8
English Learners	63	16
Socioeconomically Disadvantaged	288	73.3
Students with Disabilities	49	12.5
Foster Youth	2	0.5
Homeless	21	5.3

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	66	16.8
African American	1	4.5
American Indian or Alaska Native		
Asian	10	47.6
Filipino	5	35.7
Hispanic	35	14.2
Native Hawaiian or Pacific Islander		
White	13	16.5
Two or More Races		
English Learners	3	4.8
Socioeconomically Disadvantaged	36	12.5
Students with Disabilities	2	4.1
Foster Youth		
Homeless	1	4.8

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	33	8.4
African American	0	0
American Indian or Alaska Native		
Asian	3	14.3
Filipino	3	21.4
Hispanic	20	8.1
Native Hawaiian or Pacific Islander		
White	7	8.9
Two or More Races		
English Learners	5	7.9
Socioeconomically Disadvantaged	19	6.6
Students with Disabilities	2	4.1
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	196	49.9
African American	10	45.5
American Indian or Alaska Native		
Asian	14	66.7
Filipino	13	92.9
Hispanic	110	44.5
Native Hawaiian or Pacific Islander		
White	43	54.4
Two or More Races		
English Learners	16	25.4
Socioeconomically Disadvantaged	124	43.1
Students with Disabilities	9	18.4
Foster Youth		
Homeless	6	28.6

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	19	4.8
African American	0	0
American Indian or Alaska Native		
Asian	3	14.3
Filipino	3	21.4
Hispanic	8	3.2
Native Hawaiian or Pacific Islander		
White	5	6.3
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	8	2.8
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	28	7.1
African American	2	9.1
American Indian or Alaska Native		
Asian	3	14.3
Filipino	0	0
Hispanic	18	7.3
Native Hawaiian or Pacific Islander		
White	4	5.1
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	19	6.6
Students with Disabilities	1	2
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	16	4.1
African American	1	4.5
American Indian or Alaska Native		
Asian	1	4.8
Filipino	0	0
Hispanic	10	4
Native Hawaiian or Pacific Islander		
White	4	5.1
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	11	3.8
Students with Disabilities	1	2
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	34	8.7
African American	3	13.6
American Indian or Alaska Native		
Asian	2	9.5
Filipino	0	0
Hispanic	19	7.7
Native Hawaiian or Pacific Islander		
White	10	12.7
Two or More Races		
English Learners	2	3.2
Socioeconomically Disadvantaged	19	6.6
Students with Disabilities	4	8.2
Foster Youth		
Homeless	2	9.5

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Almost half of our graduates (49.9%) meet A-G requirements.
2. CTE pathways continue to be an area of growth and development for HHS with only 8.4% of graduates completing a pathway.
3. Participation in Dual Enrollment programs and AP Exams continue to be an area of growth as is increasing the number of students earning the State Seal of Biliteracy

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Engaging students academically and lowering rates of chronic absenteeism continues to be an area of focus for the school.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students	393	379	0	96.4
English Learners	63	60	0	95.2
Foster Youth	2		0	
Homeless	21	19	0	90.5
Socioeconomically Disadvantaged	288	276	0	95.8
Students with Disabilities	49	45	0	91.8
African American	22	21	0	95.5
American Indian or Alaska Native	1		0	
Asian	21	18	0	85.7
Filipino	14	14	0	100
Hispanic	247	239	0	96.8
Native Hawaiian or Pacific Islander	2		0	
White	79	77	0	97.5
Two or More Races	7		0	

Conclusions based on this data:

1. Graduation rates have stayed above 95%.
2. The graduation rate for English Learners is slightly lower than the school average, but still over 95%.
3. Areas of concern include the graduation rates for Homeless students and Students with Disabilities. The Asian student subgroup had the lowest graduation rate at 85.7%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	5	4

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
0.9	0.8	7.7
Declined -1.3	Declined Significantly -2.6	Declined -2.8
1742	240	13

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Blue	Green	Green
0	1	2.7
Declined -6.1	Declined -1.6	Declined Significantly -2.6
36	1104	185

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Blue	Blue
1.8	Less than 11 Students - Data 7	0	0
Declined -2.4		Maintained 0	Declined -1.9
111		114	49
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	No Performance Color	Green
1	2.1	Less than 11 Students - Data 5	0.6
Declined -1.6	Increased +2.1		Declined -0.6
1093	48		315

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.2	0.9

Conclusions based on this data:

1. In 2019, less than 1 percent of students were suspended.
2. Most subgroups fall into the green and blue categories with declining suspension rates.
3. The suspension rate increased only for students representing two or more races.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

WASC Goal 1: Identify and further develop effective common school-wide instructional strategies.

Identified Need(s)

Funding to maintain and replace aging classroom technology
Instructional materials that meet the demands of Common Core and will prepare students for the CAASPP
Professional Development and resources to engage and support students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP data (English Language Arts)	In 2019, 66.5% of students met or exceeded the overall standard for English Language arts on the CAASPP, and 16.37% of students did not meet the standard. English Learners and Students with Disabilities fall significantly below their peers at 56.1 points below standard and 124.4 points below standard, respectively.	By June 2023, the overall percentage of students meeting or exceeding the standard in English Language Arts will increase by 3% and the percentage of students who did not meet the standard will decrease by 3%. English Learners and Students with Disabilities will increase performance by 20 points for each.
CAASPP data (Mathematics)	In 2019, 35.54% of students met or exceeded the overall standard for Mathematics on the CAASPP, and 43.15% of students did not meet the standard. English Learners and Students with Disabilities fall significantly below their peers at 150.4 and 210.2 points below standard, respectively.	By June 2023, the overall percentage of students meeting or exceeding the standard in Mathematics will increase by 3% and the percentage of students who did not meet the standard will decrease by 3%. English Learners and Students with Disabilities will increase performance by 20 points for each.
ELPAC	In 2021, 62.55% of students in all grade levels scored at Level	The overall percentage of students scoring a 3 or a 4 on

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3 (35.24) or Level 4 (27.31) on the ELPAC.	the ELPAC will increase by 3%.
iReady (English Language Arts)	In 2021, 32% of students tested at or above grade level for English Language Arts on the iReady. Only 7.5% of English Learners and 2.7% of Students with Disabilities tested at or above grade level.	The overall percentage of students testing at or above grade level on the iReady for English Language Arts will increase by 3%. The percentage of English Learners and Students with Disabilities testing at or above grade level will increase by 5% for each.
iReady (Mathematics)	In 2021, 35.1% of students tested at or above grade level for Mathematics on the iReady. Only 11.36% of English Learners and 10% of Students with Disabilites tested at or above grade level.	The overall percentage of students testing at or above grade level on the iReady for Mathematics will increase by 3%. The percentage of English Learners and Students with Disabilities testing at or above grade level will increase by 5% for each.
CAST (Science)	No data yet available.	Assessment data from this year will provide the baseline for goals in the area of Science.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students; English Learners

Strategy/Activity

Library books and resources to supplement core curriculum and increase student literacy, including the addition of titles specific to the unique learning needs of English Language Learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	LCFF-LI 4000-4999: Books And Supplies

2000	LCFF-EL 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Integrate technology, web sites and software to enhance the learning environment that challenges all students to achieve excellence. This includes licensing for 5-star student, C-stem software for use in integrated robotics classes and Edpuzzle.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	LCFF-LI 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students; Students with Disabilities, and English Learners

Strategy/Activity

Provide quality and engaging instructional supplies, resources and materials to enhance the curriculum developed through RCD as well as Common Core standards across the curriculum. This will allow for the purchase of hands-on consumable resources to support and enhance instruction and increase student engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	LCFF-LI 4000-4999: Books And Supplies
1000	LCFF-EL 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Technology supplies including replacement LCDs, cables and adaptors to keep classroom technology functioning properly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	LCFF-LI 4000-4999: Books And Supplies
2800	LCFF-LI 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Release days for grade level and subject teams in Core Departments (English, Math, Social Studies, Science, LOTE and AVID) for the purpose of analyzing data to guide and improve instruction and improve student outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Release days for Sheltered teachers in Core Departments (English, Math, Social Studies and Science) for Professional development, training, collaboration and data analysis to improve instruction and student outcomes for English Learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Targeted professional development for the ELD teacher and Intervention teacher to better support and engage English Learners in the classroom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF-EL 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2021-22

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.

Goals were re-written for 2022-23 to align the SPSA with LCAP and WASC goals.

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

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

WASC Goal 2: Fully develop and implement the systematic analysis of all data at all levels (school, department, teacher) to determine the effectiveness of instructional decisions and provide informed instructional decisions in order to improve all student learning outcomes.

WASC Goal 4: Increase student performance on all academic indicators through not only providing intervention and support for all at-risk students, but also by incorporating proactive and timely targeted interventions within the instructional setting.

WASC Goal 5: Institutionalize an accountability system that includes clearly addressing the WASC goals, the implementation of an evaluation cycle for the school's programs and initiatives, which include yearly specific expectations for student outcomes and school-wide systematic data analysis at all levels.

Identified Need(s)

Professional development and training to support General Education teachers working with students with disabilities and to build and support the AP Program
Improve access to information about College and Career and A-G requirements

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	The 2021 Graduation rate for all students was 96.4%. The graduation rate for English Learners was 95.2% and the graduation rate for Students with Disabilities was 91.8%.	The schoolwide graduation rate will increase to 97%. The graduation rate for English Learners will increase to 96.5% and the graduation rate for Students with Disabilities will increase to 95%.
Advanced Placement Exams	16.8% of the graduates in the class of 2021 scored a 3 or higher on at least two Advanced Placement Exams.	The percentage of graduates scoring a 3 or higher on at least two Advanced Placement Exams will increase to 20%.
CTE Pathways	8.4% of the graduates in the class of 2021 completed at least one Career and Technical Education (CTE) Pathway. To successfully complete a pathway, students must earn a	The percentage of graduates successfully completing at least one CTE Pathway will increase to 12%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	grade of C- or better (pass) in the capstone course.	
A-G Requirements	49.9% of the graduates in the class of 2021 met the A-G criteria with a grade of C or better (pass). For English Learners the percentage of A-G completers was 25.4% and for Students with Disabilities the percentage of completion was 18.4%.	The percentage of A-G completion will increase to 60% for all students. The A-G completion rate for English learners and for Students with Disabilities will increase to 35% and 25%, respectively.
Dual Enrollment and College Credit Courses	7.1% of graduates in the class of 2021 completed one semester of Academic or CTE subject college credit courses with a C- or better.	The percentage of graduates successfully completing one semester of college credit courses will increase to 10%.
State Seal of Biliteracy	8.7% of the graduates in the class of 2021 completed the requirements to earn the State Seal of Biliteracy.	The percentage of graduates completing the requirements to earn the State Seal of Biliteracy will increase to 12%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Release days to support Co-teachers (Special Education and General Education teacher teams) in the implementation of strategies to support and engage students with disabilities in the General Education Setting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Release days for AP Teachers to review and analyze data and to improve student success on AP exams and student retention in AP courses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Additional hours to provide parent and student information sessions on college/career and financial aid workshops outside of the school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Study trip for English Learners to increase student engagement and provide opportunities for students to apply English language skills in real life settings outside of the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
740	LCFF-EL 1000-1999: Certificated Personnel Salaries
1185	LCFF-EL 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Additional hours to provide targeted tutoring support and intervention for English Learners outside of the school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF-EL 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2021-22

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.

Goals were re-written for 2022-23 to align the SPSA with LCAP and WASC goals.

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

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

WASC Goal 3: Continue collaboration in order to develop, implement and, as needed, revise the curriculum, identify successful intervention strategies and implement and analyze common formative and summative assessments and other related components to ensure the achievement of all students.

Identified Need(s)

Funding to maintain and replace classroom technology
Instructional materials that meet the demands of Common Core and SBAC assessment
Professional Development and resources to engage students in distance learning due to the COVID-19 pandemic

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	No data available.	Hillcrest will continue to strive for a 97% or higher attendance rate.
Suspension Rates	The suspension rate for 2019 was 0.9%.	Hillcrest will continue to strive for a 5% or lower suspension rate.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Smore team account to increase and improve communication with all stakeholders

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF-LI 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

EL Facilitator Stipend

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3510	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Professional development for parents and staff through participation in CABE.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF-EL 1000-1999: Certificated Personnel Salaries
1500	LCFF-EL 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide translation and childcare services for events outside of the school day including Parent nights and Parent Teacher Conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4550	LCFF-EL 2000-2999: Classified Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase school connectedness and PRIDE across campus through improved branding and visibility of Student Learning Outcomes across campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	LCFF-LI 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2021-22

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.

Goals were re-written for 2022-23 to align the SPSA with LCAP and WASC goals.

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

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$92,285.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF-EL	$23,985.00
LCFF-LI	$68,300.00

Subtotal of state or local funds included for this school: $92,285.00

Total of federal, state, and/or local funds for this school: $92,285.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	25,800.00	1,815.00
LCFF-LI	52,050.00	-16,250.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-EL	23,985.00
LCFF-LI	68,300.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	48,750.00
2000-2999: Classified Personnel Salaries	4,550.00
4000-4999: Books And Supplies	16,500.00
5000-5999: Services And Other Operating Expenditures	22,485.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-EL	13,750.00
2000-2999: Classified Personnel Salaries	LCFF-EL	4,550.00
4000-4999: Books And Supplies	LCFF-EL	3,000.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	2,685.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	35,000.00
4000-4999: Books And Supplies	LCFF-LI	13,500.00

5000-5999: Services And Other Operating Expenditures	LCFF-LI	19,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,300.00
Goal 2	23,925.00
Goal 3	21,060.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Dr. Amanda Bentley	Principal
Errol Garnett	Classroom Teacher
Matt Montello	Classroom Teacher
Matthew Waggoner	Classroom Teacher
Barbara Wucherpfennig	Classroom Teacher
Pamela Edmondson	Other School Staff
Kamela Briggs	Parent or Community Member
Mark Carter	Parent or Community Member
Zoe Milkie	Parent or Community Member
Mariam Atallah	Secondary Student
Natali Duran	Secondary Student
Ryan Noghani	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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 of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and 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 from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Departmental Advisory Committee

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 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 student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 23, 2022.

Attested:

Principal, Amanda Bentley, Ed.D. on 5/24/2022

SSC Chairperson, Mariam Atallah on 5/24/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children's education
b. inform parents and family members that they can directly effect the success of their children's learning
c. build consistent and effective communication between home/school
d. train teachers and administrators to communicate effectively with parents and families
e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

Hillcrest High School
School Site Council Agenda
May 23, 2022
Meeting Location: Zoom
Zoom Meeting ID: 401 178 4836, Passcode: 562828
Time: 2:45pm

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. Approve minutes from April 25, 2022 meeting
2. Approve Expenditures for LCFF-LI (22-23 expenditures)
    a. NTE $2,100 from LCFF-LI funds for Social Studies teacher collaboration
3. Approve site budgets for 2022-2023
    a. LCFF-LI: $68,300
    b. LCFF-EL: $23,985
4. Approve the 2022-2023 School Plan for Student Achievement

III. Discussion/Information

1. Budget Reports by Funding Source
2. SSC Committee Self-Evaluation
3. Plan Election Cycle for August, 2022
    a. Parent/Community member nominations and elections: July 25 – August 19
    b. Student nominations and elections: August 8 – August 26
    c. Teacher/staff nominations and elections: August 1 – August 19
4. School Plan for Student Achievement (SPSA)
    a. Continue monitoring student progress and implementation of SPSA goals/actions
5. Local Control and Accountability Plan Input
6. Reports from Parent Committees
    a. English Learners Advisory Committee (ELAC)
    b. Action Team for Partnership (ATP)
    c. District Parent Advisory Committee (PAC)
7. Program Reports
    a. Professional Development Opportunities (Paraprofessionals, Teachers)
    b. Parent and Family Involvement Opportunities
    c. Interventions
8. Principal's Report

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for August/September 2022, date TBD.
3. Adjournment: Action Item

Hillcrest High School
School Site Council MINUTES
May 23, 2022
Meeting Location: Zoom
Zoom Meeting ID: 401 178 4836, Passcode: 562828
Time: 2:45pm

I. Introductory Procedure

1. Call to Order – The meeting was called to order at 2:46pm by Mariam Atallah.
2. Establishment of Quorum – A quorum was established with the following eight members present:
    - Dr. Amanda Bentley, Principal
    - Errol Garnett, teacher
    - Matt Montello, teacher
    - Matthew Waggoner, teacher
    - Barbara Wucherpfennig, teacher
    - Mariam Atallah, student
    - Ryan Noghani, student
    - Zoe Milkie, parent
3. Pledge of Allegiance – M. Atallah led in the pledge of allegiance
4. Welcome and Introductions – Welcome was given and introductions were made by Mrs. Schiessel

II. Action Items

1. Approve minutes from April 25, 2022 meeting
    a. It was M/S/C to approve the minutes from the April 25 SSC meeting (Bentley/Montello) (8/0/0)
2. Approve site budgets for 2022-2023
    a. LCFF-LI: $68,300
        i. It was M/S/C to approve the LI budget for 2022-2023 (Wucherpfennig/Montello) (8/0/0)
    b. LCFF-EL: $23,985
        i. It was M/S/C to approve the EL budget for 2022-2023 (Milkie/Wucherpfennig) (8/0/0)
3. Approve the 2022-2023 School Plan for Student Achievement
    a. It was M/S/C to approve the 2022-2023 SPSA (Montello/Bentley) (8/0/0)
4. Approve Expenditures for LCFF-LI (22-23 expenditures)
    a. NTE $2,100 from LCFF-LI funds for Social Studies teacher collaboration
        i. It was M/S/C to approve NTE $2,100 from LCFF-LI funds for Social Studies teacher collaboration at the beginning of the 2022-2023 school year (Bentley/Wucherpfennig) (8/0/0)

III. Discussion/Information

1. Budget Reports by Funding Source – there were no new budget updates
2. SSC Committee Self-Evaluation – Mrs. Schiessel reviewed and explained the prompts for the End of Year evaluation and directed members to submit their responses on the online form.
3. Plan Election Cycle for August, 2022 – Mrs. Schiessel reviewed the proposed election cycle for 2022-2023
    a. Parent/Community member nominations and elections: July 25 – August 19
    b. Student nominations and elections: August 8 – August 26
    c. Teacher/staff nominations and elections: August 1 – August 19
4. School Plan for Student Achievement (SPSA)
    a. Continue monitoring student progress and implementation of SPSA goals/actions
    b. Discussion items included: the need for the District to provide supplemental funding for Library books beyond the LI and EL allocations, a question about attendance rates and attendance goals given that current, post-pandemic attendance rates are much lower than pre-pandemic attendance rates (Mr. Garnett provided clarification that an improvement in attendance is always the goal), ensuring that tutoring and additional support for English Learners is included in the SPSA (22-23 SPSA includes allocations specifically for this purpose)
5. Local Control and Accountability Plan Input
    a. SSC members voiced concerns that should be addressed by the District LCAP including: transportation, school safety, cultural diversity – particularly with regards to African American students, funding for athletics and the football stadium, increasing A-G courses, improved sanitation in schools, technology needs including increased IT support now that the District has 1-to-1 devices, AP testing – more variety of courses and more honors courses offered to students, Assessment systems that are not useful for students outside of the Special Education program, enrichment and diversity of CTE programs at all three high schools, Dual enrollment program course offerings are vague, there needs to be an increase in both LI and EL allocations to all school sites, summer school courses should be offered for advancement and enrichment, not just remediation, there is a need to support pull-out days for planning and collaboration with Special Education and General Education teachers, planning days will also be needed to support planning the Career Fair for all students.
6. Reports from Parent Committees
    a. English Learners Advisory Committee (ELAC) – The SSC discussed the needs of English Learners in the absence of an active ELAC. The council advised that funds should be allocated for EL tutoring support outside of the school day and for participation in the CABE conference. Childcare should also be provided to support parents being able to come to meetings in person at the school site. All of these needs are addressed in the 2022-2023 SPSA.
    b. Action Team for Partnership (ATP) – No update
    c. District Parent Advisory Committee (PAC) – Mrs. Milkie shared that a meeting was held on May 17 with Dr. Byrne to express concerns and needs that should be included in the District LCAP. There were some concerns about how parents were notified and invited to participate in the meeting.
7. Program Reports – there were no updates
    a. Professional Development Opportunities (Paraprofessionals, Teachers)
    b. Parent and Family Involvement Opportunities
    c. Interventions

8. Principal's Report – Dr. Bentley shared that we are very quickly wrapping up the school year. Seniors participated in Grad Night at Magic Mountain on Friday. Our Softball team won the CIF championship game on Saturday and will be heading to the State Tournament. Seniors will be participating in Graduation walks at two feeder elementary schools with hopes to expand this to additional schools in the future. Graduation is on Thursday and Summer School will start the following Tuesday. Dr. Bentley shared about an AP success course that is planned for summer school to support students who will be taking AP classes in the Fall.

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for August/September 2022, date TBD.
3. Adjournment: Action Item
    1. It was M/S/C to adjourn the meeting at 3:26pm (Milkie/Wucherpfennig) (8/0/0)

Hillcrest High School

School Site Council
Secondary Sign-In Sheet
May 23, 2022 - VIRTUAL MEETING

Name (Type)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Dr. Amanda Bentley	PRESENT	Principal	
Errol Garnett	PRESENT	Classroom Teacher	
Barbara Wucherpfennig	PRESENT	Classroom Teacher	
Matt Montello	PRESENT	Classroom Teacher	
Matt Waggoner	PRESENT	Classroom Teacher	
Pam Edmondson		Other Staff	
PARENTS/ STUDENTS/COMMUNITY MEMBERS			
Kamela Briggs		Parent/Community Member	
Mark Carter		Parent/Community Member	
Zoe Milkie	PRESENT	Parent/Community Member	PAC Representative
Mariam Atallah	PRESENT	Student	CHAIR
Natali Duran		Student	
Ryan Noghani	PRESENT	Student	VICE-CHAIR

NON-MEMBERS/GUESTS		
Name (Print)	**Signature**	**Title**
Patricia Schiessel	PRESENT	Assistant Principal

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Sierra High School	33 66977 3330008	May 2, 2022	

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

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.

La Sierra High School (LSHS) is fully embracing the mindset of ensuring the most promising strategies are used to improve our school and ensure all students are receiving a quality education. A focus for SSC and LSHS is to create a system of interventions to help close the achievement gaps in graduation, a-g, and literacy as well as create a culture of academic rigor based on high expectations for all students. One school wide focus will be on literacy across the content areas to meet the LCAP goal Conditions of Learning, creating a positive student and teacher culture through the lens of PBIS and MTSS, as well as ensuring equity and access for all students. The staff will continue to receive professional development and focus on professional learning communities in order to review, reflect, and revise to courses in order to meet the needs of students. The site also created a PBIS task force and sent a team for training in order to support the establishment of positive staff to student relationships here at LSHS. We will create a culture of academic rigor

through increased enrollment in Advanced Placement Classes, Dual Enrollment Classes, and A-G approved classes. Additionally we will continue to submit courses to the district for A-G approval. Finally, we will work towards the District's last LCAP goal on engagement by focusing on building a positive culture that educates the whole child while embedding opportunities to engage parents in the educational process. New programs to support with supporting the whole child and increasing engagement included the opening of a site Family Engagement Center, Wellness Center, College and Career Center and Peer Academic Tutoring Center for the 21-22 school year and will continue for the 22-23 school year. Through this comprehensive plan, we will effectively meet the ESSA requirements in alignment to the Local Control and Accountability Plan and other federal, state, and local programs.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

We have utilized multiple surveys and have had a myriad of results. Upon completion of student's senior year, we require an exit survey. The results indicate our students believe they are meeting the A-G requirements; but do not have a clear understanding of a-g. An end of the year parent, student, and staff surveys are developed and implemented each year. Survey results showed low family participation, which could be a result of the pandemic. Students and staff eagerly participated in the survey with over 200 students responding and almost all staff responding. Despite low parent participation and community involvement, LSHS is eager in partnering with the school community in ensuring success for all students. An end of the year certificated staff survey showed staff feel their strengths include direct instruction and frequent checks for understanding and areas for growth included: implementing tier one interventions, implementing exit tickets, and providing students with opportunities for reflection. 205 LSHS students completed a similar survey and responded that they felt they would benefit from more frequent counselor classroom presentations, increased use of technology and collaborative strategies in the classroom and more engagement strategies.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site classrooms are visited regularly by site administration and the instructional coach. Administration keeps a weekly log of classes observed with a goal of ten visits per week, per administrator. Positive feedback is communicated to teachers and for those tenured teachers that request more specific feedback it is provided to them. This year administration focused on evaluating teachers that were skipped given the pandemic and the pause of evaluations last year. This year all probationary teachers were also informally and formally evaluated. Administration has now identified areas for growth based on observations, and will continue to plan PD accordingly for the 22-23 school year. The three areas of for growth as a focus for next year include: using daily learning goals for purpose, utilizing a variety of instructional strategies to engage students, and implementing frequent checks for understanding. The site Instructional coach hosted bimonthly voluntary workshops to support teacher development based on observations as collected by administration. The instructional coach and site principal worked collaboratively with struggling teachers. The official site professional development calendar was created based on survey results conducted before the start of the year by teachers and classroom observation findings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Administrators, department chairs, the instructional coach, teachers and paraprofessionals at LSHS meet regularly to evaluate the results of state and local student assessment data. Teachers discuss and analyze departmental common assessments and interim CAASPP assessments in their department PLCs. This data is also shared and discussed at monthly site leadership meetings that include department chairs and program coordinators, as well as administration. The data drives the instructional focus. This year I ready and MDTP (local/site assessments) provided the data given the pandemic and cancellation of state assessments last year. Department PLCs also discussed and reviewed progress report data and semester data by course.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

After looking at multiple years of data it was determined that testing students in 8th grade and then in 11th grade had a negative impact on testing results. The class of 2019 had a drop in test scores and they were the first graduating class to be tested as 8th graders and again as 11th graders. This data created the need to embed the interim CAASPP assessments in courses for 9th, 10th and 11th graders. After looking at the results of the interim assessment it was further deemed we needed more focused data to determine the exact area of focus. So we administered I ready as an end of the year final in ELA to give our English Language Arts teachers a more concise picture of the levels of our students. Our instructional coach then presented the data to our teachers, during PLC time. Teachers were also provided with course data by course to work and modify instruction as needed quarterly.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All La Sierra High School teachers are fully credentialed and deemed highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials)

All teachers at LSHS are fully credentialed and no teachers are mis-assigned. Professional development, monthly school wide and bimonthly by department, focused this year on tier one interventions, DLIQ, supporting special populations, and the continued use of technology to increase engagement. supporting special populations. Teachers continue to build capacity through regular PLC collaboration, departmental release days facilitated by the coach, and additional paid after school training sessions, learning walks, and conferences.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

During PLC meetings and release days, teachers have worked to fully implement Common Core ELA and math standards, literacy standards, ELD standards and Next Generation Science Standards while focusing on instructional practices. All teachers continue to receive supplemental after school training facilitated by the site coach. Teachers attend appropriate conferences and district training, and participate in the Teacher Induction program as required. Paraprofessionals also participate in site and district level staff development.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

LSHS employs one full-time Instructional coach focused on improving instructional practice for all teachers, pulling and interpreting data to drive professional learning for teachers and PLCs. Through our instructional coach voluntary professional learning workshops are held bimonthly, some months even weekly. Coach also facilitates monthly meetings for new teachers, learning walks, and course revision work.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve)

Departments participate in PLC meetings twice monthly. The focus of all teacher collaboration is organizing pacing plans and course non-negotiables, creating data protocols and interpreting data to drive instruction.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction, and materials are aligned to Common Core and Next Generation Science content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8)

La Sierra High School adheres to state and locally required instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses

The master schedule provides a number of intervention and credit recovery courses, i.e. Odysseyware classes, and study skills. Off cycle Biology, Integrated one and two were also interventions used this year for struggling students instead of relying on Odysseyware. For the 22-23 school year, students coming in the 9th grade also identified as needing additional support will be strategically placed in a math and English intervention course with a strong teacher, smaller class size, and additional resources to engage.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All teachers have access to standard aligned instructional materials available through the district office. Curriculum enrichment materials can also be accessed through the site instructional coach.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

Curriculum in all departments is based on Common Core State Standards. Students from all subgroups have access to a meaningful, rigorous, standards-based curriculum.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students are able to attend after-school tutoring. All day virtual tutoring has also been set up for students in the home based program this year. Inside and outside (0-6 period) of the school day Odysseyware courses are available to students that need remedial assistance as well as during a winter session and summer school.

Evidence-based educational practices to raise student achievement

LSHS teachers work collaboratively in PLC groups to analyze assessment data and plan interventions for under-performing students. All core instructional programs are implementing and using common assessments to measure student growth in a manner consistent with expected learning outcomes using Common Core State Standards. Common assessment data analysis provides teachers with information regarding student achievement and areas in need of reteaching. Additionally, students have opportunities to recoup credits for failed classes through standards-aligned Odysseyware courses, and off cycle courses.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to assist under-achieving students, La Sierra utilizes all available resources. Parental involvement is seen as crucial to student success. Information is made available to parents through the use of Blackboard Connect, monthly parent meetings, workshops, the school website, printed information sent home, and La Sierra's social media Facebook/Twitter. Additionally, one parent engagement teacher facilitator worked with a site staff to implement the monthly workshops and meetings for parents to come together this year. The Family Engagement center will open for monthly on site workshops for the 22-23 school year with an increase frequency in workshops to re-engage our families post pandemic.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents at LSHS are involved through several organizations such as the Parent Advisory Committee, the School Site Council, and the English Learner Advisory Committee. Parent advisory committees meet regularly to provide input to the school administration regarding specific student groups. Parents are also actively involved in decision-making through their participation in School Site Council. Additionally, the school makes every effort to seek feedback and gain parent support. In the 2016-17 school year several new parent partnerships have been formed including ATP (Action Team Partnership), and No Parent Left Behind. These groups played a key role in creating transparency between the school plan, budget and instructional vision as well as discussing topics of relevance.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Students not meeting grade level standards have access to a variety of tutoring and intervention options. On an individual basis, teachers provide after school tutoring. Use of categorical funds helped establish our new scholar center this year to support students as well as the contracting of services for online tutoring through Tutor.com. New summer intervention course for incoming 9th graders will also start this coming summer to be more proactive in intervening early for students needing additional support through a summer elective course. The district also supports our summer academies which will include a leadership academy to plan and implement Freshman First Day and a sports training academy to grow our athletic programs.

Fiscal support

LCFF-LI and LCFF-EL funds supplement the general fund to provide tutoring, teacher-trainings, and additional resources for under-performing students.

Stakeholder 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 SPSA and Annual Review and Update

School Site Council (SSC) held elections in August and met for the first time in September of 2021. During this meeting the current SPSA was reviewed including goals and activities. The SSC met monthly to review data for each of the four goals, review activities and revise as needed for the new SPSA. In April of 2022, work completed through SSC was shared with staff and asked for input as to the new goals and activities. The SSC reviewed suggestions and finalized the new SPSA on May 24, 2022. This was then presented to the Alvord Board of Education on and approved for implementation.

Resource Inequities

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

LSHS has received new technology. Our students are now able to access digital apps and assessments on a frequent basis and can engage in class instruction using technology given that we are now one to one; academies and some special programs also have access to additional laptop carts. LSHS has also now received new interactive televisions for every classroom. La Sierra also has a great need for targeted academic interventions. Creating targeted academic interventions is costly, yet we have been supported this year with grant funding for additional tutoring for students in need, and summer school. The instructional coach has provided teachers with voluntary trainings and workshops when it comes to technology and app use.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.19%	0.2%	0.13%	3	3	2
African American	3.61%	3.1%	3.82%	58	50	59
Asian	3.93%	4.0%	3.88%	63	65	60
Filipino	2.24%	2.1%	2.13%	36	34	33
Hispanic/Latino	78.69%	79.8%	80.27%	1,263	1,289	1241
Pacific Islander	0.5%	0.3%	0.32%	8	5	5
White	9.16%	8.9%	8.09%	147	143	125
Multiple/No Response	1.68%	1.5%	1.36%	27	24	21
			Total Enrollment	1,605	1,615	1546

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	400	437	378
Grade 10	405	401	441
Grade 11	436	394	384
Grade 12	364	383	343
Total Enrollment	1,605	1,615	1,546

Conclusions based on this data:

1. La Sierra is mostly Hispanic decent, which leads to high levels of English Language Learners.
2. Besides the ethic group of Hispanic students, La Sierra does not have another predominate ethnic group.
3. The class of 2021 is the largest group of students on campus.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	372	403		23.2%	25.0%	
Fluent English Proficient (FEP)	584	553		36.4%	34.2%	
Reclassified Fluent English Proficient (RFEP)	55	5		12.5%	1.3%	

Conclusions based on this data:

1. A quarter of our student population first language is not English.
2. Over a three year period the Fluent English Proficient students have stayed within a 1% standard deviation.
3. Over a three year period, our RFEP data shows dramatic standard deviations. This is due to the change in testing (CDELT to ELPAC).

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	409	382	377	400	370	0	400	370	0	97.8	96.9	0.0
All Grades	409	382	377	400	370	0	400	370	0	97.8	96.9	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2551.	2572.		12.50	17.30		25.50	30.27		31.75	29.19		30.25	23.24	
All Grades	N/A	N/A	N/A	12.50	17.30		25.50	30.27		31.75	29.19		30.25	23.24	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	17.75	21.35		52.75	50.00		29.50	28.65	
All Grades	17.75	21.35		52.75	50.00		29.50	28.65	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	15.00	21.35		48.50	50.00		36.50	28.65	
All Grades	15.00	21.35		48.50	50.00		36.50	28.65	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	13.25	15.95		61.50	66.49		25.25	17.57	
All Grades	13.25	15.95		61.50	66.49		25.25	17.57	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	23.50	21.62		45.75	55.68		30.75	22.70	
All Grades	23.50	21.62		45.75	55.68		30.75	22.70	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Over all the English Language Arts data shows we need to implement some interventions, there is a significant increase in students who are below the standard and significant decrease in students who are above/at or near standard.
2. The 17/18 data is the first group of students who were tested as 8th graders. This data shows the negative effect of not testing students for three school years.
3. Writing is an area that needs to be focused on. The data clearly states students are not able to produce clear and purposeful writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	409	382	377	401	368	0	400	368	0	98	96.3	0.0
All Grades	409	382	377	401	368	0	400	368	0	98	96.3	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2520.	2541.		3.50	7.34		13.00	16.58		24.75	26.90		58.75	49.18	
All Grades	N/A	N/A	N/A	3.50	7.34		13.00	16.58		24.75	26.90		58.75	49.18	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	10.75	14.95		24.50	25.54		64.75	59.51	
All Grades	10.75	14.95		24.50	25.54		64.75	59.51	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	6.00	8.97		38.50	43.48		55.50	47.55	
All Grades	6.00	8.97		38.50	43.48		55.50	47.55	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	5.00	8.97		49.50	54.08		45.50	36.96	
All Grades	5.00	8.97		49.50	54.08		45.50	36.96	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The overall math data shows we need intense targeted interventions.
2. The greatest area of need, according to the percentage of students below standard, is in applying mathematical concepts and procedures.
3. The largest percentage of students falling at or near the standard is in the area of Demonstrating ability to support mathematical conclusions.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1532.3	1553.9	1561.1	1528.2	1569.9	1576.4	1535.9	1537.4	1545.2	122	122	92
10	1550.9	1558.5	1560.4	1542.2	1569.6	1569.0	1559.1	1546.9	1551.3	104	111	85
11	1546.0	1558.6	1565.4	1532.8	1557.1	1576.5	1558.6	1559.6	1554.0	93	78	74
12	1576.7	1554.5	1531.1	1568.0	1549.1	1533.0	1585.0	1559.3	1528.8	73	82	57
All Grades										392	393	308

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	22.95	23.77	26.09	39.34	41.80	29.35	21.31	22.95	30.43	16.39	11.48	14.13	122	122	92
10	39.42	25.23	29.41	24.04	28.83	35.29	22.12	28.83	17.65	14.42	17.12	17.65	104	111	85
11	39.78	24.36	26.03	25.81	28.21	27.40	11.83	23.08	28.77	22.58	24.36	17.81	93	78	73
12	41.10	25.61	17.86	38.36	28.05	33.93	*	19.51	28.57	*	26.83	19.64	73	82	56
All Grades	34.69	24.68	25.49	31.89	32.57	31.37	17.60	23.92	26.14	15.82	18.83	16.99	392	393	306

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	36.89	45.08	44.57	36.89	32.79	33.70	17.21	13.11	10.87	9.02	9.02	10.87	122	122	92
10	50.96	38.74	48.24	23.08	34.23	27.06	19.23	15.32	9.41	*	11.71	15.29	104	111	85
11	54.84	38.46	41.10	19.35	29.49	39.73	*	10.26	9.59	16.13	21.79	9.59	93	78	73
12	61.64	30.49	33.93	30.14	35.37	39.29	*	15.85	10.71	*	18.29	16.07	73	82	56
All Grades	49.49	38.93	42.81	27.81	33.08	34.31	13.27	13.74	10.13	9.44	14.25	12.75	392	393	306

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	10.66	2.46	4.35	33.61	26.23	27.17	25.41	40.16	35.87	30.33	31.15	32.61	122	122	92
10	19.23	8.11	7.06	27.88	28.83	32.94	25.00	31.53	29.41	27.88	31.53	30.59	104	111	85
11	19.35	10.26	4.11	26.88	20.51	17.81	22.58	37.18	36.99	31.18	32.05	41.10	93	78	73
12	20.55	15.85	1.79	34.25	21.95	21.43	34.25	29.27	39.29	*	32.93	37.50	73	82	56
All Grades	16.84	8.40	4.58	30.61	24.94	25.49	26.28	34.86	34.97	26.28	31.81	34.97	392	393	306

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	40.98	8.20	9.78	43.44	73.77	71.74	15.57	18.03	18.48	122	122	92
10	47.12	9.91	12.94	41.35	74.77	67.06	11.54	15.32	20.00	104	111	85
11	43.01	5.13	4.11	33.33	61.54	72.60	23.66	33.33	23.29	93	78	73
12	52.05	4.88	0.00	39.73	56.10	80.36	*	39.02	19.64	73	82	56
All Grades	45.15	7.38	7.52	39.80	67.94	72.22	15.05	24.68	20.26	392	393	306

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	50.00	84.43	70.31	43.44	9.84	25.00	*	5.74	4.69	122	122	64
10	64.42	73.87	85.71	28.85	17.12	9.52	*	9.01	4.76	104	111	63
11	68.82	69.23	76.36	15.05	12.82	18.18	16.13	17.95	5.45	93	78	55
12	76.71	67.07	0.00	19.18	20.73	0.00	*	12.20	100.00	73	82	4
All Grades	63.27	74.81	75.81	28.32	14.76	17.20	8.42	10.43	6.99	392	393	186

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	13.93	7.38	15.38	40.98	54.10	40.66	45.08	38.52	43.96	122	122	91
10	21.15	18.92	15.29	44.23	45.95	49.41	34.62	35.14	35.29	104	111	85
11	17.20	14.10	9.59	40.86	47.44	42.47	41.94	38.46	47.95	93	78	73
12	21.92	19.51	8.93	43.84	42.68	41.07	34.25	37.80	50.00	73	82	56
All Grades	18.11	14.50	12.79	42.35	48.09	43.61	39.54	37.40	43.61	392	393	305

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	20.49	0.82	0.00	66.39	84.43	79.35	13.11	14.75	20.65	122	122	92
10	22.12	7.21	2.35	65.38	69.37	76.47	12.50	23.42	21.18	104	111	85
11	36.56	8.97	12.33	46.24	64.10	67.12	17.20	26.92	20.55	93	78	73
12	47.95	6.10	14.55	46.58	69.51	61.82	*	24.39	23.64	73	82	55
All Grades	29.85	5.34	6.23	57.65	73.03	72.46	12.50	21.63	21.31	392	393	305

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Over 30% of our EL population tests at a level 4. We need to embed interventions to increase the amount of students who are proficient in English.
2. Oral language and the listening domain are areas of strength. Students are able to speak and listen; yet, struggle to read and write proficiently in the English Language.
3. Writing and reading are areas of weakness. We need to focus on critical reading and writing and will need to embed AVID strategies into all of our sheltered and ELD classes.

School and Student Performance Data

Local Assessment Data
English Language Arts

iReady Student Groups	**iReady** Total Enrollment	**iReady** Number Tested	**iReady** Percent Tested	**iReady** Percent Not Tested	**iReady** Percent At or Above Grade Level
All Students	394	318	80.7	19.3	17.8
Female	186	156	83.9	16.1	21
Male	208	162	77.9	22.1	14.9
American Indian or Alaska Native	2	2	--	--	--
Asian	20	19	95	5	25
Black or African American	11	9	81.8	18.2	
Filipino	10	10	--	--	--
Hispanic or Latino	311	251	80.7	19.3	17
Two or More Races	5	3	--	--	--
White	35	24	68.5	31.5	17.1
English Learners	106	82	77.4	22.6	1.9
Foster Youth	3	1	--	--	--
Homeless	12	10	--	--	--
Socioeconomically Disadvantaged	297	237	79.8	20.2	14.5
Students with Disabilities	53	36	68	32	5.7

Conclusions based on this data:

1.

School and Student Performance Data

Local Assessment Data
Mathematics

iReady Student Groups	**iReady** Total Enrollment	**iReady** Number Tested	**iReady** Percent Tested	**iReady** Percent Not Tested	**iReady** Percent At or Above Grade Level
All Students	394	316	80.2	19.8	25.95
Female	186	150	80.65	19.35	26.67
Male	208	166	79.81	20.19	25.3
American Indian or Alaska Native	2	1	--	--	--
Asian	20	15	75	25	66.67
Black or African American	11	9	--	--	--
Filipino	8	8	--	--	--
Hispanic or Latino	311	247	79.42	20.58	25.1
Two or More Races	7	7	--	--	--
White	35	29	82.86	17.14	24.14
English Learners	96	70	72.92	27.08	4.29
Foster Youth	3	1	--	--	--
Homeless	13	9	--	--	--
Socioeconomically Disadvantaged	300	237	79	21	21.94
Students with Disabilities	55	39	70.91	29.09	7.69

Conclusions based on this data:

1.

School and Student Performance Data

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1615	**76.5**	**25.0**	**1.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	403	25.0
Foster Youth	19	1.2
Homeless	65	4.0
Socioeconomically Disadvantaged	1236	76.5
Students with Disabilities	253	15.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	50	3.1
American Indian or Alaska Native	3	0.2
Asian	65	4.0
Filipino	34	2.1
Hispanic	1289	79.8
Two or More Races	24	1.5
Native Hawaiian or Pacific Islander	5	0.3
White	143	8.9

Conclusions based on this data:

1. La Sierra's student population is nearly 80% socioeconomically disadvantaged. When students are lacking the basic necessities of life, it is difficult for them to be academically successful. We must continue to look for ways to provide items to our students that their families can not provide for them.
2. Over ten percent of our population are identified as students with exceptional needs. Students on IEPs require teachers to be unique in their approach to educating students. Having high numbers of students on IEPs also puts constraints on our master schedule and can adversely affect our test scores. Academic and behavioral interventions need to be put in place to help assist our students with exceptional needs.
3. Over a quarter of our population is identified at English Learners. Once again, this another sub group of students with exceptional needs. Not being proficient in the English language adversely affect test scores and our graduation rate. The need for literacy interventions across the curriculum is very apparent.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Green	**Suspension Rate** Green
Mathematics Yellow		
College/Career Orange		

Conclusions based on this data:

1. Our overall performance on the California Dash Board indicates we have many areas that need improvement. We need academic and behavioral interventions.
2. Although we have no blue gauge indicating high performance, we are average in college/career readiness, graduation and suspension rate. We will continue to look for ways to grow in a positive direction in those areas.
3. We are very low in the performance indicator in mathematics and English language arts. We are utilizing our monies to create intervention plans for both content areas. We will focus on integrated math I to create a foundation of mathematical success for our students. We will also focus on critical reading and writing to further develop our students' literacy to have positive growth on the English language arts indicator.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
3.8 points below standard	64.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++24.3 points	Increased Significantly ++15.3 points	2
345	104	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
99.3 points below standard	17.7 points below standard	122.6 points below standard
11	Increased Significantly ++18.7 points	Increased ++14.2 points
	273	39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
26.2 points below standard	0 Students	113.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++17.1 points 20		19	8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
15.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	6.8 points below standard
Increased Significantly ++18.4 points 254	9	3	Declined Significantly -18.9 points 32

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
94.3 points below standard	22.4 points below standard	9 points below standard
Increased Significantly ++19.9 points 61	Declined -6.7 points 43	Increased Significantly ++19.6 points 134

Conclusions based on this data:

1. Overall our students declined by many points on the English portion of the test.
2. The only sub group which had positive gains were "white" students. There were only 31 students tested in this group and they had a 15 point gain, from the previous year.
3. The three largest sub groups in our student population English learners, socio economic disadvantage, and students with disabilities all declined 33 points. Students with disabilities and English learners both scored the lowest in the performance indicator.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
77.6 points below standard	129.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++27.2 points	Increased Significantly ++19.9 points	2
344	103	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
117.4 points below standard	91.7 points below standard	210.4 points below standard
11	Increased Significantly ++21.1 points	Maintained -1 points
	273	38

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
114.9 points below standard		71.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++13.8 points		19	8
20			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
86.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	85.7 points below standard
Increased Significantly ++22.3 points	9	3	Declined Significantly -22 points
253			32

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
150.5 points below standard	101.3 points below standard	76.1 points below standard
Increased Significantly ++26.4 points	Maintained -2.4 points	Increased Significantly ++27.8 points
60	43	134

Conclusions based on this data:

1. Overall our students scores declined in the area of mathematics.
2. Our students with disabilities and English learners sub groups are both red on the indicator which is the lowest performance. Our students with disabilities are over 200 points below the standards where English learners are almost 144 points below.
3. The sub group of "white" students are the only group of students to increase their scores.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
47.7 making progress towards English language proficiency
Number of EL Students: 365
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.6	30.6	11.7	35.8

Conclusions based on this data:

1. Almost a quarter of our student population are English Learner, which creates a huge need to build literacy.
2. The EL students scoring a 3 and 4 are about the same; we don't need to focus on those two sub groups.
3. We need to focus on the level 2 students. By increasing literacy across the contents, the level 2 students should transition into level 3 students.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	377	100
African American	12	3.2
American Indian or Alaska Native	1	0.3
Asian	15	4
Filipino	13	3.4
Hispanic	282	74.8
Native Hawaiian or Pacific Islander	1	0.3
White	44	11.7
Two or More Races	9	2.4
English Learners	100	26.5
Socioeconomically Disadvantaged	322	85.4
Students with Disabilities	66	17.5
Foster Youth	4	1.1
Homeless	30	8

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	37	9.9
African American	1	8.3
American Indian or Alaska Native		
Asian	6	40
Filipino	0	0
Hispanic	25	8.9
Native Hawaiian or Pacific Islander		
White	5	11.6
Two or More Races		
English Learners	1	1
Socioeconomically Disadvantaged	28	8.8
Students with Disabilities	0	0
Foster Youth		
Homeless	1	3.3

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	93	24.7
African American	3	25
American Indian or Alaska Native		
Asian	4	26.7
Filipino	4	30.8
Hispanic	68	24.1
Native Hawaiian or Pacific Islander		
White	11	25
Two or More Races		
English Learners	22	22
Socioeconomically Disadvantaged	75	23.3
Students with Disabilities	6	9.1
Foster Youth		
Homeless	5	16.7

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	165	43.8
African American	5	41.7
American Indian or Alaska Native		
Asian	8	53.3
Filipino	5	38.5
Hispanic	121	42.9
Native Hawaiian or Pacific Islander		
White	18	40.9
Two or More Races		
English Learners	19	19
Socioeconomically Disadvantaged	134	41.6
Students with Disabilities	3	4.5
Foster Youth		
Homeless	9	30

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	42	11.1
African American	2	16.7
American Indian or Alaska Native		
Asian	0	0
Filipino	2	15.4
Hispanic	28	9.9
Native Hawaiian or Pacific Islander		
White	8	18.2
Two or More Races		
English Learners	4	4
Socioeconomically Disadvantaged	31	9.6
Students with Disabilities	1	1.5
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	24	6.4
African American	2	16.7
American Indian or Alaska Native		
Asian	2	13.3
Filipino	0	0
Hispanic	19	6.7
Native Hawaiian or Pacific Islander		
White	1	2.3
Two or More Races		
English Learners	3	3
Socioeconomically Disadvantaged	21	6.5
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	8	2.1
African American	1	8.3
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	7	2.5
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	7	2.2
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	33	8.8
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	31	11
Native Hawaiian or Pacific Islander		
White	2	4.5
Two or More Races		
English Learners	4	4
Socioeconomically Disadvantaged	28	8.7
Students with Disabilities	0	0
Foster Youth		
Homeless	4	13.3

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. The percentage of students not prepared for college and career has increased over the past three years.
2. There continues to be an achievement gap for socioeconomically disadvantaged students, English Learners and Students with Disabilities.
3. None of the Students with Disabilities demonstrate college and career readiness. This continues to be an area of concern.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students	377	358	3	95
English Learners	100	86	2	86
Foster Youth	4		0	
Homeless	30	29	0	96.7
Socioeconomically Disadvantaged	322	303	2	94.1
Students with Disabilities	66	53	2	80.3
African American	12	12	0	100
American Indian or Alaska Native	1		0	
Asian	15	14	0	93.3
Filipino	13	13	0	100
Hispanic	282	267	2	94.7
Native Hawaiian or Pacific Islander	1		0	
White	44	41	1	93.2
Two or More Races	9		0	

Conclusions based on this data:

1. The graduation rate declined by 3.8% from 2017 to 2018.
2. The biggest decline was in the area of Students with Disabilities with only 60% graduating in 2018. This is a critical area of concern.
3. English Learners also face a significant achievement gap compared to all students. Students in ELD courses have difficulty meeting the graduation requirements for English.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	2	3	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
3.9	4.8	35.3
Declined -0.4	Declined -1.1	Increased +14.2
1891	505	17

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	Yellow
4	4.5	8
Increased +0.5	Maintained -0.1	Declined -1
75	1496	261

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Orange	Blue
7.6	Less than 11 Students - Data	4.3	0
Maintained -0.2	5	Increased +3	Maintained 0
92		69	41
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Orange
3.6	2.6	7.1	4.7
Declined -0.5	Declined -9.1	Declined -8.2	Increased +1.3
1461	38	14	171

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.2	3.9

Conclusions based on this data:

1. The suspension rate has increased by 0.2% from 2017 to 2018.
2. Students with disabilities have one of the highest suspension rates with 9% of this group suspended at least once. IEP teams are working to ensure that appropriate behavior supports are in place for students with disabilities.
3. There was also an increase in the percentage of suspensions for English Learners and Socioeconomically disadvantaged students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

LSHS will strengthen literacy across all content areas with a focus on informational texts. To support this, teachers will implement a school wide approach with the adoption of one literacy strategy in all content areas. Texts read in class will also include relevant 21st century skills for success in college and career.

Identified Need(s)

LSHS has high numbers of students with exceptional needs, English Learners, and socio economic disadvantaged. Each significant sub group needs to have positive academic gains. Given the pandemic and lack of dashboard data from the state, SSC reviewed I Ready diagnostic data. There still continues to be a need for support in literacy development and student support in reading comprehension of both literature and informational texts. Vocabulary development was another area of need. This data indicated a need for academic interventions and extended learning opportunities for students. We also have a critical area of need for professional development for teachers. Our teaching staff needs to understand the CAASPP, ELPAC, and I Ready as well as provide students with direct instruction and interventions to meet their needs; they need to understand how students are being assessed. Teachers have collaborated and implemented one literacy strategy for implementation (DLIQ) for the 21-22 school year and will continue to do so. Adopting one literacy for the site across all content areas will provide students with a deliberate opportunity to reflect as to their learning or lack thereof and teachers with a check for understanding. Activities in this area also provide teachers with professional development through observations of classrooms and debriefs with the instructional coach. There is also a need for a unifying vision for CTE literacy and the need for the development of an academy graduate profile. This profile will include all of the skills and characteristics, that despite CTE pathway chosen, a student will embody these by the time they complete a CTE pathway here at LSHS. CTE teachers will need time to develop this profile over the course of a year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC English Data 2019	30.25% of students did not meet the standard / 25.5% of students met the standard	We will decrease the percentage of students who do not meet the standard by 1% and increase the percentage of students who met the standard by 1%.
CAASPP SBAC Math Data 2019	58.75% of students did not meet the standard / 13.0% of students met the standard	We will decrease the percentage of students who do not meet the standard by 1% and increase the percentage of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		students who met the standard by 1%.
I Ready Diagnostics in 2020, 2021	2020: 9th graders only 20% were on grade level, 10th graders 22% on grade level, 20% of 11th graders on grade level, and 24% of 12th graders were on grade level. 2021: 9th graders 16% on grade level, 10th graders 19% on grade level, 11th graders 18% on grade level, and 12th graders were 18% on grade level.	We will increase the number of students on or above grade level by at least 2 %.
ELPAC Data	335 EL learners with only 28 reclassifying in 21-22, 2%.	We will decrease the percentage of students who scored at a level 1 by 1% and increase the percentage of students who scored a level 3 by 1%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Learners & Special Education

Strategy/Activity

The purchase of more literacy materials and instructional supplies for ELs/SL (Spanish/English) & textbook readers and Ebooks for Special Ed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.	LCFF-EL 4000-4999: Books And Supplies
1,500.	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Sub coverage for teachers to participate in quarterly learning literacy and DLIQ & SL learning walks facilitated by instructional coach. Groups can walk and observe classrooms with instructional coach for the morning and then after lunch debrief and apply practices observed into their own lessons on a quarterly, volunteer basis as professional development. Subs will be provided for 6 teachers for each group (DLIQ & SL, 4 times a year). The total cost for 24 subs and fixed costs are included in these totals.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,200.	LCFF-LI 1000-1999: Certificated Personnel Salaries
5,200.	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will be provided ongoing after school paid professional development (quarterly- four times a year) to attend DLIQ and literacy workshops facilitated by instructional coach and administration. DLIQ workshops will be held quarterly after school and for up to 15 attendees per session for a total for 60 hours of paid training to support in implementation of DLIQ. Areas of paid workshops will also include AVID strategies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.	LCFF-LI 1000-1999: Certificated Personnel Salaries hourly salary up to 60 hours, 4 times a year plus indirect costs

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To support literacy development in career technical classes, the CTE department will develop and implement a graduate profile for all pathways. This profile will include 21st century literacy skills as a component. Funds will be allocated for the purchase of Classroom posters for CTE graduate profile.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600.	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Providing non AVID, non ELA teachers with training in AVID literacy strategies. Such strategies will support with professional development in strengthening literacy skills in non-ELA content classes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.	LCFF-LI 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Academy CTE students

Strategy/Activity

Providing sub coverage for 3 academy teachers to participate in quarterly (4) development of a graduate profile for academies and CTE sectors. A graduate profile will provide academy elective teachers with common language and common goals as to skills students should embody upon

completion of a career pathway. The graduate profile will include literacy skills such as verbal and non verbal communication, reading of informational texts relevant to real life and soft skills necessary in a 21st century world. The cost covers 12 subs and fixed costs for these quarterly meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,600.	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Sheltered teachers need time to analyze ELPAC data and understand the fluency/literacy levels of their students. Funds allocated for semester release time for six sheltered (SL) teachers work with EL facilitator and analyze data and implement best practices four times a year - quarterly.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,200.	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Funds to host two book fair events in the library. Funds can be used to incentivize participation and marketing of event.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Funds for library materials and incentives to promote the use of the library including audio books. Including making teacher classroom posters "This is what I am reading..." Funds will also be allocated for a reading kick off event.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Funds to be allocated to host reading night event at a local community business to promote reading. Funds will be used to market the event, incentivize family participation, and for certificates for student performer recognitions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.	LCFF-LI 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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 overall implementation of the strategies is to provide opportunities for teachers to collect and understand data, develop their capacity when it comes to supporting literacy with all students, and to support implementation of strategies with additional instructional materials to increase engagement. The overall effectiveness will be measured each semester through I Ready diagnostic implementation and at the end of the school year, when testing data results are received.

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

The are no major differences between the intended implementation and the budgeted expenditures. The budgeted expenditures are all intended to promote literacy across the content areas.

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.

There will be no changes on this goal, annual outcomes, metrics, or strategies activities to achieve this goal as a result of this analysis.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

LSHS will build and maintain a culture of academic rigor through increased enrollment in AP courses, A-G, and dual enrollment classes.

Identified Need(s)

Data shows that there is a need for focus on making sure students are not only on track to graduate, but also on making sure students are prepared for multiple post-secondary options including being a-g eligible. Calpads data shows that the graduation rate has remained the same from 2018-2019 (93.2) to 2019-2020 (93.2). In 2020-2021 the graduation rate increased slightly to 94.9%. Although there has been growth in A-G completion in the last year there is still more growth to make given that for the 2020-2021 school year the A-G rate was 46.2%. The most significant gap in graduation rate is between the general population in 2020-2021 at 94.9% and students with disabilities graduating at 79% and 85% for ELs that year. CalPads data from 2020-2021 shows that 46% of all students from LSHS graduated a-g and that there are significant gaps in a-g completion for the following sub- groups - ELs & SpEd in a-g completion.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G Completion Rate	For the class of 2020-2021, 46% of La Sierra graduates met A-G requirements, 5.9% for SpEd and 22.6% for ELs.	A-G completion rate will increase by 3%.
College and Career Readiness	Dashboard Data: 2018-2019 - 39.8% of all students met College and Career Readiness indicators (CCI). Socioeconomically disadvantaged students were at 36.8%, English Learners at 17.3% and Students with Disabilities at 0.0%.	The percentage of students meeting CCI will increase by 1% overall and for each significant sub-group.
CCI Measures	Dashboard 2018-2019 data: Of the students who met CCI; 22.3% met Advanced Placement criteria, and 80.3% met through A-G completion. 0 students met CCI by completing college credit courses.	The percentage of students meeting CCI through AP exams, A-G completion and college credit course completion will each increase by 1%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	The 2020-2021 graduation rate was 94.9%. Socioeconomically disadvantaged students were at 94.1%, English Learners at 85% and Students with Disabilities at 79%.	Graduation rates will increase by .5% overall and for each significant sub-group.
AP Enrollment	In 2020-2021 a total of 334 students took an AP course. In house data.	This will grow by 20 students.
Dual Enrollment	Dual enrollment numbers have been fewer than 10 students each year. This year 2020-21 30 health academy students enrolled in a CNA dual enrollment course.	More students will be enrolled in Dual Enrollment courses.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LSHS will host an AP potential & dual enrollment campaign in the fall where students have the opportunity to learn about classes and programs offered here. Materials for these special fairs such as post cards for AP potential students, marketing materials such as posters, and backdrops can also be purchased to enhance and engage more students during these events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.	LCFF-LI 4000-4999: Books And Supplies AP Potential/Dual Enrollment Marketing and Campaign/cords

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Hosting an annual Commitment Day Signing event for seniors. This is to recognize them for committing to post secondary institutions, career, and military. Materials will be purchased for this event.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

College and Career Guidance Initiative (CCGI) professional learning for teachers and counselors to discuss CCGI best practices and tools available, after school monthly for up to 6 certificated teacher leads. This tool will be accessible to all students and provide students with a 4 year planning tool, portal for FAFSA application, and UC/CSU applications as well as college and career lessons for students. Not to exceed 60 hours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,600.	LCFF-LI 1000-1999: Certificated Personnel Salaries CCGI PD Monthly for up to 6 people and indirect costs total 60 hours

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

AP students

Strategy/Activity

Test prep time for preparing students for AP exams. AP teachers will host additional out of class time to provide AP students with support in passing AP exams. These hours must be held outside of the contractual day. Each teacher is not to exceed 10 hours. 7 teachers not to exceed 70 hours

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,400.	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Financial support for students in dual enrollment courses such as bus passes, covering of additional fees associated to the program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

In order to establish a culture of celebrating academic rigor, funds to host two honor roll assemblies, and a senior awards assembly. Materials to be purchased include certificates, ribbons, and decorations

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,700.	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

AP students

Strategy/Activity

Funds to be allocated to establish AP exam fee scholarships for families in need to cover exam fees.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Funds to cover the costs of mailing report cards and transcripts to communicate to families the importance of academics and a-g.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To cover the costs of having 4 teachers each semester work 5 hours each for a total of 20 hours each semester, 40 for the year to provide additional support in scholar center during final exam time. Also to cover costs of student incentives, snacks to attend.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,600.	LCFF-LI 1000-1999: Certificated Personnel Salaries 40 hours for the year

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

In order to increase A-G completion and build a culture of academic excellence, funds will be allocated to host an A-G recognition luncheon for seniors that have met these requirements. Sashes for A-G completion will be awarded during the luncheon for graduation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,200.	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Seniors

Strategy/Activity

In an effort to build a culture of academic excellence, funds will be allocated to host a senior breakfast awards ceremony to recognize academic excellence, seal of biliteracy recipients, and scholarships.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500.	LCFF-LI 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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, these strategies will better prepare students to meet a-g requirements, build a culture of positive recognition for academic achievement, and increase the number of students enrolled in a-g, AP, and dual enrollment classes.

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 differences between the intended implementation and budgeted expenditures. All expenditures are intended to support meeting the goal of increasing graduation rate and college and career readiness indicators (AP Exams, A-G completion, College enrollment).

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.

There will be no changes to the goal, annual outcomes, strategies or activities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

LSHS will take a proactive and intervention based approach in ensuring all students graduate college and career ready with multiple options upon graduation.

Identified Need(s)

Data shows that there is a need for focus on making sure students are not only on track to graduate, but also on making sure students are prepared for multiple post-secondary options including being a-g eligible and career options. Calpads data shows that the graduation rate has remained the same from 2018-2019 (93.2) to 2019-2020 (93.2), and grew to 94.9% in 2021. The site A-G grad rate is still under 50% with it growing to 46% in 2020-2021. Especially returning from the pandemic, site data such as the number of increased referrals to Wiley Center counseling, increased number of disciplinary referrals, and return to site instruction from the pandemic all deem the need for site interventions more important than ever.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
a-g Completion Rate	For the class of 2020-2021, 46% of La Sierra graduates met A-G requirements, 5.9% for SpEd and 22.6% for ELs.	A-G will increase by 3%.
College & Career Readiness	Dashboard Data: 2018-2019 - 39.8% of all students met College and Career Readiness indicators (CCI). Socioeconomically disadvantaged students were at 36.8%, English Learners at 17.3% and Students with Disabilities at 0.0%.	The percentage of students meeting CCI will increase by 1% overall and for each significant sub-group.
Graduation Rate	The 2020-2021 graduation rate was 94.9%. Socioeconomically disadvantaged students were at 94.1%, English Learners at 85% and Students with Disabilities at 79%.	Will increase by .5%.
AP Enrollment	In 2020-2021 a total of 334 students took an AP course. In house data.	20 more students will enroll in AP courses.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dual Enrollment	The following dual enrollment classes were offered 2020-2021: 30 students in CNA course with RCC.	More students will be enrolled in dual enrollment classes.
Counseling Referrals	85 counseling referrals for WIley Center have been placed in 2020-2021.	This will decrease by 10 students in 22-23.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students - 9th graders

Strategy/Activity

Funds to host a Freshman First Day before the start of the school year. During this half day event, new freshman will receive a campus tour, check out materials, have lunch, and attend a survival skills workshop as well as a meet and greet with their counselor. Cost of this will cover, food, and decor not to exceed $3,000. This is a level one intervention for all incoming students here at LSHS. Funds will also be allocated for a family 9th grade orientation date event in the spring to welcome new students and families. Funds will cover cost of materials, interpreters, and clerical support - not to exceed $3,000 for each event.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.	LCFF-LI 4000-4999: Books And Supplies
3,000.	Title I 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LSHS has established an a-g elective course where upperclassmen can sign up to be a peer academic tutor as a period 7 class. The Scholar Center will be open daily from Mon-Friday and

offer drop in tutoring services for all students interested. Allocated funds will allow for purchasing materials for the peer academic tutoring center.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.	Title I 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

LSHS will host monthly college and career workshops in our College & Career, Center here at LSHS. Workshops will be held during lunch for students who sign up. This tier one intervention will give access to college and career info to all students. Funds will be used for materials for the center (1,000), and additional hours for staff to host workshops each month not to exceed 10 hours (one hour a month) for staff ($700).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,700.	Title I 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Positive, Behaviors, Interventions, & Supports (PBIS) task force will hold monthly after school meetings to plan and facilitate all elements of PBIS. Teachers on this task force will focus on data, teacher PD, marketing, and special PBIS event planning for all students. Funds will cover one hour of meeting time for a team of 5 staff (50 hours total= 3200). Funds will also be allocated for the purchase of school wide incentives for students using the 5 Star system (3,000). Funds will also be allocated to cover the cost of PBIS trainings for staff (1,200).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,400.	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Funds will be allocated for the purchase of student postcards for staff to mail as well as cost of postage. Positive mailing campaigns to encourage students will be conducted once a year. Funds will also be allocated to incentivize this activity for staff to participate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800.	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in need of intervention tier 2

Strategy/Activity

Funds will be allocated for one girl code and one guy code workshop day for students identified as needing additional support to be successful. Funds will cover the cost of a sub for teacher facilitator, materials, and food for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Funds will be allocated for students participating in gardening club as an intervention. Pre and post surveys will be conducted with participants and students assigned through OCI and self referrals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

As a tier one intervention and student support, funds will be allocated to purchase every student a planner as a tier one tool and support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,000.	Title I 4000-4999: Books And Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All tier 2 students

Strategy/Activity

Funds will be allocated to facilitate two college trips for the year as a tier 2 intervention assigned through OCI for students not part of a special program or academy having access to this. Funds will cover the cost of sub coverage for two teachers ($ 430.) and transportation (1,000).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,400.	LCFF-LI 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LSHS will continue with an site Wellness Center for all students. A Wiley Center counselor will be in the WC daily for drop in student services and will also facilitate group counseling for anger management, grief, and for special populations. After school workshops for students will be held twice a month in the area of socio-emotional health such as meditation and yoga. Funds will pay for these after school services for three staff 10 hours each for a total of 30 hours for the year and for materials for this center to be a place where students can get the support they need.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,900	Title I 1000-1999: Certificated Personnel Salaries
1,500.	Title I 4000-4999: Books And Supplies
	Title I 5800: Professional/Consulting Services And Operating Expenditures
	Title I 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2021-22

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 overall implementation of the strategies/activities is to build a system of interventions here at LSHS where all students are given access and supports to be successful. The goal is to be proactive instead of reactive as well as focus on the positive behaviors our students are demonstrating and the assets they bring the classroom and campus.

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 intended implementation and budgeted expenditures.

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.

There will be no changes to this goal, the annual outcomes, metrics, or strategies to achieve this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engagement

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

LSHS will focus on building a positive school culture that the educates the whole child and embeds opportunities to engage parents and the community in education process. This will be accomplished through the implementation of positive behavioral interventions and supports through tiered interventions for students and by hosting community building events for all stakeholders.

Identified Need(s)

In recent years, there has been a decline in parent involvement opportunities and because of the current pandemic, a need for those opportunities to be created for all stakeholders. By creating an environment where students continue to feel safe and welcomed at school, our goal is to increase family engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent completion of CHKS survey	Only 90 parents completed the annual healthy kids survey.	120 families complete this survey in 2022.
Parent attendance athletic meetings	In the fall 71 parents attended the athletic parent meeting, and this decreased to 45 for the winter, and 35 for the spring sports.	50 attendees at each meeting per season
Parent attendance to site admin welcome back meetings	In the fall 128 parents attended virtually and 15 for second semester	150 at each welcome back meeting on site

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

LSHS have a family engagement center on site. This is dedicated space for monthly family workshops, classes, and drop in support. This provides families with a space to feel welcomed and to get the support they need for their student as well as, to actively engage in their student's learning. Funds will be utilized to plan family events, monthly workshops, additional time for ATP teacher (40 hours for the year) . Funds will also be allocated for marketing materials for family engagement. Funds will also be used to purchase incentives for families to attend on site family meetings and workshops.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500.	Title I 1000-1999: Certificated Personnel Salaries additional hours for ATP 40 hours
4,000.	Title I 4000-4999: Books And Supplies
1,000.	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students' families

Strategy/Activity

LSHS will host a Fall and Spring community engagement and family resource fair for all stakeholders. This will not only provide an opportunity for families to engage with LSHS, but they will also be provided with community resources. LSHS will also have an opportunity to market educational programs and site resources to our families.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.	Title I 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Funds will be allocated to mail every family a welcome packet of resources and site interventions as well as semester calendar of events for family engagement each semester. Funds will also be allocated to mail senior parents grad checks for seniors and FAFSA informational materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Funds will be allocated for counselors to host more parent resource workshops especially in the fall for senior families. An event on site for senior family night and funds will cover marketing for the event, hours for staff to work, and decorations (not to exceed 40 hours for the year total).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,600.	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Athletes

Strategy/Activity

Funds will be allocated for athletic family banquet for athletes and their families. Funds will cover cost of awards, food, and decorations to implement the event.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500.	Title I 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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.

Given the pandemic connecting with families have been a challenge. The more we are available for host for them on site, the more we hope to grow implementation and increase family engagement.

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

none

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.

Added more activities to increase and provide families more opportunities for engagement with the site as an active partner.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$122,600.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$44,700.00

Subtotal of additional federal funds included for this school: $44,700.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF-EL	$13,400.00
LCFF-LI	$64,500.00

Subtotal of state or local funds included for this school: $77,900.00

Total of federal, state, and/or local funds for this school: $122,600.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	29,005	15,605.00
LCFF-LI	63,945.	-555.00
Title I	56,840.	12,140.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-EL	13,400.00
LCFF-LI	64,500.00
Title I	44,700.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	39,800.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	65,400.00
5000-5999: Services And Other Operating Expenditures	11,400.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-EL	10,400.00
4000-4999: Books And Supplies	LCFF-EL	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	22,400.00

4000-4999: Books And Supplies	LCFF-LI	35,700.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	1,400.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	7,000.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	26,700.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,300.00
Goal 2	29,000.00
Goal 3	36,700.00
Goal 4	18,600.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Tania Cabeza	Principal
Todd Johnsen	Classroom Teacher
Kathy Thompson	Classroom Teacher
Briony Holstein	Classroom Teacher
Arianna Reedy	Classroom Teacher
Victoria Anderson	Other School Staff
Aven Callahan	Parent or Community Member
Inez Cossio	Parent or Community Member
Crystal Langfitt	Parent or Community Member
Ernie Martinez	Secondary Student
Brendan Callahan	Secondary Student
Oscar Huerta	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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 of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and 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 from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: LSHS Administrative Team

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 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 student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 2, 2022.

Attested:

	Principal, Dr. Tania Cabeza on 5/2/2022
	SSC Chairperson, Kathy Thompson on 5/2/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children's education
b. inform parents and family members that they can directly effect the success of their children's learning
c. build consistent and effective communication between home/school
d. train teachers and administrators to communicate effectively with parents and families
e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Norte Vista High School	33-66977-3334299		

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
- Comprehensive Support and Improvement
- Targeted Support and Improvement

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.

Norte Vista High School's school wide goals are aligned with the Alvord Unified School District's LCAP Goals and WASC recommendations.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

For students: PLUS Forum Survey, Thought Exchange Survey, Graduation Survey (completed in May)
For parents: Education for the future high school parent survey, EL Needs Assessment
For teachers: Education for the future staff survey, Thought Exchange Survey, Leadership Meetings

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The administration conducts formal and informal classroom observations throughout the school year, in order to gauge classroom instruction in relation to school-wide LCAP, SPSA, and WASC goals. Findings show that school-wide goals of increasing writing across the curriculum is taking place, however, there needs to be greater focus within all departments, to support writing, assess writing, and collect data on writing. Data will then be used to drive schools' model of continuous school improvement (plan, implement, evaluate and improve). School-wide writing initiative will include increasing opportunities for complex output, including utilizing strategies to build vocabulary for all student groups.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Norte Vista administration and staff regularly review data generated to plan, implement, analyze and improve instructional practices that will increase student achievement. Low scores in reading and mathematics have prompted a concerted school-wide effort to improve student achievement, especially in those areas. Core departments use Unit Planning Organizers that were developed from the district ILT members. Intervention programs in Math such as the targeted Math Acceleration sections, Winter and Spring Intervention Courses, and Saturday Academy are offered throughout the school year as a means to increase achievement. The faculty uses differentiated instruction in classrooms in an effort to improve the test scores of our students. Step Up To Writing components, together with a focus on the site Writing Expectations has been used across the curriculum to improve writing skills., provide a common foundational rubric for writing campus-wide, and give departments flexibility to utilize the writing expectations as a means to support content-specific writing. This increased focus on writing will also support the effort to focus on literacy at NVHS. Teacher training is also addressed through early release days for staff development, department on-site pull-out days, conferences, and specific off-campus workshops/training that are highly relevant to school-wide goals (data analysis, writing expectations, vocabulary development, online supplemental tools/programs, continuous cycle of improvement focus, designated/integrated EL instruction).

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Norte Vista administration and staff regularly review data generated to plan, implement, analyze and improve instructional practices that will increase student achievement. Low scores in reading and mathematics have prompted a concerted school-wide effort to improve student achievement, especially in those areas. Core departments use state standards-based curriculum, pacing guides, common rubrics, and common formative assessments to adjust instruction and gauge student mastery. Intervention programs such as after-school targeted tutoring, Winter and Spring Intervention Program, targeted summer extended learning opportunity, and Saturday Academy are offered over the school year to increase Student Achievement. Step Up To Writing has been used across the curriculum to improve writing skills. Teacher training is also addressed through a weekly minimum day for staff development, PLC meetings, on-site department pull-out days, conferences, and workshops. Step-up to Writing elements and the NVHS School-wide writing expectations are utilized to increase sites focus on writing and literacy. Categorical funding is used to support the goals established in this plan.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Every teacher has met the requirements for highly qualified staff, according to ESSA guidelines.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials)

Every teacher if fully credentialed and no teachers are mis-assigned.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development days and workshops are aligned with the district's strategic plan and focus on literacy and equity; Common Core State Standards, ELA/ELD framework, and Next Generation Science Standards; benchmark and interim assessments and analysis of student achievement on these assessments.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

The Instructional Coach works closely with the departments to support teachers in lesson planning with content standards, lesson delivery, supporting writing across the curriculum, and continue classroom instructional assistance throughout the entire year for each of their departments.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve)

All of the Norte Vista teaching staff are highly qualified as defined by The Every Student Succeeds Act (ESSA). Since a large part of the population is identified as English learners, only teachers with appropriate certification to work with English learners, or who are in the process of receiving that certification, have been hired at Norte Vista. The School Site Council has concentrated on teacher training as a way to reach pupils supported through categorical funds. A large part of the conferences, institutes, and training have spotlighted differentiation of instruction for English learner populations. Teacher Induction support providers are assigned to newly hired teachers to assist with instruction and answer questions in lesson delivery. Department Chairpersons work with their departments to provide curriculum support and assessment information. The district has maintained site instructional coaches, who work with their respective content-area teachers to support instruction. Finally, the Instructional Coach works with district staff (e.g. ELA and English learner coaches) and teachers to facilitate the differentiation of instruction to meet the needs of English learners in ELD and regular content classrooms.

The special education department adheres to Federal and State Laws governing students with Individual Education Plans (IEPs). The program offers a continuum of services ranging from indirect services including but not limited to a push-in as well as a variety of collaboration and consultation, to direct services including but not limited to pull-out and special day classes. The department also supports students through the implementation of accommodations and modifications. The special education department consists of 7 resource specialists, 2 special day class teachers, 1 speech/language pathologist, 1 shared adaptive physical education teacher, 1 school psychologist, 10 paraprofessionals, including two 1:1 aides, as well as other services providers like mobility teachers, occupational therapists, Deaf and Hard of Hearing, and vision itinerant teachers. There are 208 special education students of whom approximately 80 participate in direct services and 60 take part in the collaboration. The resource students have had success in general education classes; students have transitioned and mainstreamed into the general education program.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Norte Vista uses district Unit Planning Organizers to align their curriculum, instruction, and content to California Common Core State standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8)

n/a

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses

Master schedule has flexibility for sufficient numbers of intervention courses in ELA and Math. Odysseyware and the Guidance Department are the main intervention courses Norte Vista offers for any student needing intervention. A Flex Program is also offered to provide an intervention step prior to students going to alternative schooling options; this program can modify a students program, for the purpose of building success through increased academic focus, mentoring and increased access to counselors and administration.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All instructional materials are California Common Core Standards based and the books have been California and district adopted.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

The curriculum at Norte Vista is standards-based and is taught through the use of state-approved, district-adopted standards-based textbooks. The faculty has been trained in standards-based instruction. Teachers are also provided with student specific data (SARC report, EADMS information, assessment data) to monitor student progress toward mastery of content standards. Teachers are responsible for posting the content/Core Standard(s) addressed for each lesson. The core area department teachers are assigned to an individual administrator who provides leadership, direction and data for instruction and performance for the alignment of the essential standards to the curriculum. Norte Vista implements the instructional strategies supported by Direct Instruction and instructional strategies that emphasize collaboration and student interaction to assure student achievement and mastery of the content standards (CCSS, ELD Standards, and NGSS).

Norte Vista has only purchased core materials that are standards-based and aligned. Adoptions include core textbooks in Language Arts, mathematics, English Language Development, science and social studies as well as other subject areas and numerous supplemental resources. Each adoption form requests information regarding the alignment of the prospective materials to the standards. All supplemental materials must support the overall, standards-based program and be adopted through the same procedure as core materials. In addition, purchases of all library resources have been specifically selected to support standards-aligned curricula.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Norte Vista provides a wide variety of services for all students to meet standards. Services such as ELD, sheltered core courses, collaboration core classes (a Special Education push-in model), Odyssey ware, Expanded Learning by individual teachers, and the Flex Program.

Evidence-based educational practices to raise student achievement

Norte Vista leadership and staff use data analysis to guide individual and group instruction needed to remediate and/or address areas of weakness. Based on this information, students scoring below proficient in reading or mathematics are identified and recommended for Expanded Learning tutoring. Teachers have received training in Explicit Direct Instruction, and strategies for working with our demographic subgroups, collaboration, and interaction in the classroom; in addition, core teachers received extensive staff development in developing standards-based lessons and instructional strategies. Expanded Learning is offered either within the individual classroom or through one of the many tutoring opportunities, as wells as through Saturday Academy. Some of these include after school tutoring as Expanded Learning, structured math tutoring after school, tutoring for language learners during and after school, tutoring in individual classrooms provided before school, at lunch, and after school. Materials have been purchased for use within the language arts and mathematics programs which specifically instruct standards in those courses and practice test-taking skills. In addition, Norte Vista's core teachers are making a focused effort to differentiate instruction in order to ensure equal access to the curriculum for all student groups. A large part of the conferences, institutes, and training have spotlighted differentiation of instruction for Special Education and English learners. These supplemental conferences and additional materials are provided by categorical funds which enable underperforming students to meet the standards.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Aeries online grade book allows parents of all students to access the grades of their children on a daily basis. This will assist any parent of an under-achieving student to know when to initiate contact with the teachers, counselors, and school to build a plan to assist their student. Library hours are extended once a week for students to access additional resources or time. In addition, achievement data is shared with parent groups such as ELAC, ATP, Padres Unidos, and School Site Council, and a Parent Compact was developed to address what parents can do to assist students in regards to their academic achievement.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Norte Vista staff and administration are diligently working to improve parental involvement through several means including Novi Parents, Padres Unidos, School Site Council (SSC), Advancement Via Individual Development (AVID), IB, English Learner Advisory Council (ELAC), access to district-provided parent workshops, a wide assortment of Booster Clubs, as well as many opportunities given by individual staff members for classroom involvement. In the 2019-2020 Academic Year, the ATP is an “action arm” of the School Site Council and is charged with developing plans and implementing activities for parent and family engagement that will promote student academic success. The Band Booster raises funds to provide for a variety of instrument repairs and needs. Some of the community agencies that regularly support our students in academic, career, and personal/social issues include RCC, UCR, McKinnley Services, Arlanza Family Health Center, Carol Wylie Center, McKinnley Center, Upward Bound, RCOE, Dollars for Scholars, Alvord Education Foundation, Altura Credit Union and Parent Volunteers. Norte Vista has a very active Hispanic community as evidenced through the membership of ELAC and Padres Unidos. There are one-on-one parent conferences held in the fall and spring (as part of the Family Showcase) which are attended by over 30% of the student’s parents. Categorical funds are available to allow parents to attend training sessions such as CABE conferences. Norte Vista’s goal is to improve parent involvement throughout the school.

Norte Vista is working to improve the focus on parent and community involvement that fosters student achievement. Students are involved as capable leaders that interact with peers and community members to explain their learning. In Fall 2021, a push to increase student participation in civic engagement was initiated and will be tracked utilizing Innerview. In the 2018-2019 school year, the Action Team for Partnership was formed and undertook the revision of a needs assessment to understand how to better serve students and the community. The team participated in a grant proposal to support the spring Family Showcase and Norte Vista's literacy and writing focus.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds provides support for sub groups, to provide academic acceleration and interventions, including in Math Acceleration, additional AVID Tutors in targeted ELA/Math sections, and the FLEX Program.

Fiscal support

Categorical & general budgets support all of our intervention services on campus.

Stakeholder 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 SPSA and Annual Review and Update

Norte Vista High School consulted with School Site Council, ELAC, ATP, and teachers/staff as part of their planning process for SPSA Annual Review and Update. The SPSA was shared at staff and leadership meetings, monthly School Site Council, ELAC, and ATP meetings.

Resource Inequities

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

Based on WASC Accreditation Recommendations, NVHS staff must increase ELD instruction (designated/intergrated) in class to address needs of our EL population.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.05%	0.1%	0.10%	1	1	2
African American	1.13%	1.4%	1.07%	24	29	22
Asian	1.89%	1.7%	1.85%	40	37	38
Filipino	0.57%	0.4%	0.34%	12	9	7
Hispanic/Latino	91.51%	92.3%	91.88%	1,939	1,989	1889
Pacific Islander	0.28%	0.3%	0.34%	6	7	7
White	3.73%	3.1%	3.75%	79	66	77
Multiple/No Response	0.85%	0.7%	0.68%	18	16	14
			Total Enrollment	2,119	2,154	2056

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	549	575	457
Grade 10	600	540	585
Grade 11	505	582	492
Grade 12	465	457	522
Total Enrollment	2,119	2,154	2,056

Conclusions based on this data:

1. NVHS has a high population of Hispanic/Latino students, approximately 91.88% of total student population.
2. Over the past 3 years, NVHS overall student population has declined approximately 63 students.
3. For NVHS Grade populations, 9th graders decreased from the 20-21 school year by 118 students for the 22-22 school year. Grade 10 increased over the last 3 years, Grade 11 decreased over the last 3 years, and Grade 12 decreased over the last 3 years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	653	677	657	30.8%	31.4%	
Fluent English Proficient (FEP)	921	887		43.5%	41.2%	
Reclassified Fluent English Proficient (RFEP)	78	18	44	11.2%	2.8%	

Conclusions based on this data:

1. English Learners percents have stayed rather consistent in the last 3 years, with a slight decrease by 3 percent over the course of 3 years.
2. Fluent English Proficient student population has remained consistent over past 3 years, with an increase of 2.4 percent for the 19-20 school year.
3. Reclassified Fluent English Proficient population has increased over the last 3 years with an increase of 4.3 percent for the 19-20 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	525	481	539	511	478	0	511	478	0	97.3	99.4	0.0
All Grades	525	481	539	511	478	0	511	478	0	97.3	99.4	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2568.	2578.		17.42	17.78		29.75	31.59		26.42	28.66		26.42	21.97	
All Grades	N/A	N/A	N/A	17.42	17.78		29.75	31.59		26.42	28.66		26.42	21.97	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	22.16	20.08		49.61	47.91		28.24	32.01	
All Grades	22.16	20.08		49.61	47.91		28.24	32.01	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	25.10	29.92		41.57	50.21		33.33	19.87	
All Grades	25.10	29.92		41.57	50.21		33.33	19.87	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	14.71	15.06		65.88	66.53		19.41	18.41	
All Grades	14.71	15.06		65.88	66.53		19.41	18.41	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	28.63	26.36		48.24	53.14		23.14	20.50	
All Grades	28.63	26.36		48.24	53.14		23.14	20.50	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Within the achievement level descriptors, Listening has the lowest percentage of students in the Above Standard percentage, over the past 3 years. (COVID affected available data)
2. Writing, along with Research/Inquiry have consistently had the highest % of students in the Above Standard column. (COVID affected available data)
3. NVHS has consistently tested over 96% of 11th grade students; this can help us assume provided data is accurate and can be used to inform instructional practices. (COVID affected available data)

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	525	481	539	511	478	0	511	478	0	97.3	99.4	0.0
All Grades	525	481	539	511	478	0	511	478	0	97.3	99.4	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2519.	2527.		1.96	2.93		10.57	14.02		28.38	28.03		59.10	55.02	
All Grades	N/A	N/A	N/A	1.96	2.93		10.57	14.02		28.38	28.03		59.10	55.02	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	5.48	7.76		27.79	26.83		66.73	65.41	
All Grades	5.48	7.76		27.79	26.83		66.73	65.41	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	3.33	6.92		41.29	46.75		55.38	46.33	
All Grades	3.33	6.92		41.29	46.75		55.38	46.33	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	3.72	5.03		55.38	55.14		40.90	39.83	
All Grades	3.72	5.03		55.38	55.14		40.90	39.83	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Percent of tested students in Not Standard column has remained consistent over past 3 years. (COVID affected available data)
2. Over past 3 years, 43.67% of students have scored in the At or Near Standard column in terms of Problem Solving and Modeling/Data Analysis. (COVID affected available data)
3. Concepts and Procedures has been by far our lowest performing level over past 3 years. (COVID affected available data)

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1546.7	1556.3	1537.9	1549.5	1558.0	1541.2	1543.4	1554.0	1534.0	168	215	181
10	1560.9	1551.7	1553.7	1563.8	1550.4	1563.6	1557.7	1552.4	1543.2	189	170	144
11	1559.9	1554.0	1558.5	1553.9	1544.0	1562.6	1565.3	1563.5	1553.9	172	151	150
12	1567.0	1566.0	1549.4	1557.5	1569.4	1546.0	1576.0	1562.2	1552.2	125	120	88
All Grades										654	656	563

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	29.17	17.67	12.15	35.71	42.79	35.91	20.24	25.58	36.46	14.88	13.95	15.47	168	215	181
10	41.80	24.71	22.92	30.69	29.41	36.81	15.34	27.65	22.22	12.17	18.24	18.06	189	170	144
11	34.88	23.18	18.67	36.63	27.15	33.33	15.12	30.46	28.00	13.37	19.21	20.00	172	151	150
12	32.80	24.17	19.32	43.20	35.83	31.82	16.80	24.17	27.27	*	15.83	21.59	125	120	88
All Grades	35.02	21.95	17.76	35.93	34.45	34.81	16.82	26.98	29.13	12.23	16.62	18.29	654	656	563

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	52.38	35.81	36.46	23.81	33.95	29.83	13.69	19.53	20.44	10.12	10.70	13.26	168	215	181
10	56.08	30.00	44.44	26.46	40.00	26.39	8.47	13.53	14.58	8.99	16.47	14.58	189	170	144
11	58.14	29.14	42.00	25.00	31.13	32.67	8.14	22.52	10.00	8.72	17.22	15.33	172	151	150
12	60.80	38.33	34.09	31.20	31.67	32.95	*	18.33	12.50	*	11.67	20.45	125	120	88
All Grades	56.57	33.23	39.61	26.30	34.45	30.20	8.87	18.45	14.92	8.26	13.87	15.28	654	656	563

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	8.93	5.58	4.42	27.98	30.70	16.57	29.76	36.74	49.17	33.33	26.98	29.83	168	215	181
10	17.46	10.00	5.56	32.28	27.65	26.39	23.81	32.35	38.89	26.46	30.00	29.17	189	170	144
11	13.37	11.92	2.67	36.63	25.83	18.67	25.58	34.44	48.67	24.42	27.81	30.00	172	151	150
12	14.40	6.67	6.82	38.40	30.83	22.73	32.00	37.50	35.23	15.20	25.00	35.23	125	120	88
All Grades	13.61	8.38	4.62	33.49	28.81	20.60	27.37	35.21	44.23	25.54	27.59	30.55	654	656	563

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	42.86	11.16	6.08	41.67	71.16	70.72	15.48	17.67	23.20	168	215	181
10	53.44	14.71	7.64	32.80	66.47	73.61	13.76	18.82	18.75	189	170	144
11	42.44	8.61	2.00	43.60	53.64	70.67	13.95	37.75	27.33	172	151	150
12	44.80	9.17	2.27	44.80	64.17	71.59	10.40	26.67	26.14	125	120	88
All Grades	46.18	11.13	4.80	40.21	64.63	71.58	13.61	24.24	23.62	654	656	563

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	65.48	68.37	77.45	25.00	22.33	11.76	9.52	9.30	10.78	168	215	102
10	73.54	61.76	78.02	19.05	24.71	13.19	7.41	13.53	8.79	189	170	91
11	75.00	58.28	84.09	17.44	28.48	7.95	7.56	13.25	7.95	172	151	88
12	79.20	68.33	0.00	17.60	23.33	0.00	*	8.33	100.00	125	120	2
All Grades	72.94	64.33	79.15	19.88	24.54	10.95	7.19	11.13	9.89	654	656	283

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	10.71	12.09	8.84	38.69	53.49	45.30	50.60	34.42	45.86	168	215	181
10	19.05	19.41	14.58	38.62	45.88	45.83	42.33	34.71	39.58	189	170	144
11	13.95	11.92	5.33	47.09	46.36	50.67	38.95	41.72	44.00	172	151	150
12	15.20	10.00	11.36	49.60	55.00	38.64	35.20	35.00	50.00	125	120	88
All Grades	14.83	13.57	9.77	42.97	50.15	45.83	42.20	36.28	44.40	654	656	563

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	20.24	8.84	1.10	67.26	75.35	81.77	12.50	15.81	17.13	168	215	181
10	28.57	6.47	0.70	62.96	72.35	78.32	8.47	21.18	20.98	189	170	143
11	40.12	13.91	11.33	49.42	72.19	72.00	10.47	13.91	16.67	172	151	150
12	40.00	11.67	10.23	57.60	79.17	69.32	*	9.17	20.45	125	120	88
All Grades	31.65	9.91	5.16	59.48	74.54	76.33	8.87	15.55	18.51	654	656	562

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 17.76% of students who took the ELPAC Exam scored a 4 which was a lower percentage over the past 3 years, 34.81% of students scored a 3, 29.13% a 2, and 18.29% a 1 out of 563 students who were tested.

2. Referencing WASC recommendations, NVHS must embedded instruction that addresses needs of its EL population, especially with school wide focus on writing, which is expanding to include reading and writing connections for the 2022-2023 school year.

3. NVHS must use data to drive instruction across the curriculum, in all subject areas in order to address needs of EL students. A decrease of students who scored a level 4 on the ELPAC exam, necessitates a need for curriculum and materials that address ELD standards throughout all content areas.

School and Student Performance Data

Local Assessment Data
English Language Arts

iReady Student Groups	**iReady** Total Enrollment	**iReady** Number Tested	**iReady** Percent Tested	**iReady** Percent Not Tested	**iReady** Percent At or Above Grade Level
All Students	582	522	89.7	10.3	16.8
Female	288	271	94.1	5.9	20.8
Male	293	250	85.3	14.7	12.6
Asian	9	8	--	--	--
Black or African American	8	7	--	--	--
Filipino	5	4	--	--	--
Hispanic or Latino	530	479	90.3	9.7	16
Native Hawaiian or Pacific Islander	6	5	--	--	--
Two or More Races	4	4	--	--	--
White	20	15	75	25	30
English Learners	196	167	85.2	14.8	0.5
Foster Youth	2	1	--	--	--
Homeless	20	16	80	20	10
Socioeconomically Disadvantaged	502	448	89.2	10.8	15.1
Students with Disabilities	64	56	87.5	12.5	

Conclusions based on this data:

1.

School and Student Performance Data

Local Assessment Data
Mathematics

iReady Student Groups	**iReady** Total Enrollment	**iReady** Number Tested	**iReady** Percent Tested	**iReady** Percent Not Tested	**iReady** Percent At or Above Grade Level
All Students	582	509	87.46	12.54	12.57
Female	288	264	91.67	8.33	12.5
Male	292	244	83.56	16.44	12.3
Asian	9	8	--	--	--
Black or African American	8	8	--	--	--
Filipino	5	4	--	--	--
Hispanic or Latino	529	464	87.71	12.29	10.99
Native Hawaiian or Pacific Islander	6	5	--	--	--
Two or More Races	4	4	--	--	--
White	20	16	80	20	18.75
English Learners	182	147	80.77	19.23	1.36
Foster Youth	2	1	--	--	--
Homeless	21	14	66.67	33.33	7.14
Socioeconomically Disadvantaged	504	436	86.51	13.49	11.47
Students with Disabilities	65	55	84.62	15.38	3.64

Conclusions based on this data:

1. 16.8% of students are at or above grade level for ELA.
2. 12.57% of students are at or above grade level for Math
3. Targeted interventions will be developed to hone in on students areas of weakness in relation to ELA and Math standards.

School and Student Performance Data

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2154	**86.5**	**31.4**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	677	31.4
Foster Youth	6	0.3
Homeless	95	4.4
Socioeconomically Disadvantaged	1863	86.5
Students with Disabilities	259	12.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	29	1.3
American Indian or Alaska Native	1	0.0
Asian	37	1.7
Filipino	9	0.4
Hispanic	1989	92.3
Two or More Races	16	0.7
Native Hawaiian or Pacific Islander	7	0.3
White	66	3.1

Conclusions based on this data:

1. High percentage of SED student population, 86.5%.
2. 31.4% of student population are English Language Learners.
3. High percentage (12%) of students with disabilities.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Green	**Suspension Rate** Orange
Mathematics Yellow		
College/Career Yellow		

Conclusions based on this data:

1. NVHS graduation rate has held steady over past 3 years.
2. NVHS must collect ground level data that informs staff on success or failures of programs/pathways that prepare student for college/career readiness.
3. Suspension rate has also held steady, but NVHS staff must look at school wide practices that address most common ed code violations.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
1.4 points above standard	50.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.7 points	Increased Significantly ++21.5 points	1
454	200	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
7.9 points below standard	1.7 points above standard	90.1 points below standard
Increased Significantly ++70 points	Increased ++12.7 points	Increased Significantly ++35.6 points
20	408	43

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 0.5 points below standard Increased ++9.6 points 409	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students	No Performance Color 9.8 points above standard Increased Significantly 24

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
85.7 points below standard Increased Significantly 124	7.1 points above standard Increased ++5.5 points 76	10.8 points above standard Increased ++9.5 points 108

Conclusions based on this data:

1. NVHS has increased in all subgroup data in the area of ELA.
2. Students with Disabilities, English Language Learners, and Socioeconomically Disadvantaged students increased in the area of ELA for the 2019 Dashboard.
3. English only students increased by 9.5 points for ELA.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
94.7 points below standard	136.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.7 points	Increased ++12.8 points	1
454	200	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
123 points below standard	94.7 points below standard	188.5 points below standard
Increased Significantly ++32.9 points	Increased ++10.4 points	Declined -5.8 points
20	408	43

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 97.3 points below standard Increased ++7.9 points 409	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		No Performance Color 83.9 points below standard Increased Significantly 24

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
164.5 points below standard Maintained ++0.5 points 124	90.1 points below standard Increased Significantly 76	88.9 points below standard Increased ++7.9 points 108

Conclusions based on this data:

1. NVHS will use the data provided to address math assessment scores, through increasing common assessments, increased data driven placement of students in math courses and vertical alignment with feeder schools.
2. NVHS has been working with feeder schools to help address the number of students completing IM2 before their junior year.
3. Students with Disabilities decreased 5.8 points, English Language Learners increased 12.8 points, and Socioeconomically Disadvantaged students increased by 10.4 points in Math.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
44 making progress towards English language proficiency
Number of EL Students: 623
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.6	30.3	9.7	34.1

Conclusions based on this data:

1. Of the EL population, 55% are at level 4 and 3.
2. 34.1% of EL population are making progress of atleast 1 level.
3. 30.3% of EL population maintained at levels 1, 2, or 3, in alignment with our WASC goal focusing on increasing reading and writing connections.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	435	100
African American	5	1.1
American Indian or Alaska Native		
Asian	8	1.8
Filipino	2	0.5
Hispanic	405	93.1
Native Hawaiian or Pacific Islander		
White	11	2.5
Two or More Races	4	0.9
English Learners	130	29.9
Socioeconomically Disadvantaged	413	94.9
Students with Disabilities	53	12.2
Foster Youth	1	0.2
Homeless	22	5.1

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	25	5.8
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	17	4.2
Native Hawaiian or Pacific Islander		
White	2	18.2
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	22	5.3
Students with Disabilities	0	0
Foster Youth		
Homeless	2	9.1

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	55	12.7
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	48	11.9
Native Hawaiian or Pacific Islander		
White	3	27.3
Two or More Races		
English Learners	4	3.1
Socioeconomically Disadvantaged	50	12.1
Students with Disabilities	0	0
Foster Youth		
Homeless	3	13.6

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	56	12.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	55	13.6
Native Hawaiian or Pacific Islander		
White	1	9.1
Two or More Races		
English Learners	16	12.3
Socioeconomically Disadvantaged	53	12.8
Students with Disabilities	5	9.4
Foster Youth		
Homeless	1	4.5

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	144	33.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	131	32.3
Native Hawaiian or Pacific Islander		
White	5	45.5
Two or More Races		
English Learners	23	17.7
Socioeconomically Disadvantaged	134	32.4
Students with Disabilities	3	5.7
Foster Youth		
Homeless	7	31.8

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	16	3.7
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	16	4
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	3	2.3
Socioeconomically Disadvantaged	14	3.4
Students with Disabilities	1	1.9
Foster Youth		
Homeless	1	4.5

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	37	8.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	35	8.6
Native Hawaiian or Pacific Islander		
White	2	18.2
Two or More Races		
English Learners	6	4.6
Socioeconomically Disadvantaged	34	8.2
Students with Disabilities	3	5.7
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	20	4.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	19	4.7
Native Hawaiian or Pacific Islander		
White	1	9.1
Two or More Races		
English Learners	4	3.1
Socioeconomically Disadvantaged	18	4.4
Students with Disabilities	3	5.7
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	43	9.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	37	9.1
Native Hawaiian or Pacific Islander		
White	2	18.2
Two or More Races		
English Learners	5	3.8
Socioeconomically Disadvantaged	41	9.9
Students with Disabilities	1	1.9
Foster Youth		
Homeless	2	9.1

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. NVHS has used data over past 3 years to restructure CTE pathways.
2. NVHS has used data over past 3 years to increase access to AP prep courses, on and off campus.
3. NVHS will continue to investigate best practices through formation of CCI sub group.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students	435	390	1	89.7
English Learners	130	108	1	83.1
Foster Youth	1		0	
Homeless	22	19	0	86.4
Socioeconomically Disadvantaged	413	368	1	89.1
Students with Disabilities	53	35	1	66
African American	5		0	
American Indian or Alaska Native				
Asian	8		0	
Filipino	2		0	
Hispanic	405	361	1	89.1
Native Hawaiian or Pacific Islander				
White	11	11	0	100
Two or More Races	4		0	

Conclusions based on this data:

1. Graduation rate maintained from 92.6% in 2018 to 92.8% in 2019.
2. Students with Disability increased.
3. English Learners decreased graduation percentage.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	4	1	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
3.9	6.2	0
Increased +1.9	Increased Significantly +4	Maintained 0
2323	786	13
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Orange
7.3	4	6.5
Increased +3.1	Increased +1.9	Increased +2.1
123	2084	247

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Yellow	No Performance Color
12.2	Less than 11 Students - Data 1	2.4	0
Increased +9.4		Maintained -0.1	14
41		41	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
3.9	0	Less than 11 Students - Data 6	1
Increased +2.2	Maintained 0		Declined -5.5
2108	14		98

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2	3.9

Conclusions based on this data:

1. Overall Suspension rate increased for the 2019 school year, for a total of 3.9 percent.
2. NVHS will look at more specific data, in terms of behavior, to determine needed supports on campus that address and possibly prevent suspension in most common areas. Norte Vista also developed a PBIS team.
3. NVHS will look at data to determine why certain sub groups suspension rates increased, and who to address those concerns.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

Goals: All students will reach high standards, at a minimum attaining proficiency in ELA, Math, History, and Science. In their departments and/or PLCs, teachers develop common assessments that will identify student progress toward mastery of learning objectives that will become a major component of the school's cycle of continuous improvement.

In order for the school community to be engaged in a cycle of continuous improvement, the school leadership and the teachers develop and implement a long-range action plan based on WASC criteria that includes:
a.) Not more than three prioritized school-wide areas for academic improvement, including growth targets.
b.) Strategies to improve the achievement of significant subgroups (i.e., Hispanic, Students with Disabilities and English Learners) in ELA and math.
c.) To ensure implementation of the action plan, identify the following:
i) How the action plan will be monitored
ii) How progress will be demonstrated (multiple measures of data)
iii) Person(s) responsible
iv) Resources
v) Timeline

**1a. ELA
1b: Increase the number of students in the Standard Exceeded or Standard met category on the overall CASSP for ELA from 53.2% to 58%.
1c: Increase the number of students who pass the ELPAC; School administration, the counseling team, the English Learner Facilitator, and teachers ensure that all English Learners are provided with the English Language Development Instruction targeted to their English proficiency level and appropriate.

academic instruction in order to Reclassify in the shortest amount of time possible.
1d: Increase the number of SWD and SED in the Standard Met category of the CASSP for ELA.
1e: Increase the number of students in the Standard Exceeded
1f: Decrease the percentage of students scoring at the Below Standard Level in SBAC ELA Claim 3 (Listening) from 20% to 18%
1g: Decrease the percentage of students scoring at the Below Standard Level in SBAC ELA Claim 4 (Research and Inquiry) from 20% to 18%

**2a. Math
2b: Increase the percentage of students in the Standard Met and Standard Exceeded level on the SBAC Math from 18.1% to 25.0%

2c: Increase the percentage of students in the Above Standard Level for Claim 1 (Concepts and Procedures) on the SBAC Math from 9.13% to 15.5%
2d: Decrease the percentage of students at the Below Standard Level for Claim 1 (Concepts and Procedures) on the SBAC from 62.6% to 55.0%

3a: Social Science
3b: Students will complete 6 Document Based Questions (DBQ) per year in Social Studies courses. These activities will happen regularly at 6-week intervals in the semester, within the Social Science department.
3c: Students will engage in technology-based learning 15% of the time in all Social Science courses.
3d: Students in semester courses will complete 4 major performance tasks that include: Project-based learning, DBQ, and College/Career preparation or readiness.

4a: Science:
Students enrolled in a core science class at Norte Vista High School will score the following on the NGSS common assessments.:
4b. SPED will score a 60 % or higher
4c EL Students will score a 65% or higher
4d Mainstream students will score a 70 % or higher

**5a: ELD: Develop comprehensive ELD instruction for all English Learners to help students make annual progress and meet basic skills in English to achieve reclassification.
5b: Increase the percentage of reclassified English learners who make annual progress of at least one level on the ELPAC from 26.7% to 30.0%
5c: Increase the percentage of newcomer ELs (years 1-4) making annual progress
5d: Increase the percentage of all ELs achieving reclassification
5e: Increase the percentage of ELs with a passing grade of C- or better in English to achieve reclassification

Identified Need(s)

School wide increased team approach on writing, specifically writing across the curriculum; within all departments. To help achieve this the school site is in need of a full time instructional coach.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 CASSP scores were used to create these goals.	Last year's results show a decrease in both the listening and research/inquiry areas of the CASSP. Specifically, there	Norte Vista will use CAASP scores from previous years for comparison.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	has been an overall decline in students at the above standard level as well as in at or near standard level. Additionally, students have decreased in the at or near the standard level for listening.	
All students enrolled at Norte Vista High School will score a 70% or higher on NGSS common assessments.	Common Formative and Summative assessments developed by NVHS Science Department	Student will achieve at or above the 70% mark on NGSS common assessments.
Develop comprehensive ELD instruction for all English Learners to help students make annual progress and meet basic skills in English to achieve reclassification.	EL sub group CAASPP student data, in ELA area and ELPAC scores.	Percent of EL population scoring at or near at or near standard will increase. Increase ELPAC annual growth
The topics for the DBQs and Performance Tasks are identified by the social science collaborative strand based on the emphasis in the Social Science Framework, unit assessments, and common rubric scores.	The collaborative team will identify technological needs/limitations, technological literacy of students, reading/literacy, academic and subject specific vocabulary development, writing practice specific to content and overall understanding of the Social Science Framework.	The school will evaluate the progress of the goal by overseeing the common grading practices of the collaborative strands, the outcomes strengths and weaknesses for common writing/project assessments, technological outcomes for project and research based learning and overall that the student academic products reflect a high level of content understanding, writing efficiency and technological literacy.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will reach high standards, at a minimum attaining proficiency in ELA, Math, History, and Science

Strategy/Activity

Cycle of continuous improvement through improved data systems. Extra hours for teachers to provide tutoring in all content areas, attend professional development, and extra hours for Counselors to provide A-G transcript analysis.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
54,000.00	Title I 1000-1999: Certificated Personnel Salaries Extra morning hours for teachers to provide tutoring in all subject areas.
2000.00	LCFF-LI 5000-5999: Services And Other Operating Expenditures PD/Conferences for teachers
13,095.00	Title I 3000-3999: Employee Benefits Employee Benefits for Certificated
3,651.00	LCFF-LI 1000-1999: Certificated Personnel Salaries Extra hours for Counselors to provide A-G transcript analysis. 2 Counselors per week in the morning.
1000.00	Title I 5000-5999: Services And Other Operating Expenditures Busses for College Fieldtrips
500.00	Title I 5000-5999: Services And Other Operating Expenditures Admission for Fieldtrips

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will reach high standards, at a minimum attaining proficiency in ELA, Math, History, and Science

Strategy/Activity

Provide technology and software for teachers to provide effective teaching strategies that will assist in achieving Standard Met on the CASSP assessments and AP assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4200.00	Title I 4000-4999: Books And Supplies Pear Deck Subscription to to gauge and monitor academic achievement.
960.00	Title I 4000-4999: Books And Supplies Screencastify Licenses
6000.00	LCFF-LI 5000-5999: Services And Other Operating Expenditures Kuta and Quill Software Licenses.
6000.00	LCFF-EL 4000-4999: Books And Supplies Technology for EL/Sheltered classrooms.
420.00	LCFF-EL 4000-4999: Books And Supplies EL Achieve Software
359.00	LCFF-EL 5000-5999: Services And Other Operating Expenditures IXL Learning Classroom License

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase supplemental supplies and provide enrichment opportunities to improve achievement and foster college and career readiness. Supplies will support teaching and learning inside the classroom, during intervention, and professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,196.00	LCFF-LI 4000-4999: Books And Supplies Materials for classroom instruction.
2000.00	LCFF-LI

	4000-4999: Books And Supplies Saturday Academy Supplies
1000.00	LCFF-LI 4000-4999: Books And Supplies Food for Parent Engagement College workshops.
505.00	Title I 4000-4999: Books And Supplies Southwest PO for classroom supplies.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintenance of Photo Copy Konica Minolta machines, needed to fund copiers which provide supplemental materials for all teachers to use in classrooms with all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000.00	LCFF-LI 5000-5999: Services And Other Operating Expenditures Konica Minolta

Annual Review

SPSA Year Reviewed: 2021-22

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.

Following WASC recommendations, NVHS Staff will use a model of continuous improvement to move towards a focus on school wide writing goal. NVHS will focus on common assessments, common rubrics, increased writing opportunity within all departments, focused PD for departments, ELD embedded lesson strategies, best practices that focus on providing equal access to the curriculum, and best practices that address the needs of our demographic sub groups.

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

The budget will focus on supporting the goals of the school, the needs of the students, staff and parents, as well as using data to adjust budgeted expenses.

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.

Any changes that affect conditions of learning will be based on new school, department, formative level data, that identifies new or on-going needs.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

Goal 2: Students will be prepared to be college and career ready when they graduate from high school.

By June 2022, Norte Vista will increase the graduation rate from 92.8% in 2019 to 95.0% in 2022 (an increase of 2.3%).

By June 2022, Norte Vista will increase the percent prepared from 36.9% to 41.9% in 2022 (an increase of 5.0%).
*CTE Pathway, College Credit, CAASPP Achievement, AP, IB, A-g, Seal of Biliteracy, Puente.

Identified Need(s)

Based on the California Dashboard data, needs include increasing the graduation rate overall, as well as identified sub-groups, increasing FAFSA completion rate and using data to drive intervention, acceleration and placement of students in courses and pathways.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The California School Dashboard Graduation Rate and CCI/College Readiness Indicators for 2020-2021.	Baseline will be graduation rate of 92.8. Norte Vista will increase by 2.3% for a 95% graduation rate in 2021-2022.	Norte Vista will evaluate their progress yearly by looking at AP pass rate, IB Pass rate, Pathway completion, A-G completion rate, college acceptance rates, and FASFA completion.
FASFA Completion Rate for 2021-2022.	Norte Vista will increase from in 2020-2021 FASFA completion rate to 90% in 2021-2022.	90% of Norte Vista High School's Seniors will complete their FASFA for the 2021-2022 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff, in an effort to utilize engagement strategies which increase academic performance and which prepare students to be college and career ready upon graduation from high school. Incoming 9th graders will be enrolled in Freshman Focus, and all students will develop their Ten Year Plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,000	LCFF-LI 1000-1999: Certificated Personnel Salaries Credit Recovery.
12,000	LCFF-LI 1000-1999: Certificated Personnel Salaries Webmasters
9,094.00	LCFF-LI 3000-3999: Employee Benefits Certificated Fixed Costs
3,500	LCFF-LI 1000-1999: Certificated Personnel Salaries Subs for Middle School Visits to Novi Programs.
500.00	LCFF-LI 2000-2999: Classified Personnel Salaries Homeless Verification.
184.00	LCFF-LI 3000-3999: Employee Benefits Fixed Costs for Classified.
3000	LCFF-LI 5000-5999: Services And Other Operating Expenditures Busses for middle school fieldtrip to visit Norte Vista Programs.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th and 10th Grade Students

Strategy/Activity

Puente Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades 9-12

Strategy/Activity

AVID

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I 0000: Unrestricted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Books, supplies, and translation to provide additional support for EL students academic success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	LCFF-EL 4000-4999: Books And Supplies

	Books and Supplies to provide additional support for EL academic success.
14,465	LCFF-EL 4000-4999: Books And Supplies Book and Supplies for EL Language Support
1000.00	LCFF-EL 2000-2999: Classified Personnel Salaries Hours for BIA to provide translation at parent teacher conferences.
1,653.00	LCFF-EL 2000-2999: Classified Personnel Salaries Fixed costs for classified BIA
300.00	LCFF-EL 4000-4999: Books And Supplies Refreshments for ELAC meetings

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Additional hours to provided outside EL instructional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Hours for Certificated Staff to extend EL instructional Support
1406	LCFF-EL 3000-3999: Employee Benefits Certificated Fixed Costs
4302.00	LCFF-EL 1000-1999: Certificated Personnel Salaries EL Facilitator Stipend
3000.00	LCFF-EL 2000-2999: Classified Personnel Salaries Extra Hours for BIAs
500.00	LCFF-EL 1000-1999: Certificated Personnel Salaries

	Hours for other certificated to assist with ELPAC testing
500.00	LCFF-EL 2000-2999: Classified Personnel Salaries Overtime Hours for Classified to provide translation/interpretation.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide incentives for improved attendance to improve college and career readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Attendance 4000-4999: Books And Supplies Materials and supplies for Saturday Academy to recuperate ADA
800.00	Attendance 4000-4999: Books And Supplies Knotts Perfect Attendance Incentive Food
1,200	Attendance 5000-5999: Services And Other Operating Expenditures Knotts Perfect Attendance Admission

Annual Review

SPSA Year Reviewed: 2021-22

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.

To increase the graduation rate, focus will be on increasing effective placement of students in courses their 9th grade year, in an effort to connect students to pathways, academic programs or extra curricular activities, and to continuously gather data from student, staff, parent surveys that guide improvement of college and career readiness initiatives.

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

The budget will focus on supporting the goals of the school, the needs of the students, staff and parents, as well as using data to adjust budgeted expenses.

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.

Any changes that may occur over the course of this SPSA will be guided by school level, district, state data that provides additional information in relation to areas goals.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

Goal 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff. School administration, the counseling team, the English Learner Facilitator, and teachers ensure that all English Learners are provided with English Language Development Instruction targeted to their English proficiency level and appropriate academic instruction in order to Reclassify in the shortest amount of time possible.

Identified Need(s)

NVHS needs relevant to this goal include increased number of BIA's to support EL population, data driven interventions related to ed. code violations, development of site based intervention team to address absenteeism, social/emotional needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NVHS will utilize student, staff and parent surveys during the school year to measure school contentedness and environment. NVHS will also collect feedback from parents at School Site Council and ELAC meetings.	Fall 2019 student plus forum survey. Fall 2019 parent plus forum survey. Fall 2019 parent plus forum survey. Spring 2020 distance learning survey for teachers and students.	Use data to address areas of concern in regards to school safety, drug-free environment, and positive school culture.
Norte Vista will reduce the number of suspensions and expulsions and discipline for drugs, alcohol, tobacco, and/or physical violence.	NVHS will set a goal of decreasing its suspensions by .5% for the 2021-2022 school year.	Norte Vista will compare monthly and each year's attendance and suspension reports to the previous year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Norte Vista will reduce its chronic absenteeism percentage rates compared to the previous school years.	In 2015/2016, the number of suspensions increased to 50 (1.8%) In 2016/2017, the number of suspensions increased to 55 (2.1%) In 2017/2018, the number of suspensions decreased by .1% (2.0%) from the previous school year. In 2018/2019, the number of suspensions increased 1.9% from the previous school year. Norte Vista's 2014/2015 attendance report shows a 96.10% rate. The 2015/2016 rate decreased slightly to 94.77% or . Norte Vista is focusing on 1st-period attendance rates by contacting parents of habitual tardy students, assigning lunch detentions, Saturday School and home visits.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

CABE Conference

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF-EL 5000-5999: Services And Other Operating Expenditures

	Admission for Parents to attend the CABE Conference
1000	LCFF-EL 5000-5999: Services And Other Operating Expenditures Admission for BIA Paraeducators to attend CABE Conference

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Incentives for students to be engaged and tied to a College/Career Pathway.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800	LCFF-LI 5000-5999: Services And Other Operating Expenditures AP Potential incentive (ice cream) from CNS
300.00	Title I 4000-4999: Books And Supplies Positive Parent Workshop

Annual Review

SPSA Year Reviewed: 2021-22

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.

NVHS will use student, staff, parent PLUS Forum Survey data to build more targeted strategies that address the cultural needs of NVHS.

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

This will be our second year using PLUS Forum surveys with these three groups, therefore adjustments will be made to this section once all data has been collected and analyzed.

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.

Changes will be made after all surveys have been administered and data has been collected.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Science (Secondary Only)

LEA/LCAP Goal

Goal(s)

.

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	LCFF-LI 1000-1999: Certificated Personnel Salaries

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	LCFF-EL 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	LCFF-EL 4000-4999: Books And Supplies

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$199,890.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$74,560.00

Subtotal of additional federal funds included for this school: $74,560.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Attendance	$2,500.00
LCFF-EL	$38,905.00
LCFF-LI	$83,925.00

Subtotal of state or local funds included for this school: $125,330.00

Total of federal, state, and/or local funds for this school: $199,890.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	38,905	0.00
LCFF-LI	83,925.00	0.00
Title I	74,560.00	0.00
Attendance	2,500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	2,500.00
LCFF-EL	38,905.00
LCFF-LI	83,925.00
Title I	74,560.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	96,953.00
2000-2999: Classified Personnel Salaries	6,653.00
3000-3999: Employee Benefits	23,779.00
4000-4999: Books And Supplies	51,646.00
5000-5999: Services And Other Operating Expenditures	20,859.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Attendance	1,300.00
5000-5999: Services And Other Operating Expenditures	Attendance	1,200.00

1000-1999: Certificated Personnel Salaries	LCFF-EL	5,802.00
2000-2999: Classified Personnel Salaries	LCFF-EL	6,153.00
3000-3999: Employee Benefits	LCFF-EL	1,406.00
4000-4999: Books And Supplies	LCFF-EL	23,185.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	2,359.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	37,151.00
2000-2999: Classified Personnel Salaries	LCFF-LI	500.00
3000-3999: Employee Benefits	LCFF-LI	9,278.00
4000-4999: Books And Supplies	LCFF-LI	21,196.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	15,800.00
1000-1999: Certificated Personnel Salaries	Title I	54,000.00
3000-3999: Employee Benefits	Title I	13,095.00
4000-4999: Books And Supplies	Title I	5,965.00
5000-5999: Services And Other Operating Expenditures	Title I	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	117,886.00
Goal 2	78,904.00
Goal 3	3,100.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Jason Marquez School Principal

4 Classroom Teachers

Karla Sanchez Other School Staff

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Justin Martzke	Classroom Teacher
Sarah Galvan	Classroom Teacher
Justin Lomeda	Classroom Teacher
Zoraida Atilano	Parent or Community Member
Maricruz Zamora	Parent or Community Member
Mendy Dang	Secondary Student
Vivian Shepard	Secondary Student
Jorge Sanchez	
Christina Rackleff	Classroom Teacher
Karla Sanchez	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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 of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and 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 from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 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 student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/18/2022.

Attested:

	Principal, Jason Marquez on 5/18/2022
	SSC Chairperson, Sarah Galvan on 5/18/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children's education
b. inform parents and family members that they can directly effect the success of their children's learning
c. build consistent and effective communication between home/school
d. train teachers and administrators to communicate effectively with parents and families
e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

Norte Vista High School Compact
2021-2023 School Year

This Compact is an agreement between parties: the parent, the student, and the teacher. It lists what each party must do to support student learning at Norte Vista High School.

In an effort to provide the highest quality of instructional program and to promote the school and family working together, staff and parents agree to implement this compact, and the school will take on the responsibility of discussing this compact with parents, students, and teachers at least once a year at (or before) the first parent/teacher conference.

PARENT RESPONSIBILITIES **My child's education is very important. My participation in my child's education will directly affect his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities:**	**STUDENT RESPONSIBILITIES** **My education is important to me. It helps me develop the tools I need to become a positive, productive person. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities:**	**STAFF RESPONSIBILITIES** **I understand the importance of the school experience to every student, and my role as teacher and model. Therefore, I agree to carry out the following responsibilities:**
● Ensure my child is at school every day on time and prepared for a full day of learning.	● Attend school every day and arrive on time prepared for a full day of learning.	● Provide high quality instruction in a safe environment.
● Discuss the importance of school attendance and learning standards with my child. Encourage positive attitudes toward school.	● Respect and obey all school rules and classroom behavior expectations as stated in the Student Handbook.	● Hold high expectations for all students.
● Support school dress code, attendance, and discipline policies.	● Be drug, alcohol, tobacco, and violence free	● Teach grade level standards to all students.
● Provide a quiet study area and set aside a specific time to do homework. Study area should be well lit.	● Be responsible for my own behavior and ready to accept the consequences of my actions.	● Provide meaningful homework activities that reinforce grade level standards and classroom learning.
● Monitor homework assignments checking for understanding and completion. Sign and return all papers that require a parent/guardian signature.	● Comply with dress code policy as stated in the Student Handbook.	● Treat all students, parents and staff with equity and respect. Recognize cultural, racial, religious, ethnic, and gender differences.
● Limit time on social media and monitor for proper use.	● Show respect to adults on campus and follow instructions in a polite and cooperative way.	● Provide opportunities for students to seek additional help.
● Encourage nightly reading.	● Respect the personal rights and property of others.	● Grade and return student assignments in a timely manner. Strive to update AERIES every other week.
● Contact my child's teacher when I am concerned about my child's progress or have questions regarding the standards or assignments.	● Respect all cultural, racial, religious, ethnic and gender differences. Do not engage in sexual harassment.	● Provide information to families about grade level standards and how parents can help their child achieve the standards.
● Schedule appointments with the teacher to meet outside of class or to observe my child's classroom when appropriate or necessary.	● Talk to my teacher, counselor, or administrator about problems that affect my learning environment.	● Communicate regularly with parents regarding their child's progress.
● Attend Parent/Teacher Conferences and Parent Workshops. Become involved in Novi Parents, Padres Unidos, ATP, ELAC, and SSC when possible.	● Ask my teacher when I don't understand the homework or classroom assignments. Be responsible for seeking additional help/support through Expanded Learning.	● Set outside appointments to meet with parents and provide opportunities for parents to observe their child's classroom when possible.
● Regularly access AERIES Portal to monitor student grades and missing assignments. (alvord.asp.aeries.net)	● Complete all homework and classroom assignments on time with my best efforts. Read on a daily basis.	● Encourage parents to monitor their children's homework every day.
● KEEP ALL CONTACT INFORMATION CURRENT (emails, phone numbers, and emergency contacts).	● Bring your school ID every day.	
● Learn how to used Google Classroom (student/teacher information) and Peach Jar (district and site announcements).	● Learn to use Google Classroom and know your password.	

Parents: Please discuss this Compact with your child before signing

Parent Signature:_____ **Date:**_____

Student Signature:_____

Print Student Name:_____ **Grade:**_____

Norte Vista High School
Title I Targeted Assistance School
Parent and Family Engagement Policy
(2022-2023)

Norte Vista High School jointly developed its written Title I parent and family engagement policy with input from Title I parents and family members. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the school and parents.

Norte Vista High School will review and update the policy at Title I meetings held after their monthly School Site meetings. In addition to this, the policy will be reviewed and discussed in upcoming School Site, ELAC, ATP, and Novi Parent Group meetings. Parents will provide feedback regarding the policy, and it will be updated on a continuous basis.

The policy will be distributed to parents and family members of participating Title I students at the beginning of the school year when students register for school in their registration packets, as well as to new enrollees and returning students as part of the new student enrollment packet.

The policy describes the means for carrying out the following Title I parent and family engagement requirement. [20 USC 6318 Section 1118(a)-(f) inclusive]

Engagement of Parents and Family Members in the Title I Program
To involve parents and family members in the Title I program at Norte Vista High School, the following practices have been established:

- The school convenes an annual meeting, at a convenient time to which all parents of participating children are invited and encouraged to attend, to inform parents and family members about their school's participation under this part and to explain the Title I requirements, and about the right of parents to be involved.
    - Parent groups decided to convene one annual meeting in the evening in the Fall (September 15, 2021).
    - If parents request additional meetings, their requests will be met.

- The school offers a flexible number of meetings for Title I parents and family members, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care or home visits, as such services relate to parent involvement.
    - The school will make the policy available to parents at the afternoon School Site meetings, the morning ELAC meetings, the afternoon ATP meetings, and at the morning Novi Parent Group meetings.
- The school involves parents and family members of participating Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
    - The school will continuously encourage parents to provide feedback regarding the planning, review, and improvement of the school's Title I programs and parent involvement policy at the Title 1 meeting to be held in the Spring, and at the upcoming ELAC, School Site, ATP, and Novi parent group meetings.
- The school provides parents and family members of participating Title I students with timely information about Title I programs.
    - A Title I informational letter will be sent to parents in the spring the first year of implementation and in future years.
    - Title I program information will be discussed annually during School Site meetings, ELAC meetings, ATP meetings, and Novi Parent Group meetings.

    - The school will hold an annual Title 1 meeting in the Fall.
- The school provides parents and family members of participating Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
    - The school provides parents and family members of participating Title 1 students with an explanation of curriculum, assessments, and proficiency levels students are expected to meet at ELAC, School Site, ATP, and Novi Parent Group meetings, and during parent teacher conferences and the Title I annual meeting.
    - The school also reviews course expectations and curriculum at their annual Back to School Night.
- If requested by parents and family members of participating Title I students, the school provides opportunities for regular meetings that allow the parents and family members to participate in decisions relating to the education of their children.
    - The school will continuously encourage parents to participate in decisions related to the education of their children at the annual Title 1 meeting, as well as at ELAC, School Site, ATP, and Novi parent group meetings.
    - During orientation, parents are encouraged to keep in contact with the school regarding their child's educational needs. Parents are provided with the school's contact information as well as the direct contact information to the school's counselor. Parents are invited to attend Parent Teacher Conferences, SSTs, IEPs, and Student Review to discuss their child's educational program and progress towards graduation.

School-Parent Compact

Norte Vista High School distributes to parents and family members of Title I students a school-parent compact. The compact, which has been jointly developed with parents and family members, outlines how parents and family members, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents and family members of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences (elementary); frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities.

    - The school developed the School- Parent Compact in collaboration with parents from the ELAC meetings, ATP meetings, and School Site meetings. The School-Parent Compact is reviewed bi-annually in the Spring by all groups, and parents are provided an opportunity to make suggestions.

Building Capacity for Involvement

Norte Vista High School engages Title I parents and family members in meaningful interactions with the school. It supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
    - The school provides parents and family members of participating Title 1 students with an explanation of standards, assessments, and how to monitor and improve the achievement of their children at ELAC, School Site, ATP, and Novi Parent Group meetings. In addition, parents are able to monitor the achievement of their children by attending parent teacher conferences, taking note of their student's progress on report cards and by visiting aeries parent portal.

- Provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
    - Achievement data, as well as assessment data is shared with parents at all parent meetings. Parents are provided with strategies to implement in the home which foster academic achievement.
    - Parenting classes offered through the Wylie Center.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
    - The school educates staff members about the value of parent contributions, and in how to work with parents as equal partners at their bimonthly WASC meetings, ATP meetings, School Site meetings and staff meetings.

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
    - Norte Vista High School integrates the Title I parental involvement program with other programs, such as the Action Team for Partnership, Novi Parent group, School Site Council, ELAC, and Padres Unidos to encourage and support parents in more fully participating in the education of their children.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
    - Norte Vista High School translates all documents into the Spanish language, as well as offers interpreters at all public meetings to meet the needs of Spanish speaking parents. In addition to this, Norte Vista High School communicates with parents via email, Teleparent, flyers home, Peachjar, Parent Connect, Parent Square, and via the school marquee and school website.

- The school provides support for parental involvement activities requested by Title I parents.
    - The school provides support for parental involvement activities by requesting input and feedback at all ELAC, ATP, Novi Parent Group, and School Site meetings.

Accessibility

Norte Vista High School provides opportunities for the participation of all Title I parents and family members, including those with limited English proficiency, those with disabilities, and parents and family members of migratory students. Information and school reports are provided in a format and language that parents and family members understand.

Adoption

This policy was adopted by Norte Vista High School's School Site Council November 17, 2021 and will be in effect for 2022-2023 school year.