



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
Adelanto High School	36-67934 0125419	October 1, 2019	October 24, 2019

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

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.

Adelanto High School has developed a School Plan for Student Achievement (SPSA) that meets the essential guidelines of the "Every Student Succeeds Act" by ensuring all children have an opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. AHS engages in timely and meaningful consultation with stakeholders both in the planning stage as well as implementation of the SPSA. The stakeholder groups review data and evaluate programs that target our historically low-performing groups of students. AHS recognizes achievement gaps are deepest and most prevalent among students with disabilities, low-income students, minority students, and English learners. Many students belong to two or more of these groups, heightening the need for additional supports and services to close these gaps. The plan is also developed with the Victor Valley Union High School District Local Control and Accountability Plan goals, actions and service as a guide for continued academic progress. The goals in the SPSA are aligned to the goals in the LCAP. The school community is committed to meeting the guidelines set forth of all federal, state and local funding sources with the goal of providing a highly effective, well rounded educational experience for every student attending the home of the Adelanto Saints.

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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).

Various stakeholders contributed to our Comprehensive Needs Assessment via Panorama Staff/Student survey, and staff Google survey on instructional effectiveness.

The results of the Fall 2018 staff and students Panorama SEL survey indicated an increase in 10/12 areas. Despite the overall increases, there are two identified areas of opportunity when compared to other schools in the district. The first opportunity for growth is student sense of belonging (school connectedness). The second opportunity for growth is in the area of safety, specifically staff perceived racial/ethnic conflict among students.

The results from the Google staff survey indicated the need to focus on effective instructional strategies to increase student's academic literacy to include reading, writing, research & inquiry and mathematical concepts & procedures.

Classroom Observations

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

Adelanto High School participates in a continuous improvement process, Strength Weaknesses Opportunities and Threats (SWOT) to support staff and provide guidance to narrow our focus as we implement programs that will close the achievement gap. Part of the SWOT entails continuous improvement walk throughs by VVUHSD district personnel. The continuous improvement walk-throughs assist in the identification of instructional priorities and dictate the development of the master schedule. Administration uses the walk-through data to inform our professional development offerings. In addition the district's Educational Services Division will conduct the LEA/LCAP monitoring walk throughs consistently at our site. The purpose of this walk-through will focus on the alignment of the instructional program at the site level and the District's goals. Informal walk-throughs and observations are conducted frequently by administration. Formal observations/evaluations will be conducted by administration using the approved form based upon the timelines provided by the District.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). 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)

State Assessments: SBAC, ELPAC

Based upon student performance on the SBAC in English and Math, teachers have begun to focus their PLC time to create common formative/summative assessments and review student performance on priority standards. There is an increase in cross curricular collaboration (English/Social Studies) to create common assignments that are designed to allow students to explore concepts in more depth. Additionally, all 11th grade English teachers are using a SAT prep program as warm ups and supplemental material due to the 111 point increase in students who used the program in the previous year.

Based on student feedback from student empathy interviews, teachers have a concerted effort to increase in the frequency and means of checking for understanding. Administrators have observed an increase in effective checking for understanding in the majority of classes.

To improve student achievement in math, AHS piloted a new math course for Integrated Math I which has since been adopted by the VVUHSD. The new math course is based upon conceptual math and involves more hands on projects as requested by students.

Students lack of foundational skills in English and Math, AHS has partnered with an outside organization to provide intense intervention in the afore mentioned areas, available to students four days per week after school.

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

Teachers use data to analyze current conditions and focus on developing a standards-based curriculum and effective delivery system during the bi-monthly Professional Learning Communities (PLC). The need for valid and reliable assessment of student achievement throughout the year is vital in determining mastery of standards for re-teaching.

Teachers need to know if their students are mastering the standards and when to make specific modifications to classroom instruction so they can better guide students toward improved academic achievement. Teachers use the data obtained from end of unit exams, formative/summative exams and student growth using supplemental online programs (Achieve 3000, Moby Max, Language Live!, Turnitin.com etc.) to increase the turnaround time for feedback of ongoing assessments in order to quickly and accurately respond to student areas of need.

The school uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted ELA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.

Teachers have received more training on the use of School City as outlined in the strategic plan so they can extract achievement data and determine appropriate instructional responses for students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff possess a valid CA credential.

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

The school provides opportunities to the staff to participate in professional development, on campus and off campus, to enhance the use of State Board of Education approved instructional materials. For example, teachers participated in the building of "scope and sequence" with the new English, Math and Social Studies adoptions.

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

Staff development is based upon assessed student performance and staff Google survey. Professional development offerings are selected based upon the correlation between staff request and identified student need. For example, it was identified in both the SBAC and staff google survey the need to improve in student performance as it pertains to critical thinking. Staff participated in professional development on rigor and student engagement to design, deliver and evaluate concepts from priority standards in a relevant and rigorous manner. Staff also participated in Depth of Knowledge, professional development to learn to increase in the complexity of questions asked of students and assignments.

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

The school provides ELD and intervention teachers ongoing, targeted support through trained and experienced coaches, content experts, specialists, or other teacher support personnel with subject-matter expertise. The coaches/content experts who work primarily within the classroom assist with the full and skillful implementation of the district-adopted ELD and intensive intervention instructional programs to improve student achievement.

The district provides coaching through a district level ELA Intervention coordinator, Mathematics Intervention Coordinator, and an ELA Intervention Coordinator. Staff also participate in regular District survey of Teachers for Professional Development to quantify the best practices that the staff has been introduced to as well as determine need for professional development for instructional strategies.

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

There is an existing system in place which provides collaboration vertically and horizontally. AHS supports structured collaboration meetings at least once per month which include all teachers for staff to share and analyze student achievement data from common curriculum-embedded, progress monitoring assessments. These collaborative meetings are focused on improving the implementation of the instructional programs, lesson design, and instructional delivery to support student achievement. Also included in this PLC time is the creation of strategic and intensive intervention for sub groups including special education, and EL.

The analysis and discussion of the results of the school/district assessment system guides student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted programs.

Teaching and Learning

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

Adelanto High School has adopted the high academic standards set forth by the California School Board of Education in Reading/Language Arts, Mathematics, Social Studies, Science, and other subjects to the extent that standards exist at the state or national level. The standards serve as the framework for directing district goals, objectives, and expected learning outcomes into an articulated curricular program designed to maximize learning for all students. The standards enable the articulation of curriculum and learning expectations from grade level to grade level. The school staff is implementing Rigorous Course Design (RCD) in planning for curriculum and assessments that are aligned to the standards along with reporting student progress in relation to the standards.

Key staff is involved in core course planning at the district level, that reviews curriculum, plan the delivery of curriculum with embedded tasks and assessments, to ensure that textbooks and lesson plans are aligned with state content standards. Staff is given the opportunity and encouraged to participate in staff development that supports learning in the classroom. Instructional materials that support the educational program are readily available to teachers.

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

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

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

Full implementation for the availability of standards-based instructional materials means that all students, including English learners (ELs), students with disabilities (SWDs), and students that are from a low socio-economic background, are provided current state standards-aligned textbooks and instructional materials. These materials are utilized regularly as outlined in the scope and sequence to support the needs of all students.

Add the novels in Spanish for EL, SWD blue ribbon books

- Full implementation in state-monitored schools means that the district has adopted and is using the articulated high school instructional materials (including state approved core textbooks with supplemental bridging materials for CA State Standards State Standards) and publishers' texts selected from the current grade seven and eight SBE-adopted list.
- At all levels, teachers are using the locally adopted core program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic students.
- AHS's instructional materials have been designed with additional ancillary materials that are to be used with and beyond the core grade-level program that include extra support for students struggling to meet grade level standards.
- Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in the core classroom.

Supplementary funding sources (including Title I, CSI, LCFF) all are used to support the instructional program.

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

All students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided SBE-adopted basic core instructional program materials in ELA. These materials are utilized regularly as outlined in the scope and sequence to support the needs of all students.

Teachers have begun to integrate instructional strategies with an emphasis on critical thinking, creativity, communication and collaboration into instruction and assessment to help prepare students for Common Core assessments. Revisions to the curriculum are based upon the implementation of Rigorous Course Design (RCD) in planning for curriculum and assessments that are aligned to the standards along with reporting student progress in relation to the standards.

Key staff is involved in core course planning at the district level, that reviews curriculum, plan the delivery of curriculum with embedded tasks and assessments, to ensure that textbooks and lesson plans are aligned with state content standards.

Opportunity and Equal Educational Access

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

Regular Program Components:

- a) strategic support intervention courses ie Reading, Academic Success, Opportunities, etc.
- b) supplemental supplies for student use such as paper, pencil, lab supplies
- c) A-G CTE and Elective courses
- d) Special Education students assisted by on site school psychologist
- e) Social development and monitoring support including county resources:
- f) On Campus Intervention teacher
- g) Intervention Counselor
- h) Social Worker
- i) Career Technician
- j) Tutoring

Evidence-based educational practices to raise student achievement

Research shows that if you engage students in the learning process you will see increased achievement, increased attendance, and a decrease in discipline and behavior issues. Adelanto High School has focused on instructional strategies that increase student engagement and closes the achievement gap. Instructional practices include teachers following a scope and sequence created in their PLC following the RCD model with embedded tasks, resources and assessment. Educational practices include increasing student organizational skills via the use of their student planner and structured note taking. Implementing Reading/Writing across the curriculum is a major focus for staff as taught in the Quality Training for English Learners training. Teachers utilize cooperative learning instructional strategies such as collaborative grouping, as they are instructing students completing collaborative work/project based learning with incorporated frequent checking for understanding prior to formative/summative assessments.

Students are provided with multiple opportunities to utilize kinesthetic aides and technology to bridge the achievement gap. Some kinesthetic aides include hands on manipulative and PAES(Practical Assessment Exploration System) lab . Technology aides include: classroom response systems, Mobi use, access to the computer labs, student use of Google Chrome Books. Online based programs include, MobyMax, , Achieve 3000, Language Live, Rosetta Stone and Apex.

Parental Engagement

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

Parental and student involvement is encouraged through ability to participate in activities such as the School Site Council, Title I Parent Meetings, Monthly Coffee with the Principal, as well as District Advisory Committee and District LCAP Committee. Informational nights and student recognition assemblies are held throughout the year.

Several programs have been initiated to improve student behavior and encourage school attendance such as recognizing students monthly and at the semester for exceptional student attendance. As a part of PBIS, students are eligible to earn recognition and incentives for displaying appropriate behavior using the HERO program.

To assist under-achieving students AHS, VVUHSD and the community offer:

Student Assistance Review Board (SARB)

Student Study Team (SST)

At-risk counseling services and support groups- family and individual counseling available

It's A Gas

Safe and Sober activities

Link Crew

Assemblies for students

Motivational speaking engagements

The Parent Resource Center

Family Engagement Liaison

An On-Campus Intervention Instructor and Counselor

San Bernardino County School Resource Officer

San Bernardino County Probation Officer

Desert Mountain SELPA counseling

After School Tutoring

Academic Success

Youth Court

HOPE program

APEX (credit recovery)

Dual Enrollment classes

VVC Bridge Program

VVUHSD Adult Education

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)

School districts maintaining programs under this chapter (5 CCR 3932) shall provide opportunities for the involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation and evaluation of their consolidated application programs. Schools shall be deemed to have met this requirement by establishing a school site council under the provisions of Education Code sections 52852 and 52855.

Parents, community members, teachers and students are all part of various committees and advisory groups that continually meet to review the planning, implementation, and evaluation of the Consolidated Application programs. Those programs include:

Title I: These funds are used to support effective, research-based educational strategies that close the achievement gap between high-and low-performing students and enable the students to meet the state's challenging academic standards.

Title II: The purpose of Title II is to increase the academic achievement of all students by helping schools and district improve teacher and principal quality through professional development and other activities and ensure all teachers are highly qualified. These funds are made available through the district to support staff development for teachers, paraeducators, counseling staff and administrators.

Title III: The purpose of these funds are to assist EL students to acquire English and achieve grade-level and graduation standards.

Key stakeholders participate in District based committees such as the District Advisory Committee, LCAP/ LCFF funding, and District English Language Acquisition Committee (DELAC). Representatives from Adelanto High School serve on each of these committees.

Parents are encouraged to get involved in their child's learning environment either by volunteering in extra curricular events, participating in a decision-making group, and/or attending school events.

Parents stay informed on upcoming events and school activities through email, newsletters, Back to School Nite, weekly grade checks, the school marquee, school website, Parent Aeries (ABI) and School Messenger (NTI) phone calls home in English and Spanish.

The following volunteer opportunities are available to parents and community members who completed AHS volunteer orientation training and district volunteer paperwork:

- Assist with program specific ASB activities
- Athletic Programs - team parent, snackbar, etc.
- Chaperone - field trips, etc.
- Yearbook
- WASC
- Coffee with the Principal
- School Events
- FEL Activities

Parents are also encouraged to serve as Parent Representative on the following committees:

- English Learner Advisory Council
- School Site Council
- Athletic Parent Involvement
- ASB

Family Engagement Liaisons

Parents are invited to attend the following school activities:

- Athletic Events
- Back to School Night
- Title I informational nights
- ELAC Nights
- School Site Council Meeting
- Counseling/AVID Parent Nights
- Student Performances
- Senior Parent Nights
- Financial Aid workshops
- Coffee with the Principal

Funding

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

The following are additional programs that use funds provided by categorical programs:

- Parent outreach and education and FEL workshops
- Stipends for outside contract hours for teachers
- Advancement via Individual Determination (AVID)
- Extended Day Program
- Renaissance Student Recognition, PLUS student forum
- Career Technical Education
- Computer-aided instructional support software
- Technology support to upgrade educational programs
- Staff development
- EL Support
- Safe and Supportive Schools
- On-Campus Intervention Teacher
- Intervention Counselor
- Staff Professional Development
- Conferences/ Educational Study Trips
- MTSS - Team meetings
- PBIS - Team meetings
- Academic Support for at risk students
- Instructional materials and software
- Dual Enrollment

Fiscal support (EPC)

Adelanto High School's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD/Math and the School Plan for Student Achievement (SPSA).

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 School Site Council Meetings Monthly to discuss the goals of the school. From the meeting minutes in March, April and May, Goals 1,2, and 3 were discussed and approved by the council. The council reconvened for the the 2019-20 school year and approved this current SPSA October 1, 2019. Student, Staff and Parent members are elected and serve a 2 year term. Vacant positions are up for election and voted upon by same "type." Coffee with the Principal gatherings planned by the Parent Engagement Liaison, meet monthly. During this time, parents and community members gather and discuss school concerns, student academic and athletic needs as well as parental assistance plans.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.3%	0.27%	0.43%	6	5	8
African American	24.5%	23.61%	22.49%	441	436	417
Asian	1.1%	0.97%	0.59%	20	18	11
Filipino	0.5%	0.49%	0.54%	8	9	10
Hispanic/Latino	66.2%	67.35%	68.28%	1,190	1244	1,266
Pacific Islander	0.2%	0.38%	0.7%	3	7	13
White	4.6%	4.44%	3.99%	83	82	74
Multiple/No Response	0.6%	0.54%	0.86%	10	10	16
Total Enrollment				1,797	1847	1,854

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 9	530	459	512
Grade 10	457	525	451
Grade 11	437	432	461
Grade 12	373	431	430
Total Enrollment	1,797	1,847	1,854

Conclusions based on this data:

1. Student enrollment by ethnicity remain constant.
2. Students are returning each year as the student enrollment by grade level maintains/increases annually.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	218	238	221	12.1%	12.9%	11.9%
Fluent English Proficient (FEP)	571	595	610	31.8%	32.2%	32.9%
Reclassified Fluent English Proficient (RFEP)	19	3	18	9.7%	1.4%	7.6%

Conclusions based on this data:

1. There is a need to focus on the reclassification of EL students.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8	1			0			0			0		
Grade 11	358	400	403	339	384	396	336	384	396	93.6	96	98.3
All Grades	359	400	403	339	384	396	336	384	396	93.4	96	98.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8	*			*			*			*			*		
Grade 11	2520.	2554.	2517.	8	12.24	7.32	22	27.86	21.97	29	31.51	28.28	41	28.39	42.42
All Grades	N/A	N/A	N/A	8	12.24	7.32	22	27.86	21.97	29	31.51	28.28	41	28.39	42.42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8	*			*			*		
Grade 11	10	20.05	13.64	55	51.56	44.19	35	28.39	42.17
All Grades	10	20.05	13.64	55	51.56	44.19	35	28.39	42.17

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8	*			*			*		
Grade 11	10	17.19	13.13	44	51.30	37.88	46	31.51	48.99
All Grades	10	17.19	13.13	44	51.30	37.88	46	31.51	48.99

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8	*			*			*		
Grade 11	7	10.42	8.84	57	65.63	58.84	36	23.96	32.32
All Grades	7	10.42	8.84	57	65.63	58.84	36	23.96	32.32

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8	*			*			*		
Grade 11	15	18.75	12.63	53	54.43	46.21	32	26.82	41.16
All Grades	15	18.75	12.63	53	54.43	46.21	32	26.82	41.16

Conclusions based on this data:

1. 21.97% of students "met standard" and 7.32% "exceeded standard" showing a great need to increase in the number of students meeting/exceeding standards.
2. There is a great opportunity for growth with the use of newly adopted textbooks including built in assessments for growth monitoring with pre-mid and end of unit assessments.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8	1			0			0			0		
Grade 11	358	398	403	338	378	392	336	378	392	94.2	95	97.3
All Grades	359	398	403	338	378	392	336	378	392	93.9	95	97.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8	*			*			*			*			*		
Grade 11	2472.	2481.	2464.	1	1.32	1.79	3	6.88	6.12	19	16.14	13.78	77	75.66	78.32
All Grades	N/A	N/A	N/A	1	1.32	1.79	3	6.88	6.12	19	16.14	13.78	77	75.66	78.32

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8	*			*			*		
Grade 11	3	3.71	3.32	15	18.04	11.99	82	78.25	84.69
All Grades	3	3.71	3.32	15	18.04	11.99	82	78.25	84.69

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8	*			*			*		
Grade 11	2	1.86	2.04	36	32.10	26.28	62	66.05	71.68
All Grades	2	1.86	2.04	36	32.10	26.28	62	66.05	71.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8	*			*			*		
Grade 11	1	3.17	2.81	47	54.23	40.56	51	42.59	56.63
All Grades	1	3.17	2.81	47	54.23	40.56	51	42.59	56.63

Conclusions based on this data:

1. 6.12% of students "met standard" and 1.79% "exceeded standard" showing a great need to increase in the number of students meeting/exceeding standards.
2. There is a great opportunity for growth with the use of newly adopted textbooks including built in assessments for growth monitoring with pre-mid and end of unit assessments.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1487.7	1479.1	1495.8	35
Grade 10	1502.3	1487.0	1517.0	64
Grade 11	1507.9	1498.4	1516.8	58
Grade 12	1525.7	1526.0	1524.8	36
All Grades				193

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	11	31.43	11	31.43	35
Grade 10	*	*	27	42.19	18	28.13	16	25.00	64
Grade 11	*	*	14	24.14	14	24.14	21	36.21	58
Grade 12	*	*	13	36.11	*	*	*	*	36
All Grades	24	12.44	62	32.12	51	26.42	56	29.02	193

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	35
Grade 10	11	17.19	24	37.50	16	25.00	13	20.31	64
Grade 11	19	32.76	20	34.48	*	*	14	24.14	58
Grade 12	18	50.00	*	*	*	*	*	*	36
All Grades	56	29.02	60	31.09	38	19.69	39	20.21	193

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	12	34.29	16	45.71	35
Grade 10	*	*	12	18.75	20	31.25	29	45.31	64
Grade 11	*	*	*	*	17	29.31	29	50.00	58
Grade 12			11	30.56	12	33.33	13	36.11	36
All Grades	*	*	37	19.17	61	31.61	87	45.08	193

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	12	34.29	14	40.00	*	*	35
Grade 10	19	29.69	27	42.19	18	28.13	64
Grade 11	17	29.31	25	43.10	16	27.59	58
Grade 12	12	33.33	13	36.11	11	30.56	36
All Grades	60	31.09	79	40.93	54	27.98	193

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	11	31.43	17	48.57	*	*	35
Grade 10	23	35.94	28	43.75	13	20.31	64
Grade 11	22	37.93	23	39.66	13	22.41	58
Grade 12	25	69.44	*	*	*	*	36
All Grades	81	41.97	74	38.34	38	19.69	193

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	22	62.86	35
Grade 10	*	*	18	28.13	42	65.63	64
Grade 11	*	*	16	27.59	38	65.52	58
Grade 12	*	*	14	38.89	21	58.33	36
All Grades	12	6.22	58	30.05	123	63.73	193

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	23	65.71	*	*	35
Grade 10	*	*	49	76.56	12	18.75	64
Grade 11	*	*	39	67.24	13	22.41	58
Grade 12	*	*	23	63.89	*	*	36
All Grades	20	10.36	134	69.43	39	20.21	193

Conclusions based on this data:

- 29% of students are at level 1, 26.4% of students at level 2 and 32.1% of students tested at level 3.
- 12.4% of students tested at level 4.

3. There is a need to decrease the number of students performing at levels 1-3 while increasing the number of students performing at level 4.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,847	89.1%	12.9%	1.1%
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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	238	12.9%
Foster Youth	21	1.1%
Homeless	24	1.3%
Socioeconomically Disadvantaged	1,645	89.1%
Students with Disabilities	331	17.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	436	23.6%
American Indian	5	0.3%
Asian	18	1.0%
Filipino	9	0.5%
Hispanic	1,244	67.4%
Two or More Races	36	1.9%
Pacific Islander	7	0.4%
White	82	4.4%







Conclusions based on this data:

1. Nearly 90% of students are socioeconomically disadvantaged indicating the need to allocate resources to provide equity in access and materials.
2. A significant amount of the student population are EL students indicating the need to allocate resources to provide equity in access and supplemental supports.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. There is need for increased student performance in the areas of English and Math on SBAC.
2. There is a need to decrease student suspensions.
3. There is a need to maintain/increase student completion of CTE pathways.

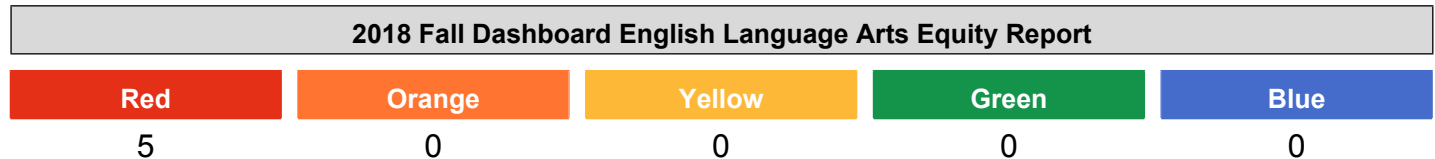
School and Student Performance Data

Academic Performance English Language Arts







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.



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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Red 60.1 points below standard Declined -36.8 points 361 students	 Red 120.4 points below standard Declined -31.6 points 67 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Red 66.4 points below standard Declined -44.1 points 311 students
Students with Disabilities				
 Red 162.4 points below standard Declined -43.8 points 60 students				

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  Red 98.2 points below standard Declined -52.9 points 79 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic  Red 50.7 points below standard Declined -32.2 points 257 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  No Performance Color 52.9 points below standard Maintained -1.6 points 14 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 138.1 points below standard Declined -37.8 points 50 students	Reclassified English Learners 68.5 points below standard Declined -10.7 points 17 students	English Only 76.4 points below standard Declined -45.7 points 176 students
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Conclusions based on this data:

1. There is a need to focus on all subgroups as there was a decline in performance for all students.

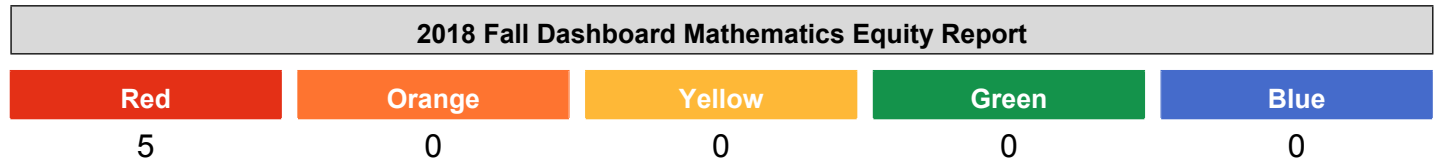
School and Student Performance Data

Academic Performance Mathematics







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.



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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 160 points below standard Declined -17.7 points 357 students	English Learners  Red 216.1 points below standard Declined -24.8 points 67 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Red 165.5 points below standard Declined -24.9 points 307 students	Students with Disabilities  Red 243.3 points below standard Declined -18.8 points 59 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Red 190.1 points below standard Declined -11.6 points 76 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic  Red 152.5 points below standard Declined -17.9 points 256 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  No Performance Color 151.7 points below standard Increased 3 points 14 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 227.9 points below standard Declined -35.9 points 50 students	Reclassified English Learners 181.2 points below standard Increased 8.3 points 17 students	English Only 173.5 points below standard Declined -16.9 points 172 students
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Conclusions based on this data:

1. There is a need to focus on all subgroups as there was a decline in performance for all students.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
193	12.4%	32.1%	26.4%	29%

Conclusions based on this data:

1. There is a need to decrease the percentage of students performing at levels 1-3 while increasing the percentage of students performing at level 4.

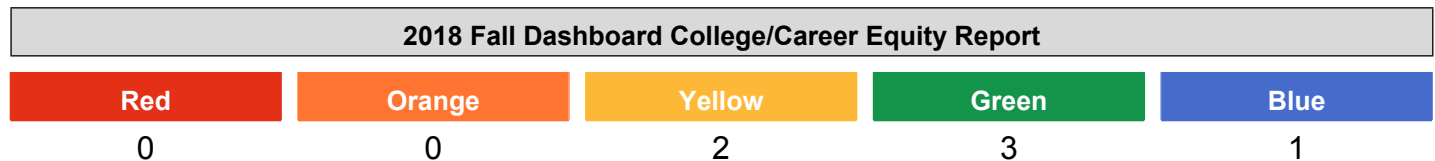
School and Student Performance Data

Academic Performance College/Career







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.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Green 49.9% prepared Increased 34.9% 455 students	English Learners  Green 50% prepared Increased 38.9% 72 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Homeless  Green 41.7% prepared Increased 36.5% 36 students	Socioeconomically Disadvantaged  Green 50.3% prepared Increased 35.1% 441 students	Students with Disabilities  Yellow 26.4% prepared Increased 24.6% 87 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 31.2% prepared Increased 24.5% 109 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 57.8% prepared Increased 40.7% 306 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 25% prepared Increased 14.5% 20 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
14.8% Prepared	15 Prepared	49.9 Prepared
17.3% Approaching Prepared	42.2 Approaching Prepared	16.5 Approaching Prepared
67.8% Not Prepared	42.8 Not Prepared	33.6 Not Prepared

Conclusions based on this data:

1. There is a need to focus on AA and SWD completing CTE pathways.
2. There is a need to continue the offering of VVC Dual enrollment courses.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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
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This section provides number of student groups in each color.

2018 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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 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.

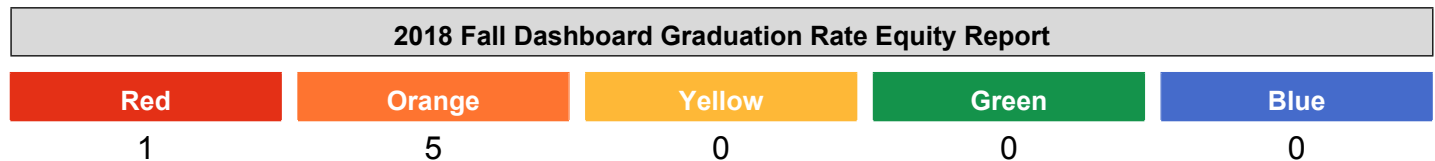
School and Student Performance Data

Academic Engagement Graduation Rate







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.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Orange 82.2% graduated Declined -5.3% 455 students	English Learners  Orange 80.6% graduated Declined -8.3% 72 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Homeless  Orange 69.4% graduated Declined -17.7% 36 students	Socioeconomically Disadvantaged  Orange 82.5% graduated Declined -4.8% 441 students	Students with Disabilities  Red 48.3% graduated Declined -12.8% 87 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 72.5% graduated Declined -12% 109 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 87.3% graduated Declined -4.6% 306 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 65% graduated Increased +1.8% 20 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
87.5% graduated	82.2% graduated

Conclusions based on this data:

1. There is a need to increase the graduation rate for all students.

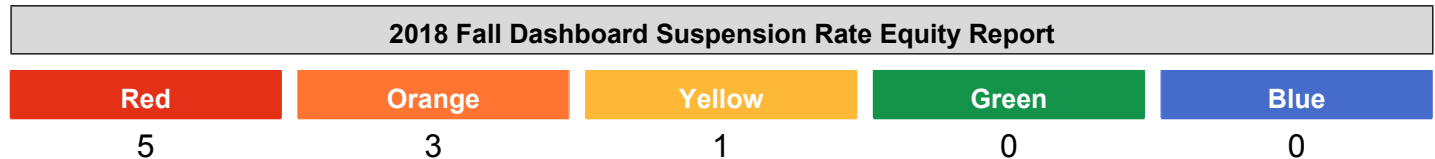
School and Student Performance Data

Conditions & Climate Suspension Rate







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.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 11% suspended at least once Increased 0.6% 2140 students	English Learners  Yellow 6.7% suspended at least once Declined -1.9% 270 students	Foster Youth  Red 16.3% suspended at least once Increased 1.8% 49 students
Homeless  Orange 22.9% suspended at least once Declined -0.5% 48 students	Socioeconomically Disadvantaged  Red 11.4% suspended at least once Increased 0.4% 1902 students	Students with Disabilities  Red 20.3% suspended at least once Increased 2.1% 400 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Red 18.7% suspended at least once Increased 2.3% 550 students	American Indian  No Performance Color Less than 11 Students - Data 8 students	Asian  No Performance Color 10% suspended at least once Increased 10% 20 students	Filipino  No Performance Color 0% suspended at least once 11 students
Hispanic  Orange 7.4% suspended at least once Maintained -0.1% 1390 students	Two or More Races  Orange 16.9% suspended at least once Declined -7.2% 59 students	Pacific Islander  No Performance Color Less than 11 Students - Data 7 students	White  Red 15.8% suspended at least once Increased 2.8% 95 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
11.1% suspended at least once	10.5% suspended at least once	11% suspended at least once

Conclusions based on this data:

1. There is a need to decrease suspensions for all student groups.

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

Academic Performance- Achieve

LEA/LCAP Goal

1. VVUHSD will increase the number of students who will graduate on time, prepared for college and career, through career exploration opportunities, academic guidance and a comprehensive academic program aligned with the California State Standards.
3. VVUHSD will ensure all students learn in a supportive environment with highly qualified teachers, who are provided opportunities for meaningful professional learning, and who participate in a collaborative culture of continuous improvement for student achievement.
4. VVUHSD will establish district-wide uniformity in procedures, policies, and materials to ensure effective implementation of district initiatives designed to increase student achievement.

Goal 1

Adelanto High School will increase the percentage of students meeting or exceeding California State standards school wide in ELA and Math and reaching "Prepared" on the College Career Indicator.

Identified Need

The 2018 California school dashboard data for AHS in the areas of English Language Arts, Mathematics, English Learner Progress and College and Career indicates:

1. School wide performance for English Language Arts is "red" with students performing 60.1 points below standard with 70.7% (SBAC) of students performing below standard.
 - a) English Learners are performing at "red" ,120.4 points below standard for a decline of 31.6 points. (n= 67)
 - b) Socioeconomically Disadvantaged students are performing at "red" ,66.4 points below standard for a decline of 44.1 points. (n=311)
 - c) Students with Disabilities are performing at "red" ,162.4 points below standard for a decline of 43.8 points.(n=60)
 - d) African American students are performing at "red",98.2 points below standard for a decline of 52.9 points. (n=79)
 - e) Hispanic students are performing at "red", 60.1 points below standard for a decline of 32.2 points. (n= 257)
2. School wide performance for Mathematics is "red" with students performing 160 points below standard with 92.1% of students performing below standard. Specifically,
 - a) English Learners are performing at "red" ,216.1 points below standard for a decline of 24.8 points. (n=67)
 - b) Socioeconomically Disadvantaged students are performing at "red",165.5 points below standard for a decline of 24.9 points. (n=307)
 - c) Students with Disabilities are performing at "red",243.3 points below standard for a decline of 18.8 points. (n=59)
 - d) African American students are performing at "red",190.1 points below standard for a decline of 11.6 points. (n=76)
 - e) Hispanic students are performing at "red",152.5 points below standard for a decline of 17.9 points. (n=256)

3. School wide performance on the English Language Proficiency Assessments for California (ELPAC) for 193 (9th=35, 10th=64, 11th=58, 12th=36) students indicated:

*29% of students at Level 1- Beginning Stage

*26.4% of students at Level 2- Somewhat Developed

*32.1% of students at Level 3- Moderately Developed

4. School wide performance on the College/Career indicator is "green" with 49.9% of 455 students graduating at the "Prepared" level. Two student groups performing at "yellow".

a) 87 students with Disabilities are performing at 26.4% prepared for an increase of 24.6%

b) 109 African American students performed at 31.2% for an increase of 24.5%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
11th grade SBAC English Language Arts % Standard Met or Exceeded (CAASPP 2018)	2017-18 Standard Met= 21.97% Standard Exceeded= 7.32%	2018-19 +3% improvement to 24.97% Standard Met +3% improvement to 10.32% Standard Exceeded
11th grade SBAC Math % Standard Met or Exceeded (CAASPP 2018)	2017-18 Standard Met= 6.12% Standard Exceeded= 1.79%	2017-18 Standard Met= 9.12% Standard Exceeded= 4.79%
English Language Arts Academic Performance Data: All Students (California School Dashboard Data 2018)	2017-18 All Students "Red"/60.1 points below standard	2018-19 "Orange" / 45.2-57 points below standard
Mathematics Academic Performance Data: All Students (California School Dashboard Data 2018)	2017-18 All Students "Red"/ 160 points below standard	2018-19 "Orange"/ 145.1-157 points below standard
ELPAC	2017-18 Level 4 Well Developed 12.4%	2018-19 2% increase to Level 4 Well Developed to 14.4%
College/Career Indicator Performance Data: All students/Subgroups (California School Dashboard Data 2018)	2017-18 All students "Green" 49.9% prepared Hispanic "Blue" 57.8% prepared	2018-19 Maintain or improve current percentage to remain "Blue"/"Green"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>English Learners "Green" 50% prepared Homeless "Green" 41.7% prepared Socioeconomically Disadvantaged "Green" 50.3% prepared Students with Disabilities "Yellow" 26.4% prepared African American students "Yellow" 31.2% prepared</p> <p>2017-18 AP (3or higher on 2 AP exams) 4.0% or 9 students met this criteria</p> <p>Dual Enrollment (2 semesters with grade of C- or better) 55.5% or 126 students met this criteria</p> <p>A-G Certification (a-g plus SBAC, 1 DE semester, 3 or better on 1 AP exam, or completion of CTE Pathway) 48.5% or 110 students met this criteria</p> <p>CTE Pathway Articulation (Pathway Completion with C- or better plus SBAC, 1 DE semester, 3 or better on 1 AP exam) 41.4% or 94 students met this criteria</p>	<p>Students with Disabilities "Green" with a 8.6% increase to 35% African American Students "Green" with a 3.8% increase to 35%</p> <p>2018-19 AP (3or higher on 2 AP exams) 5% increase to 9% of eligible students meeting this criteria</p> <p>Dual Enrollment (2 semesters with grade of C- or better) 5% increase to 60.5% of eligible students meeting this criteria</p> <p>A-G Certification (a-g plus SBAC, 1 DE semester, 3 or better on 1 AP exam, or completion of CTE Pathway) 5% increase to 53.5% of eligible students meeting this criteria</p> <p>CTE Pathway Articulation (Pathway Completion with C- or better plus SBAC, 1 DE semester, 3 or better on 1 AP exam) 5% increase to 46.4% of eligible students meeting this criteria</p>

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

Strategy/Activity

AHS 1.01 Hire and deploy bilingual instructional assistants to assist EL's, LTEL's, RFEPs in accessing and successfully completing core A-G classes and in conjunction with the site EL Coordinator, monitor student progress towards graduation/reclassification providing intervention when necessary. (WASC Critical Area 5)

AHS 1.02 Provide site EL coordinator with a prep period to assist with the monitoring of EL, LTEL, RFEP student progress towards reclassification. EL Coordinator to act as a liaison between ELAC and DELAC each month. The EL coordinator will also support the ELPAC administration at the site by coordinating with Ed Services to schedule test administration and communicate ELPAC testing information, including ELPAC data, to staff. The EL Coordinator will attend monthly EL Site Coordinator meetings at the district office and will communicate the EL courses, programs, and services at the site as well as sharing best practices for the ELs, discuss concerns, and obtain EL information, data and resources. EL coordinators will advocate for continuous improvement of the EL programs and services at the site and will present at a minimum of one staff meeting in the Fall and one in the Spring to disseminate EL data, information, resources, and best practices to teachers.

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)

76,415

Source(s)

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Salary/benefits for 4 bilingual instructional aides.

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

AHS 1.03 Provide professional development for Administration, Counselors, Support Staff and Teachers in areas that directly impact student achievement including but not limited to: effective data analysis, EL strategies, PLC, AVID, Calif. Math Council Conferences: CMC South Math Conference and other Math related conferences, Good Teaching Conference, Fred Jones, District Course Planning, NGSS & NTSA related workshops, CABE, PLC training, Annual Special Education Conference, SELPA Workshops, RCOE/SBCSS teacher training, CFLTA/IEFLA Foreign Language workshops, etc. (WASC Critical Area 1, 2, 3 and 4 and 5)

AHS 1.04 Provide two on campus (roving) substitutes to relieve core subject teachers as they participate in lesson study, mentoring, training, collaboration, educational study trips or attend mandatory 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)
5,000	Title I 5000-5999: Services And Other Operating Expenditures Cost of training, lodging, flight, meals, mileage
69,000	Comprehensive Support and Intervention Funding (CSI) 5000-5999: Services And Other Operating Expenditures Cost of training, lodging, flight, meals, mileage
55,800	Title I 1000-1999: Certificated Personnel Salaries Salary for two roving substitutes.

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

AHS 1.05 Continue PLC implementation through structured collaboration to allow for review of ongoing formative and summative assessments. PLC Leads are to host meetings, set agenda, guide group in alignment of instruction/cross curricular collaboration, assessment creation, and data analysis, reteach/intervention as necessary, sharing/presenting information to other teachers. (WASC Critical Areas 1 & 2)

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)
21,315.21	Title I 1000-1999: Certificated Personnel Salaries Extra pay PARs/stipends for PLC leads.

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

AHS 1.06 Utilize K-16 Bridge Program & Eureka Programs Via VVC to assist students with post high school planning (WASC-Critical Area #5)

AHS 1.07 Provide all students the opportunity to complete A-G/CCI requirements through the offering of A-G courses, CTE and Dual Enrollment 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)

1,077.50

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Cost associated with VVC Bridge & Eureka programs.

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

AHS 1.08 Purchase of consumable supplemental materials to improve Math & ELA instruction and student academic performance including but not limited to: Edulasti and Turnitin .

AHS 1.09 Purchase/maintenance of technology to increase student/teacher access to and utilization of District adopted curriculum aligned to the CA State Standards (chromebooks, laptops, computers, printers, scanner, toner).

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)

7,445

Source(s)

Comprehensive Support and Intervention Funding (CSI)
5800: Professional/Consulting Services And Operating Expenditures
Turnitin online subscription

5,000

Unrestricted
4000-4999: Books And Supplies
MOE for paper and classroom supplies

27,334

Title I
4000-4999: Books And Supplies

	Supplemental instructional materials for Math & English
50,000	Title I 4000-4999: Books And Supplies Purchase of technology and peripheral equipment.

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

AHS 1.10 Provide all eligible 11th grade students with yearlong materials to support preparation for College Readiness Exam (SAT).

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)

39,200

Source(s)

Comprehensive Support and Intervention Funding (CSI)
5800: Professional/Consulting Services And Operating Expenditures
Cost of Horizon Prep annually

Strategy/Activity 7

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)

Annual Review

SPSA Year Reviewed: 2018-19

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.

Goal 1 of 2018-19 was to increase the academic achievement of students by providing all students the opportunity to graduate on time college and career ready with a focus on subgroups (EL, SWD, Low-SES). As measured by: Aeries Analytics data, CDE College/Career Indicators, Dashboard Graduation Rate, College/Career and English Learner Progress indicators. Of the 14 identified activities/strategies we felt that 12 were highly effective in achieving the articulated goal. The SSC evaluated the activities and the most effective activities were the use of APEX and HOPE program to increase the graduation rate, the provision of supplemental instructional materials and educational study trips to increase student achievement and PLC leads to help with assessment creation and staff collaboration.

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

Action item 2 for after school tutoring was implemented however it did not yield the improvement in academic achievement as expected.

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.

Goal 1 was changed to "Academic Performance-Achieve" and states "Adelanto High School will increase the percentage of students meeting or exceeding California State standards school wide in ELA and Math and reaching "Prepared" on the College Career Indicator" to align with the metrics of the California School Dashboard. The evaluation of the SPSA and student performance identified four areas of need which are detailed in the Identified Need section. We have also identified five target groups of focus. The strategies/activities have been combined to reduce repetitiveness. Strategies/activities that did not support ELA, Math, EL and CCI were removed.

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

Conditions & Climate- Honor

LEA/LCAP Goal

Goal 2: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
Goal 5 : VVUHSD will focus on student and staff wellness to promote student academic success through the design and support of programs in attendance, responsible behavior, positive attitudes, and social-emotional learning.

Goal 2

AHS will foster a school climate where students feel safe, valued and cared for with supports to meet basic needs. AHS will provide interventions for identified areas to support students to grow socially and emotionally to help students learn to demonstrate expected behaviors, increasing their social and academic achievement.

Identified Need

The 2018 California school dashboard data for AHS in the area of Suspension indicates:

1. School wide performance for Suspensions is "red" with 11% of students being suspended at least once for an overall increase of 0.6%. Nine subgroups were identified in three performance levels (red, orange and yellow).

In the red performance level are:

- a) Students with Disabilities with 20.3% of students being suspended at least once for an increase of 2.1% (n=400)
- b) African American students with 18.7% being suspended at least once for an increase of 2.3% (n=550)
- c) Foster Youth with 16.3% of students being suspended at least once for an increase of 1.8% (n=49)
- d) White students with 15.8% of students being suspended at least once for an increase of 2.8% (n=95)
- e) Socioeconomically Disadvantaged students with 11.4% of students being suspended at least once for an increase of 0.4% (n=1902)

The groups for which there was a decline in suspensions that needs to be maintained and a current performance level of "orange" are:

- f) Homeless with 22.9% of students being suspended at least once for a decline of 0.5% (n=48)
 - g) Two or more races with 16.9% of students being suspended at least once for a decline of 7.2% (n=59)
 - h) Hispanic students with 7.4% being suspended at least once for a decline of 0.1% (n=1,390)
- English Learner students had a significant decline in suspensions with 6.7% of students being suspended at least once for a decline of 1.9% (n=270).

The results of the Winter 2018 Student Climate Survey taken by Families, Students and Teachers/Staff indicated the following areas that need improvement, additional training and/or intervention:

Families:

- a) 93% of families responded that the school clearly informs students of what would happen if they break school rules indicating that the school wide PBIS expectations are not being explicitly taught by all staff and adhered to by all students which results in discipline including suspension.

- b)90% of families responded that the school discipline is fair indicating that additional efforts need to go into informing families about the discipline matrix and PBIS expectations.
- c)95% of families responded that the school provides high quality instruction to students which indicates the need to continue the support of providing students basic needs as they master state standards.
- d)90% of families responded that they feel welcome to participate at school which indicates the need to continue to use the family engagement tools currently in place to include Family Engagement Liaison, Newsletters, Marquee, All Call, Parent Aeries and Social Media.

Students:

- a) 52% of students responded that they feel close to people at this school which indicates the need to continue to the programs designed to increase student connectedness to school such as Link Crew.
- b) 46% of students responded that they are happy to be at this school indicating a need to identify causes of unhappiness through Peer Leaders Uniting Students (PLUS) forums.
- c) 42% of students responded that they feel like they are apart of the school with 9th grade students having the lowest favorable response which indicates the need to continue to implement the Building Assets Reducing Risks (BARR) program at the 9th grade level as BARR is a program that uses eight interlocking strategies that build intentional relationships, utilizing real time data enabling schools to achieve concrete academic, social and emotional outcomes for all students.
- d) 45% of students responded that the teachers at AHS treat students fairly which indicates the need to further educate adults on campus on Multi-Tiered Systems of Support and provide professional development to equip adults with tools to better support students.
- e) 54% of students responded that they got their work done right away instead of waiting until the last minute which indicates the need for teachers to integrate the student planners into their classrooms urging students to utilize at school and at home.

Teachers/Staff:

- a) 45% of Teachers/Staff responded that physical fighting between students is a problem at school which indicates the need to increase our efforts to provide students with alternate coping techniques and address the underlying reasons for aggression through intervention courses and counseling with the LCSW and other community resources.
- b) 62% of Teachers/Staff responded that there is racial/ethnic conflict among students indicating the need to continue to provide opportunities for students to recognize and celebrate their heritage in a positive manner such as clubs and class projects.
- c) 50% of Teachers/Staff responded that the school handles discipline problems fairly indicating the need to educate the staff on the VVUHSD discipline continuum and MTSS/PBIS.
- d) 71% of Teachers/Staff responded that the school makes it clear how students are expected to act indicating the need for the PBIS team to better educate adults on campus that are not apart of the PBIS team.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Change Level/ Color	2017-18 Status/Change Rate/ Color	2018-19 Change Rate/Color
a) Students with Disabilities	a) 20.3%/Increased 2.1%/red	a) 0.3% to 2% decline to 18.3%-20% /orange
b) African American	b) 18.7%/Increased 2.3%/red	b) 0.3% to 2% decline to 16.7%-18.4% /orange
c) Foster Youth	c) 16.3%/Increased 1.8%/red	
d) White	d) 15.8%/Increased 2.8%/red	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
e) Socioeconomically Disadvantaged f) Homeless g) Two or more races h) Hispanic Students	e) 11.4%/Increased 0.4%/red f) 22.9%/Decreased 0.5%/orange g) 16.9%/Decreased 7.2%/orange h) 7.4%/Maintained - 0.1%/orange	c) 0.3% to 2% decline to 14.3%-16% /orange d) 0.3% to 2% decline to 13.8%-15.5%/orange e) 0.3% to 2% decline to 9.4%-11.1% /orange f) 2% decline to 20.9% or less/orange g) 2% decline to 14.9% or less/orange h) 2% decline to 5.4% or less/ yellow
Panorama Survey Results of Families, Students and Teachers/Staff.	Winter 2018 Families: a) 90% of families responded that the school discipline is fair b) 90% of families responded that they feel welcome to participate at school Students: a) 52% of students responded that they feel close to people at this school b) 46% of students responded that they are happy to be at this school c) 42% of students responded that they feel like they are apart of the school d) 45% of students responded that the teachers at AHS treat students fairly e) 54% of students responded that they got their work done right away Teachers/Staff: a) 45% of Teachers/Staff responded that physical fighting between students is a problem at school b) 62% of Teachers/Staff responded that there is racial/ethnic conflict among students c) 50% of Teachers/Staff responded that the school	Winter 2019 Families: a) Increase to 95% of families responded that the school discipline is fair b) Increase to 95% of families responded that they feel welcome to participate at school Students: a) Increase to 72% of students responded that they feel close to people at this school b) Increase to 66% of students responded that they are happy to be at this school c) Increase to 62% of students responded that they feel like they are apart of the school d) Increase to 65% of students responded that the teachers at AHS treat students fairly e) Increase to 74% of students responded that they got their work done right away Teachers/Staff: a) Decrease to 25% of Teachers/Staff responded that physical fighting between students is a problem at school b) Decrease to 25% of Teachers/Staff responded that there is racial/ethnic conflict among students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	handles discipline problems fairly d) 71% of Teachers/Staff responded that the school makes it clear how students are expected to act	c) Increase to 75% of Teachers/Staff responded that the school handles discipline problems fairly d) Increase to 85% of Teachers/Staff responded that the school makes it clear how students are expected to act

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

AHS 2.01 Provide an On Campus Intervention Counselor and Teacher to provide targeted intervention for at risk students

AHS 2.02 Educate all students who exhibit maladaptive behaviors with appropriate coping strategies through intervention courses and/or working with the Licensed Clinical Social Worker (LCSW) in small groups or one-on-one. Refer students/families with needs beyond the scope of the site personnel with referrals to community agencies to assist in addressing the underlying issues.

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)
67,262	Title I 1000-1999: Certificated Personnel Salaries Salary and benefits for OCI teacher
75,784	Title I 1000-1999: Certificated Personnel Salaries Salary and benefits for Intervention Counselor
71,700	Comprehensive Support and Intervention Funding (CSI) 5800: Professional/Consulting Services And Operating Expenditures LCSW to support students with academic/behavioral/social challenges to

increase student acquisition of appropriate skills.

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

AHS 2.03 Continue implementation of MTSS/PBIS to include professional development for staff, providing of information to parents/students with explicit instruction of expected behaviors for students and the positive rewards for displaying expected behaviors.

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)

9,900

Title I
5800: Professional/Consulting Services And Operating Expenditures
Schoolmint (HERO)annual subscription which allows staff to give students points for positive behaviors. Students redeem points in the student store for school items.

10,159.17

Title I
5000-5999: Services And Other Operating Expenditures
Student planners printed with PBIS matrix

7,994.00

Unrestricted
5000-5999: Services And Other Operating Expenditures
Increase school wide recognition of students actively engaged in PBIS programs and events including speaking engagements, certificates, educational study trips and like incentives.

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

AHS 2.04 Transition program for incoming 9th grade students and their families to acclimate them to AHS including materials, transportation, light refreshments, campus tours etc.

AHS 2.05 Provide students with Link Crew/PLUS training and ongoing support for Link Crew/PLUS activities designed to increase student engagement and sense of belonging at AHS.

AHS 2.06 Continue implementation of BARR for 9th grade students including the weekly monitoring of students to assist with student wellness support for behaviors in the class that affect learning (attendance, stress management, time management, organizational skills).

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)
6,000	Title I 5800: Professional/Consulting Services And Operating Expenditures transportation
2,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Print materials for transition program
51,463.75	Title I 1000-1999: Certificated Personnel Salaries Provide extra period afterschool for preparation for BARR teachers who will meet, monitor and intervene with at risk students during their contractual prep.
400	Title I 5800: Professional/Consulting Services And Operating Expenditures PLUS training registration
1,200	Title I 5800: Professional/Consulting Services And Operating Expenditures transportation for training
2,676.35	Title I 1000-1999: Certificated Personnel Salaries Link Crew Leader stipend
495	Comprehensive Support and Intervention Funding (CSI) 5800: Professional/Consulting Services And Operating Expenditures PLUS online subscription for data management
1,000	Title I

	5800: Professional/Consulting Services And Operating Expenditures Purchase order for BARR to provide light refreshments/rewards for students who are meeting expectations.
10,938	Comprehensive Support and Intervention Funding (CSI) 5800: Professional/Consulting Services And Operating Expenditures Registration/reimbursement for professional development.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

SED, Foster, Homeless

Strategy/Activity

AHS 2.07 Provide the basic needs of students to include but not limited to: school supplies, co-curricular support materials to increase student sense of belonging in school and attendance decreasing the barriers for students to successfully completing course work to including but not limited to backpacks, folders, lab books, white paper for printing projects, student notebooks, evidence logs, Cornell notes and student created study materials, toner for school printers for students to print projects, scientific and/or graphing calculators, graphing paper, compasses, pencils,colored pencils, markers, pens, glue, art supplies,binders, dividers, Dry Erase Markers, highlighters, poster boards, large sticky note posters and other like items.

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)

25,000

Source(s)

Title I
4000-4999: Books And Supplies
To support students with economic challenges. Purchase additional instructional materials to support instruction of organizational skills and study habits conducive to student academic success, including but not limited to calculators;graphing paper, copy paper, compasses, pencils, pens, glue, art supplies for classroom projects, staplers, binders, dividers, Dry Erase Markers, butcher paper, glitter, paint, etc

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

AHS 2.08 Provide a Family Engagement Center and Family Liaison to provide parents/guardians with resources, workshops and site information pertinent to AHS and their students' success.

AHS 2.09 Provide light refreshments for events to increase parental involvement and attendance at offered events.

AHS 2.10 Postage to mail information home to parents/guardians

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)

33,195

Title I
2000-2999: Classified Personnel Salaries
Family Engagement Liaison salary

2,000

Title I
5000-5999: Services And Other Operating Expenditures
Purchase Order for light refreshments

358

Title I
5900: Communications
Subscription to online monthly newsletter generator

3,000

Unrestricted
5900: Communications
MOE for postage

7,000

Title I
5900: Communications
Postage for parent notifications

2,528.42

Title I
5000-5999: Services And Other Operating Expenditures
conference registration and reimbursement

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

AHS 2.11 Provide parent resources, support for parents/guardians in their understanding of educational initiatives when they are serving as members of or attend meetings such as DAC, SSC, ELAC or DELAC.

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 Purchase order to provide light refreshments for ELAC meetings
500	Title I 5000-5999: Services And Other Operating Expenditures Purchase order to provide light refreshments for SSC meetings
2,500	Title I 5000-5999: Services And Other Operating Expenditures Conferences for parents in support of educational initiatives

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

AHS 2.12 Offer College & Career Center events for students and parents/guardians including but not limited to College application workshops, College information workshops, Financial aid workshops, FAFSA workshops, Scholarship workshops, senior awards night and K-16 Bridge evening 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)
1,500	Title I 4000-4999: Books And Supplies Materials for students
50,000	Title I 2000-2999: Classified Personnel Salaries College & Career Center technician

600	Title I 5800: Professional/Consulting Services And Operating Expenditures Light refreshments for events that are open to parents
500	Unrestricted 5000-5999: Services And Other Operating Expenditures Certificates

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

AHS 2.13 Create a site safety team to lead the implementation of mandatory safety drills as well as emergency protocols.

AHS 2.14 Purchase materials to ensure the safety of students, staff and visitors on campus as outlined in district and site safety plans to include security cameras, monitors for security cameras, mirrors to view entry and exit points, ear pieces for security radios, graffiti removal machines etc.

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	Unrestricted 0000: Unrestricted Purchase materials to ensure the safety of students, staff and visitors on campus as outlined in district and site safety plans to include security cameras, monitors for security cameras, mirrors to view entry and exit points, ear pieces for security radios, graffiti removal machines etc.

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

AHS 2.15 Fees associated with WASC membership and activities to maintain accreditation

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)
1089.05	Unrestricted 0001-0999: Unrestricted: Locally Defined WASC annual membership dues
2175	Unrestricted 0001-0999: Unrestricted: Locally Defined WASC accreditation visit for February 2020
2000	Unrestricted 0001-0999: Unrestricted: Locally Defined Lodging/reimbursement for WASC accreditation visit
1,000	Title I 1000-1999: Certificated Personnel Salaries Paying of PAR for WASC focus group leader/coordinator.

Annual Review

SPSA Year Reviewed: 2018-19

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.

Goal 2 of the 2018-19 SPSA stated: "All students will be educated in a learning environment that is safe and promotes positive student attendance and behaviors providing targeted interventions for under-performing students and positive student recognition. As measured by: Aeries Analytics data, monthly attendance reports, suspension/expulsion data, Panorama Survey, PLUS student forum data, HERO system and Renaissance recognition." There were five identified strategies/activities items which were all implemented to various degrees.

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 was a major difference in the intended implementation for HERO and PBIS and the staff buy in and use of programs is at 25%. The transition day for middle school was implemented differently than previous years as AHS staff went to the sites instead of AHS transporting incoming 9th graders to AHS.

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.

A major change is in the goal title which is now "Conditions & Climate- Honor" and states " AHS will foster a school climate where students feel safe, valued and cared for with supports to meet basic needs. AHS will provide interventions for identified areas to support students to grow socially and emotionally to help students learn to demonstrate expected behaviors, increasing their social and academic achievement." Based upon evaluation from California Dashboard and Panorama information, we identified two areas of need as well as five target groups for focus for which the strategies/activities have been outlined above.

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

Academic Engagement- Serve

LEA/LCAP Goal

Goal #1 : VVUHSD will increase the number of students who will graduate on time, prepared for college and career, through career exploration opportunities, academic guidance, and a comprehensive academic program aligned with the California State Standards.

Goal #5 : VVUHSD will focus on student and staff wellness to promote student academic success through the design and support of programs in attendance, responsible behavior, positive attitudes, and social-emotional learning.

Goal 3

To increase student engagement in the learning process, maximizing the potential of every student by providing access to a rigorous and relevant broad course of study and educational experiences.

Identified Need

1. The 2018 California school dashboard graduation rate indicator data for AHS indicates an overall "orange" status with a 82.2% graduation rate for a decline of 5.3% (n=455).

Of the five student groups, one is "red" and four are "orange".

a) Students with Disabilities are "red" with a 48.3% graduation rate for a decline of 12.8%. (n= 87)

b) Homeless students are "orange" with a 69.4% graduation rate for a decline of 17.7%. (n=36)

c) African American students are "orange" with a 72.5% graduation rate for a decline of 12%. (n=79)

d) Socioeconomically Disadvantaged students are "orange" with a 82.5% graduation rate for a decline of 4.8%. (n=441)

e) Hispanic students are "orange" with a 87.3% graduation rate for a decline of 4.6%. (n=306)

2. The 2017-18 AP passage rate was 23.9% for 76 testing students.

3. 2017-18 A-G Certification (a-g plus SBAC, 1 DE semester, 3 or better on 1 AP exam, or completion of CTE Pathway)

48.5% or 110 students met this criteria

4. 2017-18 CTE Pathway Articulation (Pathway Completion with C- or better plus SBAC, 1 DE semester, 3 or better on 1 AP exam)

41.4% or 94 students met this criteria

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation rate (California School Dashboard Data 2018)	2017-18 Color/Graduation rate a) Students with Disabilities/ red/ 48.3% b) Homeless students/orange/69.4%	2018-19 Color/Graduation Rate a) +18.7% or greater increase for Students with Disabilities/ orange/ 67%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	c) African American students/orange/72.5% d) Socioeconomically Disadvantaged/orange/82.5% e) Hispanic students/orange/87.3%	b) + 10.6% or greater increase for Homeless students/orange/80% c) +7.5% or greater increase for African American students/orange/80% d) +7.5% or greater increase for Socioeconomically Disadvantaged students/yellow/90% e) +2.7% or greater increase for Hispanic students/yellow/90%
Advanced Placement Passage Rate (3 or higher)	2017-18 AP School Summary Report 76 total AP students took 341 exams; 42 students earned a score of 3+ for a 23.9% passage rate.	2018-19 Increase the overall number of AP students testing by 10% to 84 total; increase passage rate by 39% to 63% to be on par with the California average passage rate.
A-G certification	2017-18 48.5% or 110/455 graduating students met this criteria.	2018-19 5% increase to 53.5% of eligible students meeting this criteria through the increased offering of A-G courses
CTE pathway completion	2017-18 41.4% of the 1,847 enrolled students completed a CTE pathway.	2018-19 5% increase to 46.4% of eligible students meeting this criteria.

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

AHS 3.01 Increase graduation rate for all students with a focus on SWD, Homeless, AA, Hispanic and SED students through the offering of credit recovery/skill remediation including but not limited to, APEX, HOPE, Dual Enrollment and like online subscriptions.

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)
7,746.10	Title I 2000-2999: Classified Personnel Salaries Paying of PARs for classified staff working after school tutoring program
13,500	Title I 5800: Professional/Consulting Services And Operating Expenditures APEX licenses for credit recovery
14,737	Other 5800: Professional/Consulting Services And Operating Expenditures Achieve 3000 licenses for SPED students
2,495	Comprehensive Support and Intervention Funding (CSI) 5800: Professional/Consulting Services And Operating Expenditures MobyMax licences for SPED students
42,000	Title I 5800: Professional/Consulting Services And Operating Expenditures After school skill remediation/tutoring consultant to increase student achievement
20,932.40	Title I 1000-1999: Certificated Personnel Salaries Paying of PARs for certificated staff working after school tutoring/Apex
22,164.32	Title I 1000-1999: Certificated Personnel Salaries 1/6 salary to offer HOPE intervention program all day

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

AHS 3.02 Provide students opportunities to attend educational study trips and events for all subjects that align with academic standards designed to support/enhance the educational experience to include: ASB, AVID, BARR, PBIS and Renaissance etc. (WASC Critical Area 5)

AHS 3.03 Provide support materials to support school competitions/celebrations to recognize student achievement.

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)
24,500	Title I 2000-2999: Classified Personnel Salaries Transportation
3,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Registration for educational study trips
4,000	Title I 1000-1999: Certificated Personnel Salaries cost of subs for staff attending educational study trips

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

FY, SED, EL, SPED, AA

Strategy/Activity

AHS 3.04 Increase college going culture school wide through the continued implementation of AVID/CTE with support to include college study trips, career fairs, career planning events for targeted 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)
2,676.35	Title I 1000-1999: Certificated Personnel Salaries AVID coordinator stipend
9,000	Title I 5800: Professional/Consulting Services And Operating Expenditures AVID summer institute registration, lodging and reimbursement
29,743.40	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantaged

Strategy/Activity

AHS 3.05 Provide supplementary materials for programs above the base to include SH, SDC, CTE, Dual Enrollment, LOTE, Science, Social Studies, Physical Education, Visual and Performing Arts.

AHS 3.06 Provide ongoing maintenance for purchased materials for VAPA.

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)
850	Unrestricted 5000-5999: Services And Other Operating Expenditures Purchase order for science lab materials
250	Title I 5800: Professional/Consulting Services And Operating Expenditures Purchase order for VAPA to fully participate in PBL activities.
1921.03	Title I 1000-1999: Certificated Personnel Salaries History Day Advisor stipend
6,000	Title I 4000-4999: Books And Supplies Supplementary expository texts
600	Title I 5800: Professional/Consulting Services And Operating Expenditures Purchase order for SH to allow students to have a hands on experience.
440	Title I 5800: Professional/Consulting Services And Operating Expenditures Make Music online subscription for VAPA
449	Title I

	5800: Professional/Consulting Services And Operating Expenditures Box 5 software for VAPA
1,500	Title I 5800: Professional/Consulting Services And Operating Expenditures Online supplemental programs for LOTE and other non core subjects
1,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Open purchase order for equipment repair.

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

AHS 3.07 Hire consultant to work with AP teachers to provide additional instructional strategies designed to increase the AP passage rate.

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)
17,334	Other 5000-5999: Services And Other Operating Expenditures Consultant Agreement
4,200	Title I 5800: Professional/Consulting Services And Operating Expenditures Albert IO online supplemental subscription for AP students

Strategy/Activity 6

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.

Annual Review

SPSA Year Reviewed: 2018-19

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.

Goal 3 of the 2018-19 SPSA stated "To increase family attendance by 5% at student/family/community engagement opportunities, partnerships, and support, both during and after school hours, by making information available in several mediums (print, online, in person) and languages. As measured by School Climate Report card, Sign in sheets, social media followers, results from Parents, Students and staff from Panorama Education), Comments shared during Coffee with the Principal, ELAC parent meetings or School Site Council, PIQE participants and OMS registrations. There were five activities that were implemented to achieve the articulated 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.

PIQE was listed but not implemented as the contract with PIQE was not renewed due to lack of new parent interest.

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.

A major change is in the goal title which is now "Academic Engagement-Serve" and states "To increase student engagement in the learning process, maximizing the potential of every student by providing access to a rigorous and relevant broad course of study and educational experiences." The spirit of the goal has changed to increase in providing support for non core subjects designed to increase student engagement in school.

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	\$711,176
Total Federal Funds Provided to the School from the LEA for CSI	\$233,344.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,046,043.05

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	\$711,176.00

Subtotal of additional federal funds included for this school: \$711,176.00

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 (\$)
Comprehensive Support and Intervention Funding (CSI)	\$201,273.00
LCFF - Supplemental	\$76,415.00
Other	\$32,071.00
Unrestricted	\$25,108.05

Subtotal of state or local funds included for this school: \$334,867.05

Total of federal, state, and/or local funds for this school: \$1,046,043.05

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

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Intervention Funding (CSI)	201,273.00
LCFF - Supplemental	76,415.00
Other	32,071.00
Title I	711,176.00
Unrestricted	25,108.05

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,500.00
0001-0999: Unrestricted: Locally Defined	5,264.05
1000-1999: Certificated Personnel Salaries	326,995.41
2000-2999: Classified Personnel Salaries	221,599.50
4000-4999: Books And Supplies	114,834.00
5000-5999: Services And Other Operating Expenditures	120,443.09
5800: Professional/Consulting Services And Operating Expenditures	244,049.00
5900: Communications	10,358.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Intervention Funding (CSI)	69,000.00

5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Intervention Funding (CSI)	132,273.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	76,415.00
5000-5999: Services And Other Operating Expenditures	Other	17,334.00
5800: Professional/Consulting Services And Operating Expenditures	Other	14,737.00
1000-1999: Certificated Personnel Salaries	Title I	326,995.41
2000-2999: Classified Personnel Salaries	Title I	145,184.50
4000-4999: Books And Supplies	Title I	109,834.00
5000-5999: Services And Other Operating Expenditures	Title I	24,765.09
5800: Professional/Consulting Services And Operating Expenditures	Title I	97,039.00
5900: Communications	Title I	7,358.00
0000: Unrestricted	Unrestricted	2,500.00
0001-0999: Unrestricted: Locally Defined	Unrestricted	5,264.05
4000-4999: Books And Supplies	Unrestricted	5,000.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	9,344.00
5900: Communications	Unrestricted	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	357,586.71
Goal 2	457,417.74
Goal 3	231,038.60

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
- 3 Classroom Teachers
- 3 Other School Staff
- 3 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Ebony Purcell	Principal
Beth Simpkins	Classroom Teacher
Staci Stewart	Classroom Teacher
Jeff Voigt	Classroom Teacher
Maria Mercado	Other School Staff
Selena Watson	Other School Staff
Marie Martinez	Parent or Community Member
Jose Martinez	Parent or Community Member
Kevin Andrade	Secondary Student
Isabella Gonzalez	Parent or Community Member
Elishia Hidspeth	Secondary Student
Abigail Mejia	Secondary Student
Kamaria Love	Parent or Community Member

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

District/School Liaison Team for schools in Program Improvement

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 October 1, 2019.

Attested:



Principal, Ebony Purcell on 10/1/2019

SSC Chairperson, Ebony Purcell on

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 as 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/guidanceusesinvestment.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/guidanceusesinvestment.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