

School Year:

2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Adelanto High School	36-67934 0125419	May 7, 2024	June 25, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Adelanto High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement
2023 Identified

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Adelanto High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement
2023 Identified

Adelanto High School has meticulously crafted a School Plan for Student Achievement (SPSA) that adheres to the fundamental principles outlined in the "Every Student Succeeds Act." Our primary objective is to ensure every student has access to a fair, equitable, and exceptional education, thereby diminishing educational disparities.

Throughout the development and execution phases of the SPSA, AHS actively involves stakeholders, valuing their input and insights. Stakeholder groups engage in comprehensive data review and program evaluation, focusing particularly on historically underperforming student demographics. Feedback is systematically collected via in person meetings, Google Forms and Docs, facilitating thorough root cause analysis in our comprehensive needs assessment.

In 2023 AHS was identified as a school needing targeted supports and interventions for 7 student groups which supports our findings that the achievement gaps are most pronounced among students that are: English Learners, Foster Youth, Socio Economically Disadvantaged, Students With Disabilities, African American, Hispanic and Two or More Races . AHS emphasizes the necessity for tailored support and interventions to meet the needs of the students in the groups identified. The SPSA incorporates recommendations from various authoritative bodies including the WASC accreditation committee, California state priorities, and the goals outlined in the Victor Valley Union High School District Local Control and Accountability Plan (LCAP).

Aligned with Title 1, Equity Multiplier, and Prop 28 funding guidelines, the goals within the SPSA are meticulously aligned with those of the LCAP and WASC reports. AHS remains steadfast in its commitment to fulfill the criteria set forth by federal, state, and local funding sources, aiming to deliver a profoundly enriching educational experience for every student within the Adelanto High School community.

Educational Partner Involvement

How, when, and with whom did Adelanto High 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

Throughout the development and implementation phases of the SPSA, AHS actively engages stakeholders, valuing their perspectives and contributions. Stakeholder groups conduct thorough data analysis and program evaluations, with a specific focus on historically underperforming student demographics. Feedback is systematically gathered through in-person meetings, as well as Google Forms and Docs, facilitating comprehensive root cause analysis in our needs assessment process. Following the February 2023 WASC visit, recommendations were incorporated into the SPSA goals, documented in the Revised Action Plan, and submitted to WASC in March 2023. Subsequently, the School Site Council (SSC) reviewed the revised action plan and SPSA goals, conducting an evaluation to formulate the 2023-2024 SPSA starting in March 2023.

AHS needs assessment indicates that AHS teachers could benefit from specific professional development to meet the intensive needs of our students. Professional development must include topics that support Academic Achievement in math for EL, SWD, LI and Hispanic student groups. Academic achievement will be addressed through classroom based instructional coaches and dedicated data release days to work with data to determine student needs and reteaching strategies and skill gaps. Additionally, Reading Apprenticeship and Solution Tree standards based grading will be used to increase teacher capacity and student efficacy to support student groups.

Students with Disabilities (SWD) require support in the form of effective IEP implementation and assessments. AHS teachers will receive structured release time to collaborate in the co teaching model to fulfill IEP and assessment requirements.

Create a comprehensive wellness center to support students' mental, social and emotional needs that will have dedicated space and additional personnel to include psychologists and intervention specialists with a focus on FY, EL and SWD.

To further support our students the needs assessment concluded that a multi-faceted approach must be taken to support students' social and behavioral development. The needs assessment indicates a need for intensive support for FY. This will include a FY intervention class, youth mentorships, home visits and community outreach. AHS students and staff need additional support to manage behavior. AHS will implement Jostens Renaissance to increase student engagement and positive school culture. The needs assessment also revealed a need for students to participate in study trips to build positive public interactions and relationships with themselves and the world around them.

The annual review and creation of the 2024-2025 SPSA spanned a year, commencing with the dissemination of the 2023-2024 SPSA to all staff during the August 3, 2023 staff meeting, and to parents/community at the September 13, 2023 Coffee with the Principal and the September 12, 2023 School Site Council meeting. Once all stakeholders were informed of the agreed-upon goals and actions, systems were established to ensure expenditures aligned with these actions.

The evaluation of the 2023-2024 SPSA involved input from all staff via a Google Doc shared during the March 12, 2024 Leadership Meeting. Input from parents of AA, EL, Hispanic, SPED, low SES and FY students, community members, staff regarding and AA, EL, Hispanic, SPED, low SES and FY students, actions to address underperforming student groups utilizing Equity Multiplier funds was gathered using a Google Form shared during leadership meetings, Coffee with the Principal sessions, and through Google Classroom in March 2024. Plans for utilizing Prop 28 funds were discussed during the March 12, 2024 Leadership meeting and further developed by the VAPA department.

The draft of the 2024-2025 SPSA, incorporating input from stakeholders and utilizing multiple funding sources (Title 1, Equity Multiplier, and Prop 28), was developed during the week of March 25, 2024, and shared with staff on April 8, 2024, for additional review. The final draft was presented to the SSC on May 7, 2024, where no revisions were made before being submitted to the District office for approval during the June 25, 2024 board meeting.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Adelanto High School students face significant resource inequities that impact their educational experience that are unique due to the locale of the school. Key issues include greater than 75% of students relying on school district transportation which limits students ability to take part in advanced coursework and limits their ability to fully participate in extracurricular opportunities. Due to the poverty level in the community many students have outdated or inadequate technology at home limiting their ability to extend their learning or get support beyond school so that support must be provided during the day in classes such as APEX, Graduation Credit Recovery or the after school reteach/retest program where a late bus is provided to take students home. Many students struggle with inadequate support services to address their mental, social and emotional needs such as counseling and therapy, which are crucial for academic and personal development. As a result of the high number in need of these services and limited personnel/space to offer these services affecting students' readiness for college and careers, additional psychologist are being contracted and a mental wellness building is being built.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English Language Arts, Mathematics, Suspension Rate

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

African American, English Learners, Foster Youth, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Decrease number of students with D/F semester grades, decrease student truancy.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Adelanto High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.09%	0.18%	0.18%	2	4	4
African American	19.39%	19.7%	20.05%	410	438	447
Asian	0.33%	0.49%	0.54%	7	11	12
Filipino	0.33%	0.27%	0.18%	7	6	4
Hispanic/Latino	71.52%	70.99%	70.97%	1512	1578	1582
Pacific Islander	0.52%	0.49%	0.40%	11	11	9
White	3.74%	3.24%	2.96%	79	72	66
Multiple/No Response	2.79%	3.42%	3.59%	59	76	80
Total Enrollment				2114	2223	2229

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	609	597	576
Grade 10	565	588	589
Grade 11	508	538	575
Grade 12	432	500	489
Total Enrollment	2,114	2,223	2,229

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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	244	274	299	10.70%	11.5%	13.4%
Fluent English Proficient (FEP)	662	639	602	33.20%	31.3%	27.0%
Reclassified Fluent English Proficient (RFEP)		24		5.3%		

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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	418	457	470	0	438	431	0	433	411	0.0	95.8	91.7
All Grades	418	457	470	0	438	431	0	433	411	0.0	95.8	91.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2539.	2529.		9.01	10.22		29.79	26.28		26.33	21.41		34.87	42.09
All Grades	N/A	N/A	N/A		9.01	10.22		29.79	26.28		26.33	21.41		34.87	42.09

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 11		14.85	11.48		55.92	57.91		29.23	30.61	
All Grades		14.85	11.48		55.92	57.91		29.23	30.61	

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		14.65	13.12		55.35	50.92		30.00	35.96
All Grades		14.65	13.12		55.35	50.92		30.00	35.96

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		9.28	10.10		66.13	68.43		24.59	21.46
All Grades		9.28	10.10		66.13	68.43		24.59	21.46

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		9.26	12.34		64.35	64.48		26.39	23.17
All Grades		9.26	12.34		64.35	64.48		26.39	23.17

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Conclusions based on this data:

1. There is a need to increase the percentage of students meeting and exceeding standards.
2. There is a need to increase the percentage of students completing the exam.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	418	457	470	0	431	409	0	430	407	0.0	94.3	87.0
All Grades	418	457	470	0	431	409	0	430	407	0.0	94.3	87.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2470.	2485.		2.33	2.21		3.95	7.37		19.07	18.18		74.65	72.24
All Grades	N/A	N/A	N/A		2.33	2.21		3.95	7.37		19.07	18.18		74.65	72.24

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		3.26	2.70		27.91	25.31		68.84	71.99
All Grades		3.26	2.70		27.91	25.31		68.84	71.99

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		3.49	2.71		58.84	61.58		37.67	35.71
All Grades		3.49	2.71		58.84	61.58		37.67	35.71

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		3.49	3.44		58.37	57.25		38.14	39.31
All Grades		3.49	3.44		58.37	57.25		38.14	39.31

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Conclusions based on this data:

1. There is a need to increase the percentage of students meeting and exceeding standards.
2. There is a need to increase the percentage of students completing the exam.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1531.4	1529.3	1539.2	1530.2	1530.0	1539.2	1532.1	1528.1	1538.6	62	70	84
10	1514.0	1539.1	1538.3	1504.7	1537.0	1538.0	1523.0	1540.8	1538.1	45	74	78
11	1524.0	1535.1	1556.4	1513.4	1527.6	1556.3	1534.2	1541.9	1555.9	43	34	59
12	1500.7	1543.4	1542.9	1501.6	1539.5	1549.1	1499.3	1546.9	1536.1	37	43	37
All Grades										187	221	258

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.02	8.70	10.71	24.56	28.99	36.90	49.12	34.78	38.10	19.30	27.54	14.29	57	69	84
10	0.00	13.51	15.38	28.57	29.73	29.49	38.10	32.43	33.33	33.33	24.32	21.79	42	74	78
11	7.50	8.82	15.25	17.50	23.53	37.29	42.50	35.29	28.81	32.50	32.35	18.64	40	34	59
12	14.29	9.30	10.81	20.00	37.21	35.14	31.43	30.23	29.73	34.29	23.26	24.32	35	43	37
All Grades	6.90	10.45	13.18	22.99	30.00	34.50	41.38	33.18	33.33	28.74	26.36	18.99	174	220	258

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	21.05	14.49	28.57	36.84	42.03	41.67	28.07	23.19	17.86	14.04	20.29	11.90	57	69	84
10	11.90	22.97	30.77	33.33	43.24	32.05	33.33	16.22	17.95	21.43	17.57	19.23	42	74	78
11	15.00	20.59	30.51	32.50	26.47	33.90	35.00	35.29	25.42	17.50	17.65	10.17	40	34	59
12	28.57	27.91	32.43	25.71	37.21	27.03	25.71	18.60	29.73	20.00	16.28	10.81	35	43	37
All Grades	18.97	20.91	30.23	32.76	39.09	34.88	30.46	21.82	21.32	17.82	18.18	13.57	174	220	258

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.75	7.25	2.38	12.28	14.49	23.81	38.60	27.54	42.86	47.37	50.72	30.95	57	69	84
10	2.38	2.70	3.85	16.67	27.03	19.23	23.81	32.43	38.46	57.14	37.84	38.46	42	74	78
11	0.00	2.94	3.39	10.00	17.65	22.03	40.00	32.35	42.37	50.00	47.06	32.20	40	34	59
12	2.86	2.33	2.70	8.57	13.95	8.11	37.14	48.84	40.54	51.43	34.88	48.65	35	43	37
All Grades	1.72	4.09	3.10	12.07	19.09	19.77	35.06	34.09	41.09	51.15	42.73	36.05	174	220	258

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.77	4.35	9.52	64.91	68.12	69.05	26.32	27.54	21.43	57	69	84
10	7.14	2.70	8.97	52.38	74.32	62.82	40.48	22.97	28.21	42	74	78
11	5.00	0.00	3.39	52.50	64.71	66.10	42.50	35.29	30.51	40	34	59
12	2.86	2.33	0.00	60.00	62.79	59.46	37.14	34.88	40.54	35	43	37
All Grades	6.32	2.73	6.59	58.05	68.64	65.12	35.63	28.64	28.29	174	220	258

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	52.63	62.32	79.76	29.82	18.84	10.71	17.54	18.84	9.52	57	69	84
10	38.10	62.16	74.36	45.24	24.32	7.69	16.67	13.51	17.95	42	74	78
11	35.00	50.00	74.58	40.00	41.18	16.95	25.00	8.82	8.47	40	34	59
12	42.86	69.77	75.68	40.00	18.60	13.51	17.14	11.63	10.81	35	43	37
All Grades	43.10	61.82	76.36	37.93	24.09	11.63	18.97	14.09	12.02	174	220	258

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.14	11.59	9.52	37.50	31.88	40.48	55.36	56.52	50.00	56	69	84
10	9.76	9.46	10.26	21.95	43.24	42.31	68.29	47.30	47.44	41	74	78
11	2.50	5.88	6.78	37.50	38.24	45.76	60.00	55.88	47.46	40	34	59
12	5.71	4.65	5.41	34.29	39.53	35.14	60.00	55.81	59.46	35	43	37
All Grades	6.40	8.64	8.53	33.14	38.18	41.47	60.47	53.18	50.00	172	220	258

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00	1.19	78.57	66.67	82.14	21.43	33.33	16.67	56	69	84
10	2.38	0.00	1.28	66.67	77.03	69.23	30.95	22.97	29.49	42	74	78
11	7.69	11.76	5.08	69.23	58.82	74.58	23.08	29.41	20.34	39	34	59
12	11.43	11.63	0.00	65.71	62.79	67.57	22.86	25.58	32.43	35	43	37
All Grades	4.65	4.09	1.94	70.93	68.18	74.42	24.42	27.73	23.64	172	220	258

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Conclusions based on this data:

1. 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

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2223	83%	13%	4%
Total Number of Students enrolled in Adelanto High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	288	13%
Foster Youth	83	4%
Homeless	43	2%
Socioeconomically Disadvantaged	1844	83%
Students with Disabilities	345	15.51%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	501	19.7
American Indian	90	0.2
Asian	84	0.5
Filipino	15	0.3
Hispanic	1260	71
Two or More Races	76	3.4
Pacific Islander	18	0.5
White	60	3.2

Conclusions based on this data:

1. There is a significant amount of English Learners (EL), Foster Youth (FY), Homeless, Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) within our student population require additional resources to ensure equitable access to education and to provide necessary supplemental supports. This underscores the urgency of reallocating resources to address these needs effectively and promote equity within our educational system.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Red

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Red

Chronic Absenteeism



No Performance Color

English Learner Progress



Yellow

College/Career

Low

Conclusions based on this data:

1. There is need for increased student performance in the areas of English and Math on CAASPP for all students.
2. There is a critical need to boost the attainment of key college and career indicators for African American, English Learners, Hispanic, Students with Disabilities, and Socio Economically Disadvantaged students. Specifically, this includes increasing the completion rates of A-G requirements, CTE pathways, and completion of a minimum of two dual enrollment courses, as well as earning the State Seal of Biliteracy.
3. There is a need to decrease suspension rate for Foster Youth students.

School and Student Performance Data

Academic Performance English Language Arts

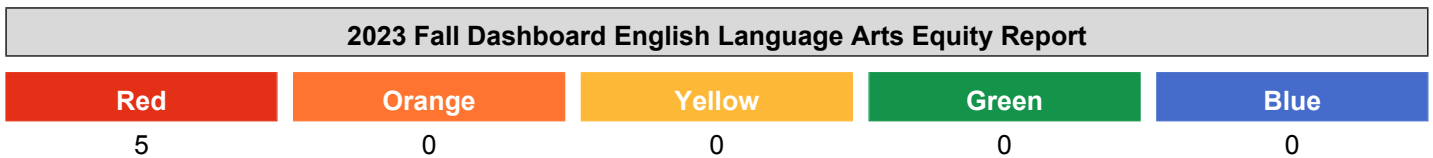
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Red 70.4 points below standard Decreased Significantly -27.3 points 419 Students	English Learners Red 156.2 points below standard Decreased Significantly -32.3 points 64 Students	Foster Youth Less than 11 Students 5 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Red 71.8 points below standard Decreased Significantly -28 points 337 Students	Students with Disabilities Red 180.2 points below standard Decreased Significantly -43.2 points 81 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 102 points below standard Decreased Significantly - 17.9 points 88 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 63.4 points below standard Decreased Significantly - 28.7 points 290 Students	81.3 points below standard Increased Significantly +48.4 points 18 Students	Less than 11 Students 3 Students	76.9 points below standard Maintained -2.5 points 15 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
171.1 points below standard Decreased -10.6 points 49 Students	107.7 points below standard Decreased Significantly -25.4 points 15 Students	74.6 points below standard Decreased Significantly -27.5 points 238 Students

Conclusions based on this data:

1. There is a need to continue to focus on all student groups to increase student academic performance as measured by the CAASPP.

School and Student Performance Data

Academic Performance Mathematics

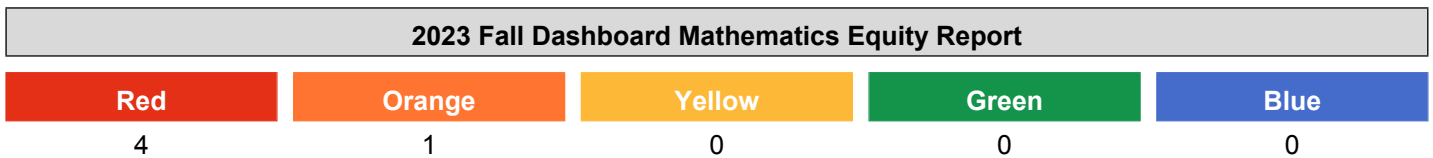
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 160.8 points below standard Decreased -5.5 points 420 Students	<p>English Learners</p>  Orange 210.4 points below standard Increased Significantly +18.7 points 63 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>6 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 162.4 points below standard Decreased -6.5 points 338 Students	<p>Students with Disabilities</p>  Red 253.9 points below standard Decreased -12 points 81 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 191.9 points below standard Decreased -4.3 points 90 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 152.7 points below standard Decreased -4.5 points 291 Students	191.3 points below standard Increased +5.1 points 16 Students	Less than 11 Students 3 Students	139.9 points below standard Increased Significantly +49.1 points 15 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
224.8 points below standard Increased Significantly +19.8 points 48 Students	175.9 points below standard Increased Significantly +39.7 points 16 Students	165.2 points below standard Decreased -5.4 points 238 Students

Conclusions based on this data:

1. There is a need to continue to focus on all student groups to increase student academic performance as measured by the CAASPP.
2. The English Learner student group at our school has demonstrated significant progress, with an impressive increase of 18.7 points. This achievement reflects our commitment to enhancing educational outcomes and providing targeted support for our English Learner students.

School and Student Performance Data

Academic Performance English Learner Progress

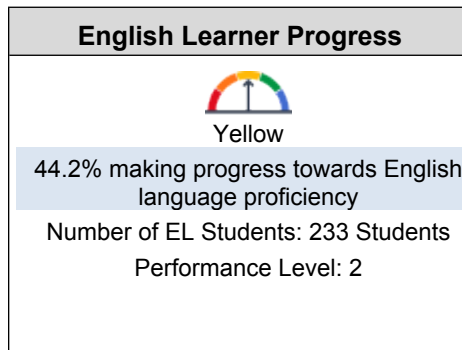
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
64	66	8	95

Conclusions based on this data:

1. There is a need to decrease the percentage of students decreasing or maintaining ELPI levels 1-3 while increasing the percentage of students performing at level 4.
2. There is a need to increase the number of LTEL students reclassifying as RFEP.

School and Student Performance Data

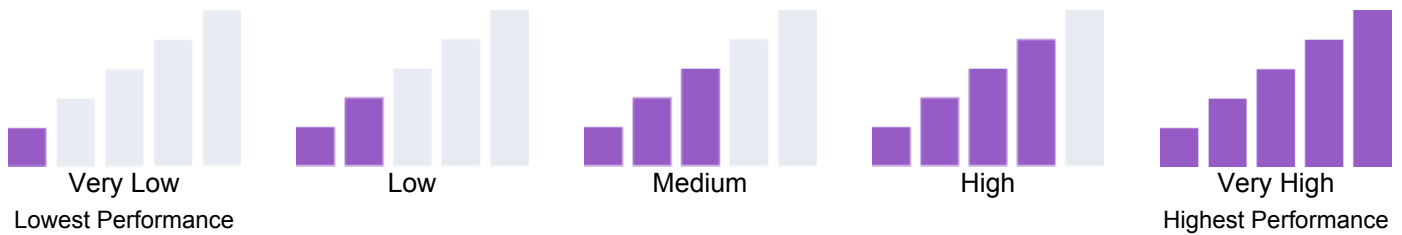
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

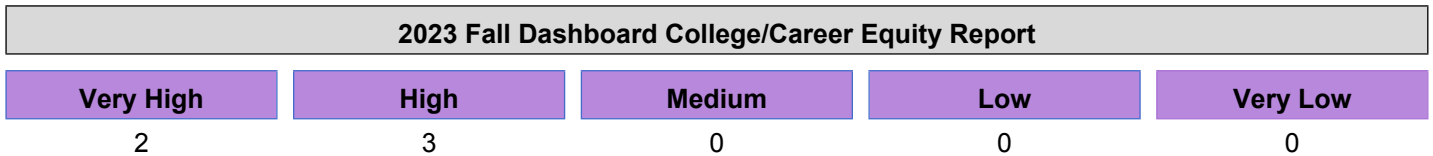
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

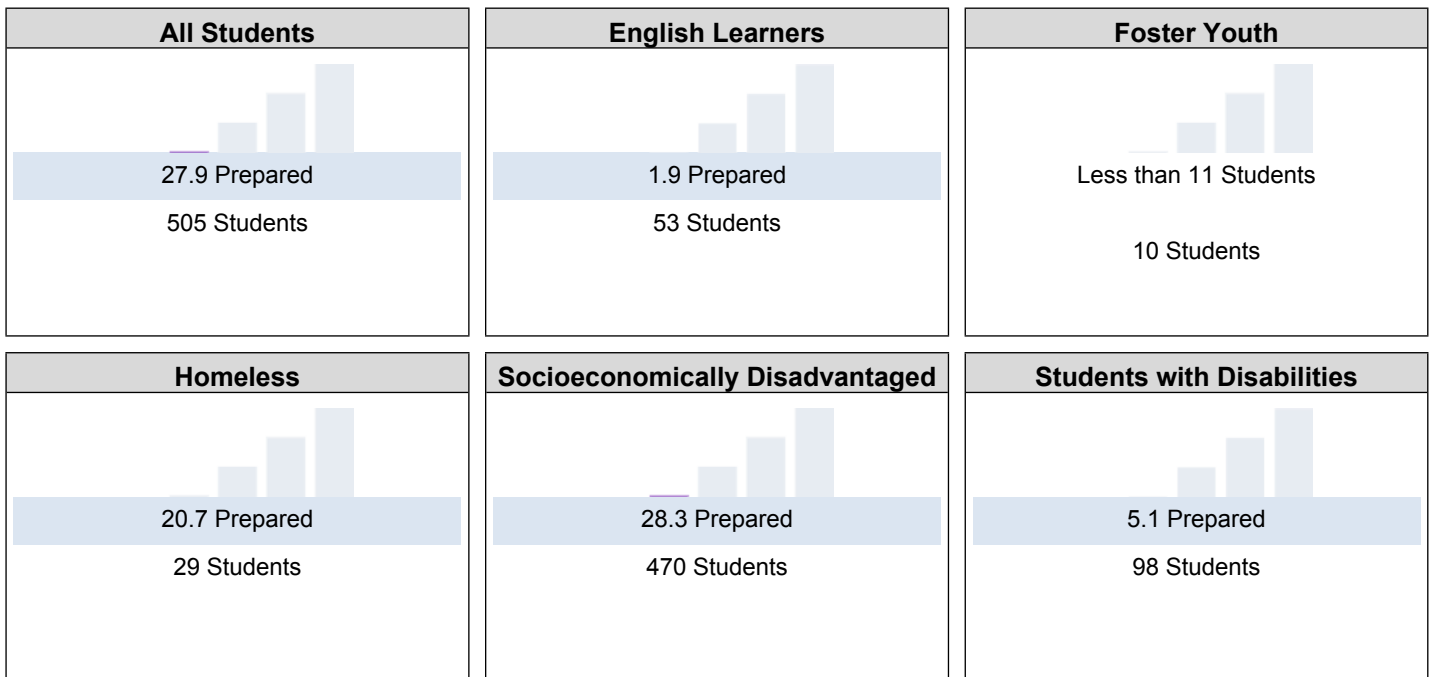


This section provides number of student groups in each level.

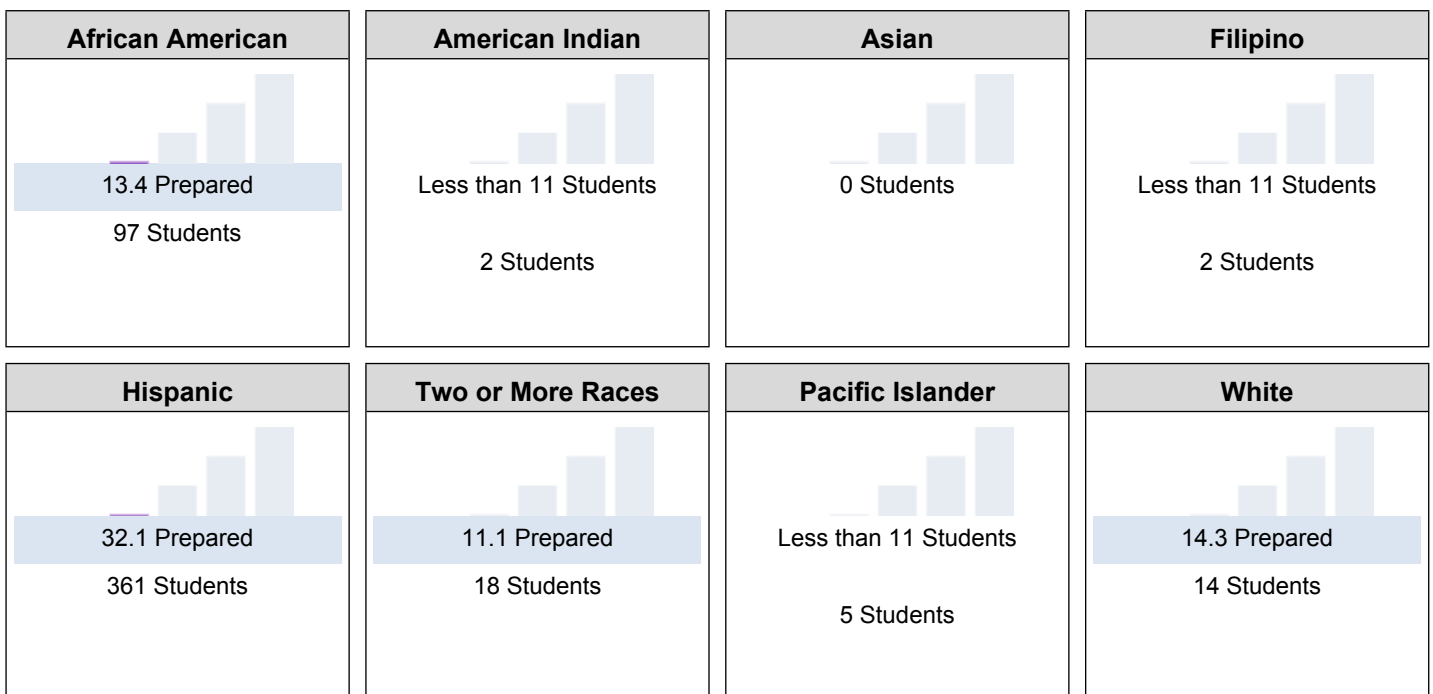


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. There is a critical need to boost the attainment of key college and career indicators for African American, English Learners, Hispanic, Students with Disabilities, and Socio Economically Disadvantaged students. Specifically, this includes increasing the completion rates of A-G requirements, CTE pathways, completion of a minimum of two dual enrollment courses, as well as earning the State Seal of Biliteracy.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
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<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Homeless</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Socioeconomically Disadvantaged</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Students with Disabilities</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

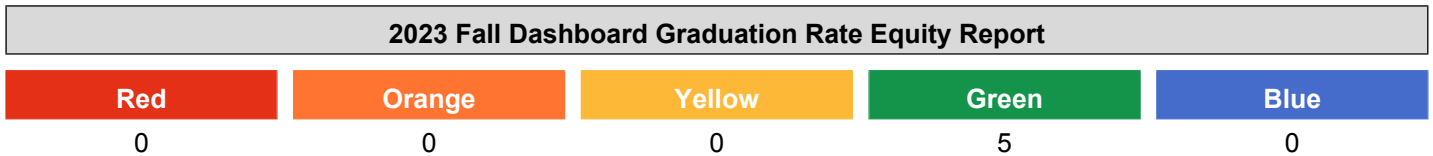
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group																
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">90.5% graduated</td> </tr> <tr> <td>Increased 3.2</td> </tr> <tr> <td>505 Students</td> </tr> </tbody> </table>	All Students	 Green	90.5% graduated	Increased 3.2	505 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">83% graduated</td> </tr> <tr> <td>Increased 1.9</td> </tr> <tr> <td>53 Students</td> </tr> </tbody> </table>	English Learners	 Green	83% graduated	Increased 1.9	53 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>10 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	10 Students	
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98 Students																

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 84.5% graduated Increased Significantly 7.4 97 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 92.2% graduated Increased 2.2 361 Students	88.9% graduated Increased 4.3 18 Students	Less than 11 Students 5 Students	85.7% graduated Decreased Significantly -7.1 14 Students

Conclusions based on this data:

1. There is a need to increase the graduation rate for all students with an emphasis on White, SWD and SED students.

School and Student Performance Data

Conditions & Climate Suspension Rate

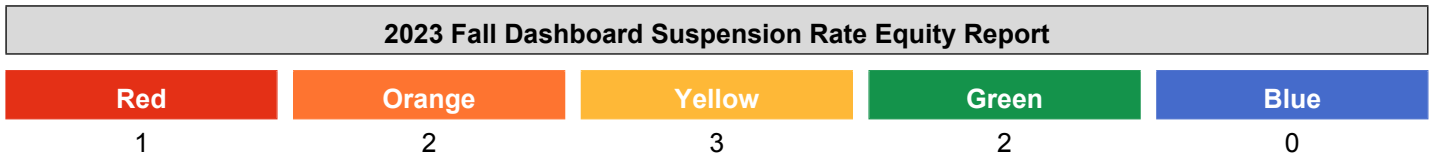
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">7.7% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -4.8 2577 Students</td> </tr> </tbody> </table>	All Students	 Yellow	7.7% suspended at least one day	Declined Significantly -4.8 2577 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">5% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -4.1 338 Students</td> </tr> </tbody> </table>	English Learners	 Green	5% suspended at least one day	Declined Significantly -4.1 338 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">27.5% suspended at least one day</td> </tr> <tr> <td>Increased 6.4 80 Students</td> </tr> </tbody> </table>	Foster Youth	 Red	27.5% suspended at least one day	Increased 6.4 80 Students
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 15.3% suspended at least one day Declined Significantly -6 535 Students	Less than 11 Students 4 Students	0% suspended at least one day 16 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.1% suspended at least one day Declined Significantly -4.2 1796 Students	 Orange 11.3% suspended at least one day Declined -10.1 115 Students	0% suspended at least one day Declined -5.6 14 Students	 Orange 11.2% suspended at least one day Declined -4 89 Students

Conclusions based on this data:

1. There is a need to continue to decrease suspensions for all student groups with an emphasis on Foster Youth.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Performance- Achieve

Adelanto High School will increase the number of students who are meeting or exceeding California state standards in ELA and Math while preparing them for college and career success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: The Victor Valley Union High School District will provide a rich academic program grounded in equity-based practices with measurable impact on middle and high school success indicators.

Goal 3: The Victor Valley Union High School District will provide clean campuses, access to technology, sufficient instructional materials and highly qualified teachers at all school sites.

Goal 4: The Victor Valley Union High School District will provide staff and resources to support African American student academic achievement and create a college-going culture through the Heritage program.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is a need to increase the number of students completing the CAASPP and increase the percentage of all students meeting and exceeding standards on the CAASPP. To address the completion, the method in which the exam will be taken is different for the Spring 24 assessment where all students will test in the gym, receive incentives for testing to include goodie bags, grade change and monies earned towards their senior ASB costs. Teachers in ELA and Math participated in several pull out days to develop essential standards based on targets from previous years' results and develop lessons that include the regular use of IAB's, explicit instruction to students on the standards, targeted interventions, comprehensive instructional strategies, and ongoing assessment and feedback mechanisms.

There is a need to increase completion in A-G, CTE pathway, two dual enrollment courses and the earning of the state seal of biliteracy for AA, EL, Hispanic, SWD and SED students. To address A-G, there has been a schoolwide focus, explicit instruction to students, increasing of D/F remediation and scheduling of students to complete A-G. Counselors schedule students in second year of CTE pathway automatically upon student earning of a C or better in both semesters of the concentrator course. AHS has increased the number of Dual Enrollment classes being offered during the day in English, Fine Art, Construction and Education. Additional support has been provided by the College and Career Center technician to ensure students are completing the steps to enroll in VVC and be able to earn the credits from their DE courses. There has been a concerted effort by the LOTE teachers to explicitly educate students on the qualifications for and the benefits of the Seal of Biliteracy.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
11th grade Summative ELA exam	2022-2023 Actual Outcome: Decline of 27.3 for an overall -70.4 DFS for all students Decline of 32.3 for an overall -156.2 DFS for English Learner students Decline of 43.2 for an overall -180.2 DFS for students with disabilities Decline of 28 for an overall -71.8 DFS for socioeconomically disadvantaged students Decline of 28.7 for an overall -63.4 DFS for Hispanic students Decline of 17.9 for an overall -102 DFS for African American students Decline of 2.5 for an overall -63.4 DFS for White students	2023-2024 expected outcome: Positive increase in DFS to -60 for all students Positive increase in DFS to -140 for English Learner students Positive increase in DFS to -165 DFS for students with disabilities Positive increase in DFS to -60 DFS for socioeconomically disadvantaged students Positive increase in DFS to -50 DFS for Hispanic students Positive increase in DFS to -80 DFS for African American students Positive increase in DFS to -60.23 DFS for White students
11th grade Summative Math exam	2022-2023 Actual Outcome: Decline of 5.5 for an overall -160.8 DFS for all students Increase of 18.7 for an overall -210.4 DFS for English Learner students Decline of 12 for an overall -253.9 DFS for students with disabilities Decline of 6.5 for an overall -162.4 DFS for socioeconomically disadvantaged students Decline of 4.5 for an overall -152.7 DFS for Hispanic students Decline of 4.3 for an overall -191.9 DFS for African American students Increase of 49.1 for an overall -139.9 DFS for White students	2023-2024 expected outcome: Positive increase in DFS to -150 for all students Positive increase in DFS to -195 DFS for English Learner students Positive increase in DFS to -240 DFS for students with disabilities Positive increase in DFS to -150 DFS for socioeconomically disadvantaged students Positive increase in DFS to -137 DFS for Hispanic students Positive increase in DFS to -175 DFS for African American students Positive increase in DFS to -132.90 DFS for White students
CDE English Learner Progress Indicator	2022-2023 Actual Outcome: Increase of 6.3 to an overall 44.2%	2023-2024 expected outcome: Increase of 7.11 to an overall 50%
College and Career Indicator	2022-2023 Actual Outcome: Low: All students 27.9% prepared Socioeconomically disadvantaged students 28.3% prepared African American 13.4% prepared Hispanic 32.1% prepared Very Low: English Learners 1.9% prepared Students with disabilities 5.1% prepared	2023-2024 expected outcome: 5% Increase in all Low and Very Low student groups: All students 33% prepared Socioeconomically disadvantaged students 33% prepared African American 18% prepared Hispanic 37% prepared English Learners 7% prepared Students with disabilities 10% prepared
STAR REN	2023-2024 Actual Outcome: For Math: Increase of 1.0 avg GE for all students Increase of 0.7 avg GE for EL students Increase of 0.8 avg GE for students with disabilities Increase of 1.0 avg GE for Hispanic students	2024-2025 Expected Outcome: For Math: Increase of 1.5 avg GE for all students Increase of 1.2 avg GE for EL students Increase of 1.3 avg GE for students with disabilities Increase of 1.5 avg GE for Hispanic students

	<p>Increase of 0.9 avg GE for African American students Increase of 1.3 avg GE for White students</p> <p>For Reading: Increase of 0.7 avg GE for all students Increase of 0.5 avg GE for EL students Increase of 0.7 avg GE for students with disabilities Increase of 0.7 avg GE for Hispanic students Increase of 0.7 avg GE for African American students Increase of 0.8 avg GE for White students</p>	<p>Increase of 1.4 avg GE for African American students Increase of 1.8 avg GE for White students</p> <p>For Reading: Increase of 1.2 avg GE for all students Increase of 1.0 avg GE for EL students Increase of 1.2 avg GE for students with disabilities Increase of 1.2 avg GE for Hispanic students Increase of 1.2 avg GE for African American students Increase of 1.3 avg GE for White students</p>
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide additional hours for Certificated and Classified staff to conduct progress meetings to decrease the number of 6+ year LTEL students, provide them with services/resources needed to be academically successful and increase the number of students earning the Seal of Biliteracy.(WASC Critical Area 1, LCAP Goal 1)	English Learner	4,962 Equity multiplier 2000-2999: Classified Personnel Salaries PAR for additional hours NTE 20 per semester for Bilingual Instructional Assistants participating in RFEP progress monitoring and parent/student meetings outside of their contractual duty day. 8,010 Equity multiplier 1000-1999: Certificated Personnel Salaries PAR for additional hours NTE 20 hours per semester for Certificated staff participating in Seal of Biliteracy and RFEP monitoring to include parent/student meetings outside of their contractual duty day.
1.2	Provide off campus professional development for Administration, Counselors, Support Staff and Teachers in areas that directly impact student achievement including but not limited to: First Best Instructional strategies, effective data analysis, EL strategies, AVID, Advanced Placement, Calif. Math Council Conferences: CMC South Math Conference and other Math related conferences, Good Teaching Conference, CADA, District Course Planning, NGSS & NTSA related workshops, PLC training, Annual Special Education Conference,	All Students	80,000 Title I 5000-5999: Services And Other Operating Expenditures Cost of training, lodging, flight, meals, mileage

	SELPA Workshops, RCOE/SBCSS teacher training, CFLTA/IEFLA Foreign Language workshops, etc. (WASC Critical Area 1, 2, 3 and 4 and 5, LCAP goal 1,2)		
1.3	Increase the number of students meeting college and career standards by providing on campus professional development for English and Math Teachers by Solution Tree for standards based grading and efficacy (WASC Critical Area 1, 2, 3 and 4 and 5, LCAP goal 1,2)	All Students	10,000 Equity multiplier 1000-1999: Certificated Personnel Salaries Costs of subs to provide pull out days for English and Math department to participate in PD and ongoing work. 45,000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Cost of contract to include on campus PD for all staff with standards based grading, efficacy and two pull out days for entire English and Math department.
1.4	Enhance the instructional strategy skills of teachers to improve literacy of all students through continuous on-campus professional development provided by Reading Apprenticeship. This training aims to equip educators with the tools to cultivate resilient, problem-solving, and collaborative learners. By instilling these qualities, students will be better prepared for college and career success, demonstrating proficiency in deciphering increasingly intricate texts, synthesizing information from various sources, and constructing evidence-based arguments. (WASC Critical Area 1, 2, 3 and 4 and 5, LCAP goal 1,2)	All Students	100,200 Equity multiplier 5000-5999: Services And Other Operating Expenditures Cost of contract to include on campus PD for all core subject teachers. 20,000 Equity multiplier 1000-1999: Certificated Personnel Salaries Costs of subs to provide pull out days for teachers to participate in PD and ongoing implementation.
1.5	Sustain the implementation of Professional Learning Communities (PLCs) by providing department teachers with structured time to intentionally collaborate about student mastery of standards. These sessions are dedicated to analyzing student performance data from both formative and summative assessments, including STAR/REN and IABs. This analysis informs instructional planning tailored to essential standards, plan for targeted interventions for students and incentives for student achievements. (WASC Critical Area 1, 2, 3 and 4 and 5, LCAP goal 1,2)	All Students	25,000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Incentives for students demonstrating mastery/growth in STAR REN/IABs 5,000 Equity multiplier 1000-1999: Certificated Personnel Salaries Costs of sub to provide teachers pull out days to complete the PLC work 7,500 Title I 5000-5999: Services And Other Operating Expenditures Cost of light refreshments for staff participating in pull out PD to increase student achievement in ELA/Math or

			College/Career Readiness during the day.
1.6	Increase student awareness and attainment of A-G through increased enrollment in AVID, CTE, Heritage/Legacy programs, Counselor and College/Career Center Technician presentations/workshops. (WASC Critical Area 1, 2, 3 and 4 and 5, LCAP goal 1,2,4)	All Students	<p>4,365 Title I 1000-1999: Certificated Personnel Salaries AVID Coordinator PAR NTE 40 hours per year for meetings and parent/student events that occur after the contractual school day. 7,340 Title I 1000-1999: Certificated Personnel Salaries AVID Site team member PAR NTE 30 hours per year for meetings and events that occur outside of their duty day. 2,500 Title I 5000-5999: Services And Other Operating Expenditures Light refreshments for AVID, College and Career events/recognition ceremonies. 25,000 Equity multiplier 2000-2999: Classified Personnel Salaries PAR for AVID Tutors NTE 200 hours per semester @ \$15.00 per hour. 25,000 District Funded 0001-0999: Unrestricted: Locally Defined Costs related to Heritage Program 25,000 District Funded 0001-0999: Unrestricted: Locally Defined Costs related to Legacy Program 3,000 Title I 2000-2999: Classified Personnel Salaries PAR for College and Career Center Technician to host evening events for Dual Enrollment, FAFSA and the like to increase student A-G attainment. 150,000 Equity multiplier 5000-5999: Services And Other Operating Expenditures</p>

			<p>Cost of field trips and subs 75,000 Equity multiplier 5800: Professional/Consulting Services And Operating Expenditures Costs of AVID trips to expose students to colleges throughout the year to include transportation and subs.</p>
1.7	<p>Provide students with graduation intervention courses during the day, after school tutoring and access to college testing to assist them in graduating on time with their cohort college and career ready to include: A-G remediation intervention, reteach/retest to demonstrate mastery of standards, CAASPP completion, AP test prep and writing workshops throughout the year. (WASC Critical Area 1, 2, 3 and 4 and 5, LCAP goal 1,2)</p>	All students	<p>45,000 Title I 5000-5999: Services And Other Operating Expenditures Transportation for after school intervention and test prep 25,000 Equity multiplier 1000-1999: Certificated Personnel Salaries PARS for Certificated staff to do after school reteach/retest, writing workshops and AP test prep throughout the year. 2,000 Title I 1000-1999: Certificated Personnel Salaries AP Test Coordinator PAR for the scheduling, ordering, monitoring of student payment and return of test materials. 2,000 Title I 1000-1999: Certificated Personnel Salaries College Board Testing Coordinator PAR for the scheduling, ordering and facilitating of College Board exams. 2,000 Title I 1000-1999: Certificated Personnel Salaries CAASPP testing coordinator to ensure students complete and are able to demonstrate proficiency towards becoming college ready. 30,000 Title I 2000-2999: Classified Personnel Salaries PARS for classified staff to supervise students in cocurricular and intervention activities that are designed to increase student sense of belonging, connectedness to</p>

			school and support for academic learning .
1.8	Purchase of consumable supplemental materials to improve instruction in A-G courses, increase student engagement and student academic performance including but not limited to: Supplemental textbooks, Edulastic, Kami, Snapwiz and the like. (WASC Critical Area 1 and 4, Goal 1,3)	All students	62,157 Title I 4000-4999: Books And Supplies Supplemental instructional materials for all content areas to include online subscriptions and programs.
1.9	Purchase/maintenance of technology/equipment to increase student 1:1 access and teacher utilization of District adopted curriculum and supplemental materials aligned to the CA State Standards (microphones, chrome books, laptops, computers, printers, scanner, toner). (WASC Critical Area 1 and 4, LCAP Goal 3)	All students	25,000 Title I 4000-4999: Books And Supplies Purchase of technology and peripheral equipment to include but not limited to chrome books, towers, toner, printers, keyboards, chords, headphone, cables etc. 60,000 Title I 4000-4999: Books And Supplies Asset tagged supplemental items to include audio visual items such as desktop computers for intervention classes, recording devices, tablets, calculators and the like.
1.10	Develop and implement a research-based initiative aimed at enhancing student achievement in English and math through outdoor learning experiences, leveraging proven research demonstrating the efficacy of outdoor education in enhancing student learning. This initiative will incorporate differentiated instructional strategies tailored to diverse learning needs, ensuring equitable access to academic success while capitalizing on the unique benefits of learning beyond traditional classroom settings. ((WASC Critical Area 1, 2, 3 and 4 and 5, LCAP goal 1,2)	All students	170,000 Equity multiplier 5800: Professional/Consulting Services And Operating Expenditures Purchase of outdoor supplementary educational resources to establish conducive learning environments for both students and educators, facilitating the implementation of differentiated instructional approaches to accommodate diverse learning modalities and optimize student engagement and academic achievement.
1.11			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The goal was to increase the number of students who are meeting or exceeding California state standards in ELA and Math while preparing them for college and career success.

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 decrease in the number of students meeting or exceeding state standards in ELA/Math however there was an increase in the number of students completing CTE pathways and taking 2 or more DE classes. The plan to have teacher leaders share best instructional strategies to the entire staff or facilitate by department did not occur as planned.

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.

Revise goal 1.1 to include provision of needed services/resources; increase PAR for BIA to 20 hours per semester.
Enhance goal 1.2 types of PD.
Eliminate 1.3 PARS for teacher leaders to offer PD on admin days as it was not used in the 22-23 SY.
Revise 1.5 to refine PLC work.
Eliminate 1.08 Provide all eligible 11th grade students with yearlong materials to support preparation for College Readiness Exams SAT.
Add goals (1.3, 1.4,1.7) based on the needs assessment, SPSA evaluation and stakeholder input for Equity Multiplier funds to support student literacy, writing, retesting to demonstrate mastery of standards and standards based grading.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions & Climate- Honor

All students will show an increase in positive school engagement and connectedness to staff through the increase of student access to support programs designed to assist with the development of their social emotional competencies, physical and mental health to support their academic achievement in a safe environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: The Victor Valley Union High School District will provide a rich academic program grounded in equity-based practices with measurable impact on middle and high school success indicators.

Goal 2: The Victor Valley Union High School District will provide a safe learning environment that supports a positive school climate for students and staff with high levels of community engagement.

Goal 3: The Victor Valley Union High School District will provide clean campuses, access to technology, sufficient instructional materials and highly qualified teachers at all school sites.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1. Implement SEL schoolwide to address students mental health needs as found by WASC.
2. Increase student and staff access to mental health support as identified by WASC and staff input.
3. Continue to decrease suspension/expulsions for all students with a focus on AA, His, and FY.
4. Offer more classes and programs to increase student positive school engagement and connectedness to staff that address their physical, mental, socio emotional and academic needs.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE Dashboard Suspension Data	<p>22-23: Overall all students had a decline of 4.8% to 7.7% of students being suspended at least one day. Foster Youth is the only red students group as indicated on the dashboard with an increase of 6.4% with 27.5% being suspended at least one day. In orange performance level Two or More Races had a decline of 10.1% with 11.3% of students being suspended at least one day and White students with a decline of 4% to 11.2% of students being suspended at least one day. Three student groups had a yellow performance indicator: African American students had a decline of 6% to 15.3% of students being suspended at least one day; Socioeconomically disadvantaged students had a decline of 4.6% with 8.1% of students being suspended at least one day and Students with Disabilities had a decline of 8.9% with 11.5% of students being suspended at least one day.</p>	<p>24-25: 5% decrease in suspensions for all identified student groups. Foster Youth - 22.5% Two or More Races- 6.3% White- 6.2% African American- 10.3% Socioeconomically disadvantaged- 3.1% Students with Disabilities- 6.5%</p>
Panorama Survey Results of Students	<p>The results of the Panorama survey from Fall 23/24 for students, staff and families were compared to the results of the 22/23 Spring survey:</p> <p>Students: The results of the Student Climate Survey indicated a growth in three of the six areas. Valuing of ELA & Math increased by 3 to 73%, Safety increased by 3 to 66% and the greatest increase was by 5 in Knowledge and Fairness of Discipline, Rules and Norms to 58%. The areas of decline were in Climate of Support for Academic Learning that had a decline of 1 to 69%, School connectedness declined by 3 to 45% and Teacher-Student Relationships declined by 3 to 39%. The areas of focus are Climate of Support for Academic Learning, Safety, School Connectedness and Teacher-Student Relationships.</p> <p>In the area of SEL, one of the four measured areas maintained a 68% favorable response rate in Self Management. Three of the four areas</p>	<p>24-25 Expected Outcome:</p> <p>Students: Increase student favorability responses by 5% in Climate of Support for Academic Learning, Safety, School Connectedness, Teacher-Student Relationships, Growth Mindset, Social awareness, Self Efficacy positive feelings and supportive relationships.</p> <p>Teachers and Staff: Increase of favorability in safety by 5% as measured by Teachers and Staff in Safety, Knowledge and Fairness of Discipline, Rules and Norms and Well-being.</p>

	<p>had a decline and are areas of focus: Growth Mindset declined 4 to 63%, Social Awareness declined 1 to 59% and Self-Efficacy decreased three to 44%.</p> <p>In Student Well-being, one of the three areas, Challenging Feelings increased to 53% and Supportive Relationships and Positive Feelings each decreased by 1 to 82% and 45% respectively. Positive Feelings and Supportive Relationships are areas of focus.</p> <p>Teachers and Staff: Of the five topics measured, there was a growth in two. School connectedness increased by 3 to 83% and Wellbeing had the greatest increase of 5 to 65%. The areas of decline are: Climate of Support for Academic Learning which declined by 2 to 90%, Knowledge and Fairness of Discipline, Rules and Norms declined by 7 to 64% and Safety declined by 5 to 53%. The areas of focus for Teachers and Staff are Safety, Knowledge and Fairness of Discipline, Rules and Norms and Well-being.</p>	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide an On Campus Intervention Counselor to provide targeted intervention for at promise students (LCAP Goal 2)	All Students	160,000 District Funded 1000-1999: Certificated Personnel Salaries Salary and benefits for Intervention Counselor and OCI Teacher.
2.2	Enhance student support for Academic Learning, School Connectedness, Teacher-Student Relationships, Self-Efficacy, Positive Emotions, and supportive relationships by strengthening our Multi-Tiered System of Support (MTSS). This will involve incorporating Jostens Renaissance positive rewards for demonstrating expected behaviors and academic advancement. Additionally, we will implement Social-Emotional Learning (SEL) initiatives school-wide, providing targeted interventions for Tier 2/3 students as part of our comprehensive approach to student well-being and success. (LCAP Goal 2)	All Students	65,000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Increase school wide recognition of students through Renaissance including incentives, certificates, patches, pins, educational study trips and the like. 20,000 Title I 5000-5999: Services And Other Operating Expenditures

			<p>Student planners printed with matrix that includes expectations, rules, norms and support. 1,400 Title I 2000-2999: Classified Personnel Salaries PBIS Lead stipend NTE 20 hours per year to complete TFI. 25,000 Equity multiplier 1000-1999: Certificated Personnel Salaries Costs related to schoolwide implementation of SEL to include conferences, subs, PARS for leads and ongoing implementation. 21,501 Equity multiplier 1000-1999: Certificated Personnel Salaries Cost of 1/6 to implement Renaissance</p>
2.3	<p>Increase BARR team to two teams to support 9th grade students including the weekly monitoring of students to assist with SEL, wellness support for behaviors in the class that affect learning (attendance, stress management, time management, organizational skills) and parent/student meeting to increase attendance, achievement and decrease referrals/suspensions. (LCAP goal 1, 2)</p>	All Students	<p>124,250 Title I 1000-1999: Certificated Personnel Salaries PAR for BARR NTE 80 hours per semester staff who will meet, monitor and intervene with at promise students and families.</p>
2.4	<p>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. (LCAP Goal 1, 3)</p>	SED, SWD, Foster, Homeless, AA, Hispanic	<p>30,000 Title I 4000-4999: Books And Supplies To support identified students in being able to access the curriculum and fully participate in the rigorous education provided by purchasing supplemental materials for student use including but not limited to: Supplemental instructional materials to support instruction and goal achievement as outlined in students Individualized Education Plans and student acquisition of organizational skills and study habits conducive to student academic success. This includes: toner for students to print projects, supplemental</p>

			materials for student use, calculators, graphing paper, copy paper, compasses, pencils, pens, glue, art supplies for classroom projects, staplers, binders, dividers, Dry Erase Markers, butcher paper, glitter, paint, composition notebooks etc
2.5	Support a student fitness lab accessible before and after school to promote physical activity, which is vital for enhancing student mental health. Improved mental and physical well-being are linked to better academic performance, making this resource essential for our students' overall success. (LCAP Goal 1, 3)	All Students	5,000 Title I 5000-5999: Services And Other Operating Expenditures Maintenance and supplies for the student fitness lab.
2.6	Establish community outreach through the enhancement of transportation infrastructure to foster a conducive environment for academic advancement, thereby mitigating student suspensions. This will be achieved by bolstering social awareness, cultivating a growth mindset, enhancing self-efficacy, and fostering supportive relationships through targeted home visits and the provision of necessary resources to address obstacles hindering student success. (LCAP Goal 1, 2, 3)	FY, AA, His, SWD	1,500,000 Equity multiplier 5000-5999: Services And Other Operating Expenditures 4 portables to increase house interventions such as MHC and Psychologists to increase access to and use of for students and staff. 360,000 Equity multiplier 2000-2999: Classified Personnel Salaries Hire two Psychologist that are dedicated to AHS to support students by addressing the barriers to their academic and emotional success. 40,000 Equity multiplier 5800: Professional/Consulting Services And Operating Expenditures Contract with Clay Solutions for FY, AA and His students. 23,400 Equity multiplier 1000-1999: Certificated Personnel Salaries Cost of 1/6 for teachers to implement FY intervention class. 15,000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Expenses related to fostering students' active engagement in school and participation in extracurricular activities encompass a variety of areas, including physical examinations, equipment, fees, nutrition, and

			addressing both their physical and emotional well-being. 100,000 Equity multiplier 6000-6999: Capital Outlay Cost of 2 vans to support student attendance, home visits and transportation to allow them to fully participate in extracurricular activities. 15,000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Cost of attending schoolwide culture conferences to include CADA and Jostens Renaissance.
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

While there was an increase in positive school engagement as measured by 5 Star and student the decrease in student suspensions, there was a decline in connectedness to staff.

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

The increase of student access to support programs designed to assist with the development of their social emotional competencies, physical and mental health to support their academic achievement in a safe environment did not yield the intended results therefore more efforts need to be made to implement SEL schoolwide in classes and provide targeted interventions to address the needs of specific groups of students.

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.

Enhanced 2.2 as PBIS does not do Tier 1, Renaissance will.
 Added 2.6 to address the needs of FY students.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Civic Engagement- Serve

Adelanto High School will continue to foster family and community involvement to support a safe campus and positive school climate through equitable practices that enhance student achievement and self-efficacy.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: The Victor Valley Union High School District will provide a safe learning environment that supports a positive school climate for students and staff with high levels of community engagement.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1. Increase the number of opportunities for families to participate in capacity building workshops/training that encourage sense of belonging at school and their ability to support their student academically and socially-emotionally.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Results of Families	The results of the Panorama survey from Fall 23/24 for students, staff and families were compared to the results of the 22/23 Spring survey. Of the five topics two had an increase. The greatest increase was in Knowledge and Fairness of Discipline, Rules and Norms by three to 71% and Climate of Support for Academic Learning by 1 to 90%. The greatest area of decline was by 9 to 72% in Safety. School Connectedness and Family engagement each had a decline of 1 to 89% and 9% respectively. The areas of focus for families are Family engagement and Safety.	Increase favorable responses for Family Engagement and Safety by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

3.1	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. (LCAP goal 2)	All Students	60,000 District Funded 2000-2999: Classified Personnel Salaries FEL salary
3.2	Offer parent resources and support during meetings such as CWTP, PIBE, SSC, and ELAC to enhance parental understanding of educational initiatives. Additionally, provide light refreshments at events to boost parental involvement and attendance. (LCAP goal 2)	All Students	3,500 Title I 5000-5999: Services And Other Operating Expenditures Light refreshments and incentives for family events 20,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Cost for Parent Education workshops
3.3	Postage to mail information home to parents/guardians to keep them informed, engaged and active participants in their students' education. (LCAP goal 2)	All Students	15,000 Unrestricted 5000-5999: Services And Other Operating Expenditures Postage MOE 30,000 Title I 5000-5999: Services And Other Operating Expenditures Postage to provide communication with families about student progress, IEP compliance, records and related mailings above and beyond the maintenance of effort discretionary base of \$15,000.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Despite offering many family engagement opportunities, there was a decline in favorable responses.

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

We wanted to offer ESL classes to our parents per their request but were unable to hire someone due the 60% pay rate.

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

The change will be to partner with other community service providers such as Probation and SRO to see what other means are available at low or no cost to provide families with the classes of high interest to them.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$567,012
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,680,085.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$567,012.00

Subtotal of additional federal funds included for this school: \$567,012.00

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 (\$)
District Funded	\$270,000.00
Equity multiplier	\$2,828,073.00
Unrestricted	\$15,000.00

Subtotal of state or local funds included for this school: \$3,113,073.00

Total of federal, state, and/or local funds for this school: \$3,680,085.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	270,000.00
Equity multiplier	2,828,073.00
Title I	567,012.00
Unrestricted	15,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	50,000.00
1000-1999: Certificated Personnel Salaries	439,866.00
2000-2999: Classified Personnel Salaries	484,362.00
4000-4999: Books And Supplies	177,157.00
5000-5999: Services And Other Operating Expenditures	2,123,700.00
5800: Professional/Consulting Services And Operating Expenditures	305,000.00
6000-6999: Capital Outlay	100,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	District Funded	50,000.00
1000-1999: Certificated Personnel Salaries	District Funded	160,000.00
2000-2999: Classified Personnel Salaries	District Funded	60,000.00

1000-1999: Certificated Personnel Salaries	Equity multiplier	137,911.00
2000-2999: Classified Personnel Salaries	Equity multiplier	389,962.00
5000-5999: Services And Other Operating Expenditures	Equity multiplier	1,915,200.00
5800: Professional/Consulting Services And Operating Expenditures	Equity multiplier	285,000.00
6000-6999: Capital Outlay	Equity multiplier	100,000.00
1000-1999: Certificated Personnel Salaries	Title I	141,955.00
2000-2999: Classified Personnel Salaries	Title I	34,400.00
4000-4999: Books And Supplies	Title I	177,157.00
5000-5999: Services And Other Operating Expenditures	Title I	193,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	20,000.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,046,034.00
Goal 2	2,505,551.00
Goal 3	128,500.00

School Site Council Membership

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

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

Name of Members	Role
Ebony Purcell	Principal
Demetrius Holmes	Classroom Teacher
Aleka Jackson Jarrell	Classroom Teacher
Roslyn Osnaya	Classroom Teacher
Roberto Espinoza	Other School Staff
Rosalyn Pineda	Other School Staff
Guadalupe Astorga	Parent or Community Member
Beth Simpkins	Parent or Community Member
Vashanti Atkins	Secondary Student
Alexa Fernandez	Secondary Student
Amani Alcazar	Secondary Student
Zuleica Patriz	Secondary Student

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




Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: Adelanto High School Safety Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 7, 2024.

Attested:

	Principal, Ebony Purcell on 05/07/2024
	SSC Chairperson, Ebony Purcell on 05/07/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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 Educational Partner 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <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/>

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