

School Year:

2025-26



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	April 30, 2025	June 24, 2025

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

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

Adelanto High School (AHS) has strategically developed its School Plan for Student Achievement (SPSA) to align with the Every Student Succeeds Act (ESSA), ensuring equitable access to high-quality education and reducing achievement disparities among historically underperforming student groups. The plan integrates federal, state, and local funding sources including Title I, Equity Multiplier, and Proposition 28 to support targeted interventions and instructional improvements that directly impact student success.

Throughout the development, implementation, and evaluation of the SPSA, stakeholder collaboration remains central. AHS actively engages teachers, students, families, and community partners through in-person meetings, surveys, and collaborative planning sessions. The school conducts data-driven reviews, focusing on the needs of student groups identified as requiring targeted support and improvement under ESSA and the California School Dashboard, including English Learners, Foster Youth, Socioeconomically Disadvantaged students, Students with Disabilities, African American, Hispanic, and Two or More Races students.

The SPSA is directly aligned with the Victor Valley Union High School District Local Control and Accountability Plan (LCAP), incorporating recommendations from WASC accreditation reports, district priorities, and state-mandated performance indicators. Key focus areas include academic growth in ELA and Math, college and career readiness, school climate improvements, and increased student engagement.

By leveraging evidence-based instructional strategies, professional development, and student support programs, AHS remains committed to ensuring measurable progress in student achievement, fostering a positive learning environment, and preparing all students for postsecondary success.

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

Adelanto High School (AHS) engaged a diverse group of stakeholders in the development and annual review of the School Plan for Student Achievement (SPSA) to ensure alignment with student needs and schoolwide improvement goals. Nearly 1,000 students, staff, and parents participated in a Google Form survey, representing a predominantly Black and Hispanic demographic, including English Learners (ELs), students with IEPs, Foster Youth (FY), homeless students, and low-income families. Additional feedback was gathered through Coffee with the Principal, student forums, and leadership meetings to identify key priorities for improvement.

How & When Input Was Collected

January 2025: A Google Form survey was distributed to all stakeholders to gather input on instructional needs, school climate, and student support services.

February 2025: Coffee with the Principal: Parents shared concerns about the need for increased access to mental health support and enhancements to student recognition events, such as expanded food truck rewards.

Student Forums: Students advocated for expanding zero-period classes, additional Culinary courses, and a new Multipurpose Room for testing and engagement activities.

Comprehensive Needs Assessment (CNA) results were shared with staff to align priorities and inform the 2025-2026 SPSA draft.

March 2025: The 2025-2026 SPSA draft was developed based on stakeholder feedback.

April 30, 2025, the School Site Council (SSC) reviewed and approved the final draft of the SPSA.

Key Stakeholder Priorities Identified:

Academic Support & Intervention: Stakeholders emphasized the need for expanded test-taking skills instruction and reteach/retest opportunities to reduce test anxiety and improve student performance.

Strategies to improve ELA performance:

Professional development on The Pathway Project (a reading/writing intervention for EL teachers) (20%).

NewsELA-based reading support in ELD I/II and ELD High School classes (14.6%).

Building comprehension through explicit vocabulary instruction, background knowledge, and frequent checks for understanding (14.2%).

Teacher compensation for reteach/retest sessions (13.6%).

Use of digital tools/apps to support reading, writing, and vocabulary (6.1%).

Installation of a free book vending machine to promote independent reading (5.4%).

Culturally relevant and inclusive literature to expose students to diverse perspectives (4.6%).

Expansion of formative assessments to guide student comprehension and writing (3.5%).

Continuation of the Renaissance program to improve teacher morale, academic achievement, and character development (2.7%).

Strategies to improve Math performance:

Math Collaborative Learning PD to structure problem-solving discussions (9.5%).

Differentiated Math Instruction PD to help teachers tailor instruction (5.8%).

Math technology integration PD (graphing calculators, apps, online platforms) (5.5%).

Staff compensation for reteach/retest and A-G intervention (4%).

Student incentives for mastery of STAR REN/IAB assessments (3.2%).

Data-driven instruction PD for assessment analysis and instructional adjustments (2.7%).

Facilities Expansion: 92.4% of respondents supported the construction of an additional building to provide more classroom space and resources, believing it would significantly improve student performance.

These stakeholder insights were instrumental in shaping school improvement strategies, ensuring that the 2025-2026 SPSA reflects student, parent, and staff priorities. As a result, the plan includes:

Expanded reteach/retest interventions.

Increased academic supports for ELs and struggling students.

Professional development to improve instructional effectiveness.

Enhanced student recognition programs through Renaissance.

Greater emphasis on facilities expansion to meet student needs.

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 academic achievement, extracurricular participation, technology access, mental health support, and English Learner (EL) interventions. Many of these challenges stem from geographic location, socioeconomic demographics, and limitations in transportation, instructional resources, and student support services. The Comprehensive Needs Assessment identified key areas where targeted interventions and resource allocations are needed to ensure equitable opportunities for all students.

Limited Transportation & Access to Academic Support

More than 75% of students rely on district transportation, which restricts participation in advanced coursework, zero-period classes, and extracurricular activities due to lack of transportation before or after regular school hours.

While a late bus is available for after-school A-G intervention, including structured test preparation workshops and reteach/retest support, many students still struggle to access consistent academic interventions.

Due to these constraints, support for struggling students must be offered during the school day through programs like APEX and Graduation Credit Recovery.

Technology & Instructional Materials

Many low-income students lack personal technology outside of school, limiting their ability to complete assignments requiring internet access, digital tools, or research resources.
Gaps in culturally relevant and inclusive literature prevent students from accessing diverse perspectives that enhance critical thinking and comprehension skills.
Stakeholders identified a need for digital tools and adaptive learning software to improve literacy, writing, and math comprehension, supporting student engagement and individualized learning.

Inadequate Mental Health & Wellness Support

A high number of students require counseling, therapy, and other social-emotional support services, but limited personnel and space make it difficult to fully meet student needs.
New construction plans will allow AHS to expand mental health services, improving student well-being and readiness for college and careers.

Limited Targeted Academic Support for ELs & LTELs

Survey responses highlighted a need for stronger literacy interventions, with 20% of respondents supporting the Pathway Project, a reading and writing intervention for EL students.
14.6% of stakeholders identified the need to implement NewsELA-based reading support in ELD I/II and ELD High School support classes to improve reading comprehension and vocabulary acquisition.
14.2% of responses emphasized the importance of explicit vocabulary instruction, background knowledge-building, and frequent comprehension checks to enhance EL learning.

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 Learner Progress, Mathematics

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.

ELA Performance African American students, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
Math Performance African American students, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
College/Career African American students, English Learners, Long Term English Learners, Students with Disabilities
Graduation Rate English Learners, Students with Disabilities
Suspension Rate African American and Foster Youth

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 D/F quarter and semester grades
Increase student attendance and engagement in positive extracurricular activities
Expand reteach/retest opportunities and formative assessments to provide targeted instructional support to help increase A-G attainment

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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.18%	0.18%	%	4	4	
African American	19.7%	20.05%	%	438	447	
Asian	0.49%	0.54%	%	11	12	
Filipino	0.27%	0.18%	%	6	4	
Hispanic/Latino	70.99%	70.97%	%	1578	1582	
Pacific Islander	0.49%	0.40%	%	11	9	
White	3.24%	2.96%	%	72	66	
Two or More Races	3.42%	3.59%	%	76	80	
Not Reported	1.21%	1.12%	%	27		
Total Enrollment				2223	2229	

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	597	576	
Grade 10	588	589	
Grade 11	538	575	
Grade 12	500	489	
Total Enrollment	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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	274	299		13.0%	13.4%	
Fluent English Proficient (FEP)	639	602		28.7%	27.0%	
Reclassified Fluent English Proficient (RFEP)	24			8.76%		

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	457	470	506	438	431	490	433	411	490	95.8	91.7	96.8
All Grades	457	470	506	438	431	490	433	411	490	95.8	91.7	96.8

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2539.	2529.	2552.	9.01	10.22	16.33	29.79	26.28	26.33	26.33	21.41	25.31	34.87	42.09	32.04
All Grades	N/A	N/A	N/A	9.01	10.22	16.33	29.79	26.28	26.33	26.33	21.41	25.31	34.87	42.09	32.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	14.85	11.48	17.14	55.92	57.91	52.86	29.23	30.61	30.00
All Grades	14.85	11.48	17.14	55.92	57.91	52.86	29.23	30.61	30.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	14.65	13.12	19.18	55.35	50.92	50.41	30.00	35.96	30.41
All Grades	14.65	13.12	19.18	55.35	50.92	50.41	30.00	35.96	30.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	9.28	10.10	11.02	66.13	68.43	69.80	24.59	21.46	19.18
All Grades	9.28	10.10	11.02	66.13	68.43	69.80	24.59	21.46	19.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	9.26	12.34	14.29	64.35	64.48	64.29	26.39	23.17	21.43
All Grades	9.26	12.34	14.29	64.35	64.48	64.29	26.39	23.17	21.43

Conclusions based on this data:

1. There is a need to increase the percentage of students meeting and exceeding standards.
2. There are persistent performance gaps among English Learners, Students with Disabilities, and African American students, underscoring the need for intensified Tier 1 instruction, language development supports, and differentiated intervention. Emphasis should also be placed on strengthening students' ability to analyze complex texts, construct evidence-based writing, and engage in academic discourse aligned to grade level standards

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	457	470	506	431	409	496	430	407	496	94.3	87.0	98
All Grades	457	470	506	431	409	496	430	407	496	94.3	87.0	98

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2470.	2485.	2475.	2.33	2.21	2.82	3.95	7.37	6.45	19.07	18.18	16.73	74.65	72.24	73.99
All Grades	N/A	N/A	N/A	2.33	2.21	2.82	3.95	7.37	6.45	19.07	18.18	16.73	74.65	72.24	73.99

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.26	2.70	3.43	27.91	25.31	26.41	68.84	71.99	70.16
All Grades	3.26	2.70	3.43	27.91	25.31	26.41	68.84	71.99	70.16

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.49	2.71	2.62	58.84	61.58	55.65	37.67	35.71	41.73
All Grades	3.49	2.71	2.62	58.84	61.58	55.65	37.67	35.71	41.73

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.49	3.44	2.82	58.37	57.25	58.87	38.14	39.31	38.31
All Grades	3.49	3.44	2.82	58.37	57.25	58.87	38.14	39.31	38.31

Conclusions based on this data:

1. There is a need to increase the percentage of students meeting and exceeding standards.
2. English Learners, Students with Disabilities, and African American students performed two or more levels below the "All Students" group. To address this, PLCs have prioritized the use of Interim Assessment Blocks (IABs) and Focused IABs (FIABs) to identify learning gaps, guide reteaching, and strengthen alignment to grade level standards. This approach ensures that instruction remains responsive and data-informed, targeting conceptual understanding and skill development across all math domains.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1529.3	1539.2	1520.5	1530.0	1539.2	1518.2	1528.1	1538.6	1522.3	70	84	84
10	1539.1	1538.3	1536.8	1537.0	1538.0	1533.5	1540.8	1538.1	1539.6	74	78	80
11	1535.1	1556.4	1531.3	1527.6	1556.3	1533.0	1541.9	1555.9	1529.1	34	59	70
12	1543.4	1542.9	1579.8	1539.5	1549.1	1590.4	1546.9	1536.1	1568.7	43	37	46
All Grades										221	258	280

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	8.70	10.71	7.32	28.99	36.90	28.05	34.78	38.10	42.68	27.54	14.29	21.95	69	84	82
10	13.51	15.38	10.13	29.73	29.49	39.24	32.43	33.33	34.18	24.32	21.79	16.46	74	78	79
11	8.82	15.25	12.86	23.53	37.29	24.29	35.29	28.81	31.43	32.35	18.64	31.43	34	59	70
12	9.30	10.81	22.22	37.21	35.14	37.78	30.23	29.73	35.56	23.26	24.32	4.44	43	37	45
All Grades	10.45	13.18	11.96	30.00	34.50	31.88	33.18	33.33	36.23	26.36	18.99	19.93	220	258	276

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	14.49	28.57	18.29	42.03	41.67	46.34	23.19	17.86	15.85	20.29	11.90	19.51	69	84	82
10	22.97	30.77	31.65	43.24	32.05	40.51	16.22	17.95	13.92	17.57	19.23	13.92	74	78	79
11	20.59	30.51	32.86	26.47	33.90	25.71	35.29	25.42	17.14	17.65	10.17	24.29	34	59	70
12	27.91	32.43	40.00	37.21	27.03	40.00	18.60	29.73	15.56	16.28	10.81	4.44	43	37	45
All Grades	20.91	30.23	29.35	39.09	34.88	38.41	21.82	21.32	15.58	18.18	13.57	16.67	220	258	276

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	7.25	2.38	1.22	14.49	23.81	18.29	27.54	42.86	26.83	50.72	30.95	53.66	69	84	82
10	2.70	3.85	2.53	27.03	19.23	22.78	32.43	38.46	41.77	37.84	38.46	32.91	74	78	79
11	2.94	3.39	4.29	17.65	22.03	7.14	32.35	42.37	37.14	47.06	32.20	51.43	34	59	70
12	2.33	2.70	11.11	13.95	8.11	15.56	48.84	40.54	46.67	34.88	48.65	26.67	43	37	45
All Grades	4.09	3.10	3.99	19.09	19.77	16.30	34.09	41.09	36.96	42.73	36.05	42.75	220	258	276

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	4.35	9.52	4.88	68.12	69.05	69.51	27.54	21.43	25.61	69	84	82
10	2.70	8.97	5.06	74.32	62.82	72.15	22.97	28.21	22.78	74	78	79
11	0.00	3.39	4.29	64.71	66.10	51.43	35.29	30.51	44.29	34	59	70
12	2.33	0.00	8.89	62.79	59.46	66.67	34.88	40.54	24.44	43	37	45
All Grades	2.73	6.59	5.43	68.64	65.12	65.22	28.64	28.29	29.35	220	258	276

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	62.32	79.76	61.73	18.84	10.71	22.22	18.84	9.52	16.05	69	84	81
10	62.16	74.36	69.62	24.32	7.69	17.72	13.51	17.95	12.66	74	78	79
11	50.00	74.58	62.86	41.18	16.95	15.71	8.82	8.47	21.43	34	59	70
12	69.77	75.68	86.67	18.60	13.51	11.11	11.63	10.81	2.22	43	37	45
All Grades	61.82	76.36	68.36	24.09	11.63	17.45	14.09	12.02	14.18	220	258	275

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	11.59	9.52	4.88	31.88	40.48	36.59	56.52	50.00	58.54	69	84	82
10	9.46	10.26	7.59	43.24	42.31	49.37	47.30	47.44	43.04	74	78	79
11	5.88	6.78	5.71	38.24	45.76	31.43	55.88	47.46	62.86	34	59	70
12	4.65	5.41	13.33	39.53	35.14	55.56	55.81	59.46	31.11	43	37	45
All Grades	8.64	8.53	7.25	38.18	41.47	42.03	53.18	50.00	50.72	220	258	276

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	1.19	0.00	66.67	82.14	60.98	33.33	16.67	39.02	69	84	82
10	0.00	1.28	0.00	77.03	69.23	79.75	22.97	29.49	20.25	74	78	79
11	11.76	5.08	2.86	58.82	74.58	62.86	29.41	20.34	34.29	34	59	70
12	11.63	0.00	2.22	62.79	67.57	84.44	25.58	32.43	13.33	43	37	45
All Grades	4.09	1.94	1.09	68.18	74.42	70.65	27.73	23.64	28.26	220	258	276

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

Student Population

The 2024 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 information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,229	84%	13.4%	2.2%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	299	13.4%
Foster Youth	50	2.2%
Homeless	25	1.1%
Socioeconomically Disadvantaged	1,873	84%
Students with Disabilities	394	17.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	447	20.1%
American Indian	4	0.2%
Asian	12	0.5%
Filipino	4	0.2%
Hispanic	1,582	71%
Two or More Races	80	3.6%
Pacific Islander	9	0.4%
White	66	3%

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

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Green

Mathematics



Orange

English Learner Progress



Orange

College/Career



Green

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>28.2 points below standard</p> <p>Increased 42.2 points</p> <p>470 Students</p>	<p>English Learners</p> <p>Orange</p> <p>108.0 points below standard</p> <p>Increased 48.2 points</p> <p>66 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>107.9 points below standard</p> <p>Increased 42.0 points</p> <p>50 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>31.4 points below standard</p> <p>Increased 40.4 points</p> <p>399 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>122.4 points below standard</p> <p>Increased 57.9 points</p> <p>82 Students</p>	<p>African American</p>  <p>Orange</p> <p>49.0 points below standard</p> <p>Increased 53.0 points</p> <p>80 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>21.3 points below standard</p> <p>Increased 42.1 points</p> <p>358 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>58.9 points below standard</p> <p>Increased 22.5 points</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>

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

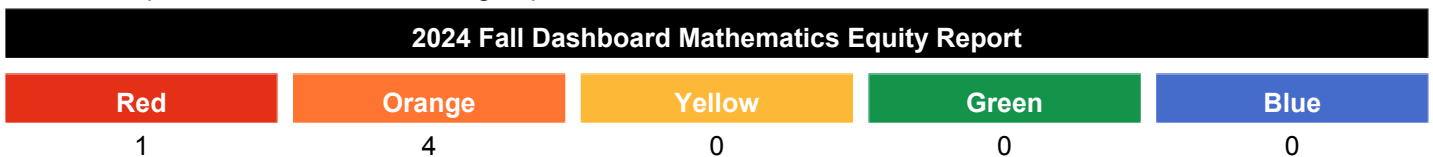
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>147.1 points below standard</p> <p>Increased 13.7 points</p> <p>470 Students</p>	<p>English Learners</p> <p>Red</p> <p>209.7 points below standard</p> <p>Maintained 0.8 points</p> <p>68 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>207.1 points below standard</p> <p>Increased 15.7 points</p> <p>51 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>148.3 points below standard</p> <p>Increased 14.1 points</p> <p>399 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>211.2 points below standard</p> <p>Increased 42.6 points</p> <p>81 Students</p>	<p>African American</p>  <p>Orange</p> <p>178.5 points below standard</p> <p>Increased 13.4 points</p> <p>80 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>139.4 points below standard</p> <p>Increased 13.4 points</p> <p>359 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>154.1 points below standard</p> <p>Increased 37.2 points</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 40% making progress. Number Students: 250 Students	Long-Term English Learner Progress  Orange 41.4% making progress. Number Students: 215 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 25.2%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 34.8%	Maintained ELPI Level 4 3.6%	Progressed At Least One ELPI Level 36.4%

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 2024 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.

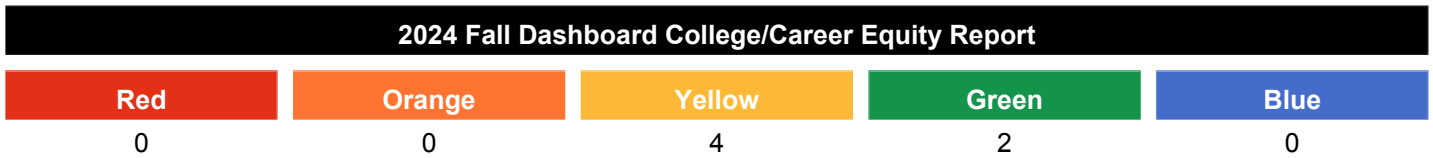
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>39.3 Prepared</p> <p>Increased 11.3</p> <p>489 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>12.9 Prepared</p> <p>Increased 11</p> <p>70 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>14.8 Prepared</p> <p>Increased 14.8</p> <p>54 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>23.1 Prepared</p> <p>0</p> <p>13 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>27.3 Prepared</p> <p>Increased 6.6</p> <p>22 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>38.1 Prepared</p> <p>Increased 9.8</p> <p>454 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>12.1 Prepared</p> <p>Increased 7</p> <p>91 Students</p>	<p>African American</p>  <p>Yellow</p> <p>31.4 Prepared</p> <p>Increased 18</p> <p>118 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>43.1 Prepared</p> <p>Increased 10.9</p> <p>332 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>29.4 Prepared</p> <p>Increased 18.3</p> <p>17 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>25 Prepared</p> <p>Increased 10.7</p> <p>12 Students</p>

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 Graduation Rate

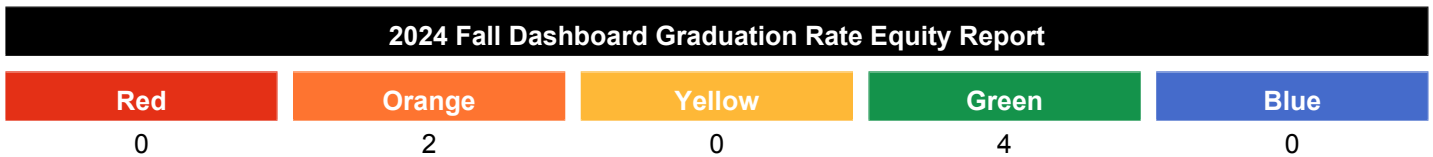
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>91% graduated</p> <p>Maintained 0.5%</p> <p>491 Students</p>	<p>English Learners</p> <p> Orange</p> <p>81.7% graduated</p> <p>Declined 1.3%</p> <p>71 Students</p>	<p>Long-Term English Learners</p> <p> Green</p> <p>87.3% graduated</p> <p>Increased 3.9%</p> <p>55 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>86.7% graduated</p> <p>15 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>90.9% graduated</p> <p>Increased 8.2%</p> <p>22 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>91.2% graduated</p> <p>Maintained 0.6%</p> <p>456 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>79.6% graduated</p> <p>Declined 1%</p> <p>93 Students</p>	<p>African American</p>  <p>Green</p> <p>89.1% graduated</p> <p>Increased 4.5%</p> <p>119 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>92.2% graduated</p> <p>Maintained 0.1%</p> <p>333 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>94.1% graduated</p> <p>Increased 5.2%</p> <p>17 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>75% graduated</p> <p>Declined 10.7%</p> <p>12 Students</p>

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

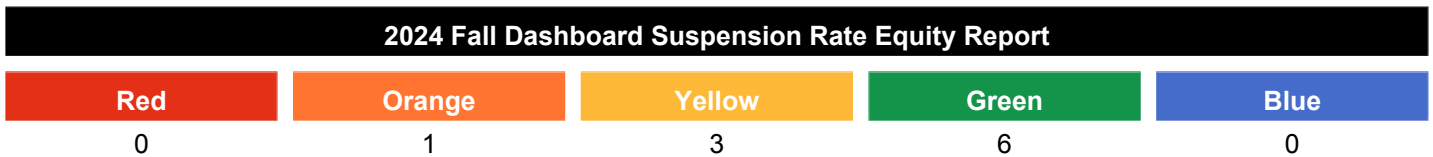
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>4.5% suspended at least one day</p> <p>Declined 3.2%</p> <p>2572 Students</p>	<p>English Learners</p> <p>Green</p> <p>3.5% suspended at least one day</p> <p>Declined 1.5%</p> <p>370 Students</p>	<p>Long-Term English Learners</p> <p>Green</p> <p>3.9% suspended at least one day</p> <p>Declined 2.2%</p> <p>304 Students</p>
<p>Foster Youth</p> <p>Orange</p> <p>11.2% suspended at least one day</p> <p>Declined 16.3%</p> <p>89 Students</p>	<p>Homeless</p> <p>Green</p> <p>5.1% suspended at least one day</p> <p>Declined 15.4%</p> <p>39 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>4.6% suspended at least one day</p> <p>Declined 3.5%</p> <p>2207 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>6.6% suspended at least one day</p> <p>Declined 4.9%</p> <p>452 Students</p>	<p>African American</p>  <p>Yellow</p> <p>10.1% suspended at least one day</p> <p>Declined 5.3%</p> <p>526 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>12 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>2.7% suspended at least one day</p> <p>Declined 2.4%</p> <p>1816 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>8.9% suspended at least one day</p> <p>Declined 2.4%</p> <p>124 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>White</p>  <p>Green</p> <p>2.7% suspended at least one day</p> <p>Declined 8.6%</p> <p>75 Students</p>

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 meeting or exceeding standards in English Language Arts, Mathematics and Science, as measured by the 11th grade CAASPP and CAST, while also improving English Learner progress and college and career readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: 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: Victor Valley Union High School District will provide an equity centered safe learning environment that supports a positive school climate with family engagement, student and staff success and parent involvement.

Goal 3: Victor Valley Union High School District will provide clean campuses, access to technology, sufficient instructional materials and appropriately credentialed teachers and support staff at all school sites.

Goal 4: VVUHSD will increase and improve services for African American students district wide dashboard DFS/Suspension rate reduction.

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.

Adelanto High School demonstrated overall improvement across all performance areas in 2023-2024, successfully eliminating all Red performance indicators. However Mathematics, and English Learner Progress remain in the Orange performance category, indicating areas that still require significant improvement, particularly for historically underserved student groups. Though yellow, English remains a focus for Adelanto High School.

English Language Arts, English Learner and Mathematics Performance:

Overall, AHS increased by 42.2 points in English, reflecting notable progress in literacy skills and Math scores increased by 13.7 points. Despite this growth, several student groups remained in Orange, including African American, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities indicating persistent achievement gaps that require continued intervention and support.

The actions that were taken to increase performance in these areas:

English:

Reading Apprenticeship Professional Development: Teachers received training to improve literacy instruction, focusing on reading comprehension and writing strategies.

Teacher Collaboration & Curriculum Development: Teachers were provided pull-out days to identify essential standards, develop aligned lessons, and analyze student data in PLCs, ensuring targeted instruction and improved student outcomes.

Expanded Formative Assessment Practices: Teachers were supported in using formative assessments and timely feedback to improve student comprehension and writing skills.

Increased Use of IAB & FIAB Assessments: Teachers implemented Interim Assessment Blocks (IAB) and Focused Interim Assessment Blocks (FIAB) to increase student familiarity with test formats, reduce test anxiety, and provide data-driven instructional adjustments.

Supplemental Instructional Materials: The school purchased consumable supplemental materials such as Edulastic, Kami, and Snapwiz to enhance instruction in A-G courses and increase student engagement.

Reteach/Retest Opportunities: Additional reteach and retest sessions were provided before and after school, with transportation support, ensuring students had opportunities to master ELA standards.

English Learner:

Seal of Biliteracy & LTEL Support: Additional hours were allocated for certificated and classified staff to conduct progress monitoring meetings for LTEL students and support their path to reclassification.

Expanded Professional Development for EL Teachers: EL strategies were reinforced through off-campus PD for teachers, focusing on first-best instructional strategies, data analysis, and EL-specific teaching methodologies through Ellevation.

After-School Support & Tutoring: Staff were offered compensation for providing additional support before and after school through reteach/retest sessions and tutoring to improve EL student outcomes.

Mathematics:

Teacher Collaboration & Curriculum Development: Teachers were provided pull-out days to identify essential standards, develop aligned lessons, and analyze student data in PLCs, ensuring targeted instruction and improved student outcomes

Increased Use of IAB & FIAB Assessments: Teachers implemented Interim Assessment Blocks (IAB) and Focused Interim Assessment Blocks (FIAB) to increase student familiarity with test formats, reduce test anxiety, and provide data-driven instructional adjustments

Extended Learning Opportunities: Students were given access to before and after school reteach/retest sessions and A-G intervention programs to improve mastery of math content.

College and Career Readiness:

Adelanto High School has demonstrated notable progress in college and career readiness, with the percentage of students identified as "Prepared" increasing by 11.3% overall, reaching 39.3% in the 2023-2024 academic year. Notably, African American students saw an 18% increase, English Learners improved by 11%, and Long-Term English Learners (LTEL) experienced a 14.8% increase. Despite these gains, significant gaps persist, particularly among English Learners (12.9% Prepared), Students with Disabilities (12.1% Prepared), and Socioeconomically Disadvantaged students (38.1% Prepared).

Actions Taken to Improve College and Career Readiness include:

A-G Completion Support:

Expanded Reteach/Retest Opportunities: Provided before and after school reteach and retest sessions with transportation support to help students master A-G coursework and decrease D/F.

Counseling and College & Career Center Support: Counselors and the College and Career Center Technician provided targeted student workshops to increase A-G completion awareness, enrolled students in APEX/Acellus to remediate D/F grades.

A-G mentoring: Implemented interventions for students at risk of failing A-G courses, ensuring they remain on track for college eligibility.

CTE Pathway Completion:

Automatic Scheduling for CTE Pathways: Counselors proactively enrolled students into the second year of a CTE pathway if they earned a "C" or better in their concentrator course.

Field Trips and Industry Exposure: Funded educational study trips for students to engage with industry professionals and explore CTE-related careers.

Expanded Career Technical Education Offerings: Increased the number of students accessing CTE courses by providing additional sections and improving program alignment with workforce demands.

Dual Enrollment and College Preparedness:

Increased Dual Enrollment Course Offerings: Expanded opportunities for students to take dual enrollment courses during the school day in English, Fine Arts, Construction, Education and Math.

Dedicated College Application and FAFSA Workshops: Hosted evening and in-school events to assist students and families with FAFSA completion, college applications, and scholarship opportunities.

College Readiness Testing Support: Provided resources and guidance for AP test preparation, CAASPP, and other college entrance exams.

Achievement Recognition for College & Career Readiness:

Seal of Biliteracy and LTEL Support: Expanded staff support for LTEL progress monitoring and Seal of Biliteracy eligibility.

AVID Program Expansion: Increased student participation in AVID, a program designed to support college-bound students with academic and organizational skills.

College Exposure through AVID Trips: Allocated funding for AVID students to visit multiple colleges throughout the school year.

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	2023-2024 Actual Outcome: All students increased 42.2 points to -28.2 DFS African American students increased 53 points to -49 DFS English Learner (EL) students increased 48.2 points to -108 DFS Hispanic students increased 42.2 points to -50 DFS Long-Term English Learner (LTEL) students increased 42 points to -107.9 DFS Socioeconomically Disadvantaged (SED) students increased 42.2 points to -28.2 DFS Students with Disabilities (SWD) increased 57.9 points to -122.4 DFS White students increased 42.2 points to -60.23 DFS	All students: Improve by 10 points to -18.2 DFS African American students: Improve by 10 points to -39 DFS English Learner (EL) students: Improve by 10 points to -98 DFS Hispanic students: Improve by 10 points to -40 DFS Long-Term English Learner (LTEL) students: Improve by 10 points to -97.9 DFS Socioeconomically Disadvantaged (SED) students: Improve by 10 points to -18.2 DFS Students with Disabilities (SWD): Improve by 10 points to -112.4 DFS White students: Improve by 10 points to -50.23 DFS
11th grade Summative Math exam	2023-2024 Actual Outcome: All students increased 13.7 points to -147.1 DFS	All students: Improve by 10 points to -137.1 DFS African American students: Improve by 10 points to -168.5 DFS

	<p>African American students increased 13.4 points to -178.5 DFS</p> <p>English Learner (EL) students maintained 0.8 points at -209.7 DFS</p> <p>Hispanic students increased 13.4 points to -139.4 DFS</p> <p>Long-Term English Learner (LTEL) students increased 15.7 points to -207.1 DFS</p> <p>Socioeconomically Disadvantaged (SED) students increased 14.1 points to -148.3 DFS</p> <p>Students with Disabilities (SWD) increased 42.6 points to -211.2 DFS</p>	<p>English Learner (EL) students: Improve by 10 points to -199.7 DFS</p> <p>Hispanic students: Improve by 10 points to -129.4 DFS</p> <p>Long-Term English Learner (LTEL) students: Improve by 10 points to -197.1 DFS</p> <p>Socioeconomically Disadvantaged (SED) students: Improve by 10 points to -138.3 DFS</p> <p>Students with Disabilities (SWD): Improve by 10 points to -201.2 DFS</p>
CDE School Dashboard English Learner Progress Indicator	<p>2023-2024 Actual Outcome:</p> <p>All students declined 4.2% to 40% making progress toward English proficiency</p>	<p>Increase by 5% to 45% of English Learners making progress toward English proficiency</p>
CDE School Dashboard College and Career Indicator	<p>2023-2024 Actual Outcome:</p> <p>All students increased 11.3% to 39.3% prepared</p> <p>African American students increased 18% to 31.4% prepared</p> <p>English Learner (EL) students increased 11% to 12.9% prepared</p> <p>Hispanic students increased 10.9% to 43.1% prepared</p> <p>Long-Term English Learner (LTEL) students increased 14.8% to 14.8% prepared</p> <p>Socioeconomically Disadvantaged (SED) students increased 9.8% to 38.1% prepared</p> <p>Students with Disabilities (SWD) increased 7% to 12.1% prepared</p>	<p>All students: Increase by 7% to 46.3% prepared</p> <p>African American students: Increase by 7% to 38.4% prepared</p> <p>English Learner (EL) students: Increase by 5% to 17.9% prepared</p> <p>Hispanic students: Increase by 7% to 50.1% prepared</p> <p>Long-Term English Learner (LTEL) students: Increase by 5% to 19.8% prepared</p> <p>Socioeconomically Disadvantaged (SED) students: Increase by 7% to 45.1% prepared</p> <p>Students with Disabilities (SWD): Increase by 5% to 17.1% prepared</p>
CDE School Dashboard CAST	<p>Note: The 2023-2024 CAST results were informational only and will officially be incorporated into the California School Dashboard metrics next year. These baseline scores will served as the foundation for targeted improvement efforts in 2024-2025.</p> <p>All students: 25.1 DFS</p> <p>African American students: 29.9 DFS</p> <p>English Learner (EL) students: 33.2 DFS</p> <p>Hispanic students: 23.4 DFS</p> <p>Long-Term English Learner (LTEL) students: 33.8 DFS</p> <p>Two or More Races: 28.3 DFS</p> <p>Socioeconomically Disadvantaged (SED) students: 24.8 DFS</p> <p>Students with Disabilities (SWD): 34.6 DFS</p> <p>White students: 33.3 DFS</p>	<p>All students: Improve by 10 points to 15.1 DFS</p> <p>African American students: Improve by 10 points to 19.9 DFS</p> <p>English Learner (EL) students: Improve by 10 points to 23.2 DFS</p> <p>Hispanic students: Improve by 10 points to 13.4 DFS</p> <p>Long-Term English Learner (LTEL) students: Improve by 10 points to 23.8 DFS</p> <p>Two or More Races: Improve by 10 points to 18.3 DFS</p> <p>Socioeconomically Disadvantaged (SED) students: Improve by 10 points to 14.8 DFS</p> <p>Students with Disabilities (SWD): Improve by 10 points to 24.6 DFS</p> <p>White students: Improve by 10 points to 23.3 DFS</p>

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 102L)	English Learner	<p>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, ELPAC testing and parent/student meetings outside of their contractual duty day.</p> <p>24,398 Equity multiplier 1000-1999: Certificated Personnel Salaries Additional prep period for ELD Coordinator to facilitate progress monitoring meetings, student intervention planning, and reclassification support, ensuring targeted services for Long-Term English Learners (LTELs) and increasing Seal of Biliteracy attainment.</p>
1.2	<p>Provide structured pull-out days and professional development opportunities for Administration, Counselors, Support Staff, and Teachers to enhance student achievement and instructional effectiveness. This includes but is not limited to:</p> <p>Essential Standards and Assessment Alignment: Identify and refine essential standards to align instruction with state expectations and student learning needs. Develop and analyze common formative and summative assessments to monitor student progress and adjust instruction accordingly. Plan reteach/retest interventions based on assessment data to provide targeted support for struggling students.</p> <p>Professional Learning Communities (PLCs) and Co-Teaching/Push In teacher collaboration: Collaborate in PLCs and Co-Teaching teams to improve lesson design, intervention strategies, and differentiated instruction. Increase teacher collaboration in standardized test preparation, including the review of Interim Assessment Blocks (IABs), Focused Interim Assessment Blocks (FIABs), and test-taking strategies.</p>	All Students	<p>44,000 Title I 5000-5999: Services And Other Operating Expenditures Cost of training, lodging, flight, meals, mileage.</p> <p>10,000 Title I 1000-1999: Certificated Personnel Salaries Costs of subs to provide pull out days for teachers to participate in PD and ongoing implementation.</p> <p>5,060 Title I 5000-5999: Services And Other Operating Expenditures Cost of light refreshments for staff participating in PD.</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>On and Off-Campus Professional Development in Key Instructional Areas: ELA & ELD Instruction: NewsELA-based reading support PD for ELD I/II and ELD High School support classes. Comprehension and Vocabulary Development PD through Reading Apprenticeship, focusing on explicit vocabulary instruction, background knowledge-building, and comprehension strategies. Expansion of formative assessment practices to improve student comprehension and writing.</p> <p>Mathematics Instruction: Collaborative Learning Strategies PD – Structuring collaborative problem-solving activities. Differentiated Math Instruction PD – Supporting diverse learners with tailored instruction. Effective Use of Math Technology PD – Training on graphing calculators, math apps, and online platforms. Data-Driven Instruction PD – Helping teachers analyze assessment data and adjust instruction accordingly.</p> <p>Academic Support & Intervention: Test-Taking Strategies PD – Equipping teachers to support students in reducing test anxiety and improving standardized assessment performance. (WASC Critical Areas 1-5 and LCAP Goals 109L)</p>		
1.3	<p>AHS will strengthen academic achievement and campus safety by hiring an assistant principal and additional security staff. The assistant principal will lead efforts to expand graduation intervention programs, increase access to A-G coursework, and improve academic support services focused on English and Math proficiency. Particular focus will be given to AA, EL, H, and LI student groups. The addition of security personnel will enhance the overall learning environment by promoting a safe and orderly campus, increasing attendance to support academic learning and engagement to foster student success.(WASC Critical Area 1, Goal 113E)</p>	All students	<p>216,281 Equity multiplier 1000-1999: Certificated Personnel Salaries Cost of additional</p> <p>67,739 Equity multiplier 2000-2999: Classified Personnel Salaries Cost of additional security</p>
1.4	<p>Support student growth and mastery of essential standards by deepening the implementation of Professional Learning Communities (PLCs). Provide department teachers with structured time to collaborate intentionally on analyzing student performance data from formative and summative assessments. This ongoing analysis will guide instructional planning aligned to essential standards, inform targeted interventions, and support systems for recognizing student achievement and progress. (WASC Critical Area 1, 2, 3 and 4 and 5, LCAP goal 206L, Goal 112E)</p>	All Students	<p>25,000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Recognition of students demonstrating growth or mastery on STAR Renaissance, IABs, and other standards-based assessments to reinforce learning and support a culture of academic achievement.</p>
1.5	<p>Increase student awareness, preparedness, and attainment of A-G requirements while meeting</p>	All Students	<p>2,000 Title I</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>graduation standards by expanding access to academic and career readiness programs. This includes increased enrollment in Career Technical Education (CTE), Dual Enrollment and intervention courses, as well as targeted support through Heritage and Legacy programs which are funded by the district. Students will receive personalized guidance through Counselor and College/Career Center Technician presentations, workshops, and advisory sessions focused on course planning, postsecondary pathways, financial aid literacy, and career exploration. These initiatives ensure that historically underserved student groups receive the necessary resources to meet A-G eligibility requirements, strengthen college applications, and successfully transition into higher education or the workforce.</p> <p>(CTE- WASC Critical Areas 1-5, LCAP Goal 108L,113L) (A-G, Dual Enrollment- WASC Critical Areas 1-5, LCAP Goal 103L)</p>		<p>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.</p> <p>15,962 Title I</p> <p>1000-1999: Certificated Personnel Salaries Prep period for Legacy Coordinator NTE 180 days.</p> <p>19,140 Title I</p> <p>1000-1999: Certificated Personnel Salaries Prep period for Heritage Coordinator NTE 180 days.</p> <p>24,327 Title I</p> <p>1000-1999: Certificated Personnel Salaries Prep Period for APEX for T.Brown NTE 180 days.</p> <p>30,000 District Funded 0001-0999: Unrestricted: Locally Defined Costs related to Heritage Program</p> <p>30,000 District Funded 0001-0999: Unrestricted: Locally Defined Costs related to Legacy Program</p> <p>150,000 Title I</p> <p>5000-5999: Services And Other Operating Expenditures All costs associated with schoolwide educational study trips, excluding AVID, to include but not limited to:</p> <p>Transportation costs (buses, drivers, and logistical coordination) to ensure equitable access for all students.</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			<p>Student meals to support accessibility and participation for all students. Admission fees and program costs for college visits, industry site tours, STEM programs, museums, performing arts events, and historical/cultural sites that align with instructional and program goals. Guest speaker and workshop fees for on-site learning experiences that enhance engagement during study trips.</p> <p>15,000 Title I 1000-1999: Certificated Personnel Salaries Costs of subs for certificated staff attending educational study trips.</p>
1.6	<p>Increase student awareness, preparedness, and attainment of A-G requirements by expanding access to academic and career readiness programs through the AVID program. This will be achieved by supporting AVID site coordination, professional development for AVID site team members, providing AVID tutors, funding college trips, and covering substitute costs for staff attending college trips, ensuring equitable access to postsecondary opportunities. (WASC Critical Areas 1-5, LCAP Goal 103L, 113E)</p>	<p>AA, FY, Hispanic, LTEL and SWD students in AVID</p>	<p>4,365 Title I 1000-1999: Certificated Personnel Salaries AVID Coordinator PAR NTE 40 hours per year to oversee program implementation, student support, and parent engagement.</p> <p>18,000 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.</p> <p>13,682 Equity multiplier 1000-1999: Certificated Personnel Salaries Prep period for AVID teacher to teach AVID 10 NTE 180 days.</p> <p>29,160 Title I 2000-2999: Classified Personnel Salaries PAR for AVID Tutors NTE 200 hours per semester NTE</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			<p>6.5 hours per day, 2 times per week @ \$16.00 per hour.</p> <p>30,000 Title I 5000-5999: Services And Other Operating Expenditures Transportation costs (buses, drivers, and logistical coordination) to ensure equitable access for all students. Student meals to support accessibility and participation for all students. Admission fees and program costs for college visits.</p> <p>5,000 Title I 1000-1999: Certificated Personnel Salaries Costs of subs for certificated staff attending educational study trips.</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, test prep and writing workshops throughout the year. (WASC Critical Area 1, 2, 3 and 4 and 5, LCAP goal 105L) (Testing PARS- LCAP goal 113E)</p>	All students	<p>36,000 Other 5000-5999: Services And Other Operating Expenditures Transportation for after school intervention and test prep.</p> <p>10,000 Equity multiplier 1000-1999: Certificated Personnel Salaries PARS for Certificated staff to do after school reteach/retest, writing workshops and test prep throughout the year.</p> <p>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.</p> <p>2,000 Title I 2000-2999: Classified Personnel Salaries College Board Testing Coordinator PAR for the scheduling, ordering and</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			facilitating of College Board exams. 10,000 Title I 1000-1999: Certificated Personnel Salaries CAASPP testing coordinator to ensure students complete and are able to demonstrate proficiency towards becoming college ready.
1.8	Purchase and maintenance of technology, equipment, and instructional materials to enhance literacy, improve A-G course instruction, increase student engagement, and support academic performance across disciplines. This includes library books for student checkout, consumable supplemental materials, supplemental textbooks, Edulastic, Kami, Snapwiz, Quizizz and other tools aligned to CA State Standards, as well as technology to increase 1:1 student access and teacher utilization of District-adopted curriculum, such as microphones, Chromebooks, laptops, computers, printers, scanners, and toner.(WASC Critical Area 1 and 4, LCAP Goal 305L)	All students	75,000 Title I 4000-4999: Books And Supplies Purchase of supplemental instructional materials, including online subscriptions and programs, technology, and peripheral equipment to support all content areas. This includes, but is not limited to, Chromebooks, desktop computers for intervention classes, printers, toner, keyboards, headphones, cables, recording devices, tablets, calculators, and other asset-tagged audiovisual items 40,000 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.
1.9	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 111L)	SED, SWD, Foster, Homeless, AA, Hispanic	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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			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 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
1.11			

Annual Review

SPSA Year Reviewed: 2024-25

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 meeting or exceeding California state standards in ELA and Math while preparing them for college and career success. The metrics for this goal include the 11th grade CAASPP in English and Math, the CDE English Learner Progress Indicator, and the CDE College and Career Indicator.

Through targeted professional development, curriculum alignment, formative assessments, and reteach/retest interventions, ELA and mathematics performance improved, though persistent achievement gaps remain for historically underserved student groups. English Learners (ELs) benefited from expanded progress monitoring and tutoring, resulting in an 11% increase in students identified as "Prepared" on the College/Career Indicator, though continued focus on reclassification and literacy development is needed.

In college and career readiness, AHS saw an overall 11.3% increase in students classified as "Prepared," with notable gains among African American and LTEL students. Expanded A-G support, dual enrollment access, and strengthened CTE pathways contributed to this progress. However, continued interventions are needed to further enhance A-G completion, dual enrollment participation, and CTE pathway completion. Moving forward, AHS will focus on sustaining these efforts by increasing access to student support services, reinforcing career readiness initiatives, and refining instructional strategies to ensure all students graduate college and career ready.

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

While the overall implementation of Goal 1 progressed as planned, there were some adjustments in how funds were allocated. Originally, a larger portion of the budget was designated for supplemental tutoring and intervention supports; however, the site shifted its focus to strengthening Tier 1 instruction and formative assessment practices within PLCs. As a result, more funding was redirected toward professional development, release time for PLC collaboration, and assessment resources such as IAB/FIAB training. Additionally, not all budgeted expenditures for student incentives and recognition were utilized due to adjustments in end-of-year event planning and participation. These reallocations supported instructional coherence while maintaining alignment with the goal of improving student achievement in English Language Arts and Mathematics.

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 overall goal to include EL performance and new CAST that will be apart of CDE Dashboard. Previous goal was: 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.

Revise 1.1- Pay for Prep period for ELD coordinator instead of 20 hours to increase EL performance and monitoring

Revise 1.2- Include PD that is directly related to needs assessment, instructional effectiveness and student achievement

New 1.3- Using EM to fund AP and additional security guard

Revise 1.4- We are continuing with the second year of the contract, the contract was paid in 2024-2025. The only cost associated are subs and refreshments for participants.

Revise 1.5- Increase flexibility for teachers to reward students for growth on formative/summative assessments.

Revise 1.6- Costs for all educational study trips for the entire school as EM was not allowed to be used to support AVID. Increase amount of AVID PARS to support growing AVID team.

Revise 1.7-Increase amount for CAASPP coordinators as the group increased. Reduce amount for reteach/retest from \$25,000 to \$10,000 to reflect more closely what is being used.

Revise 1.8- Combined with old 1.9 to include additional library books for student check out as we focus on increasing literacy; increased amount.

Create new 1.7 to support the AVID program.

Remove 1.10- There is not a need to create outdoor learning spaces. The expansion of new buildings will be using Equity Multiplier funds from the 2023-2024 allotment.

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: 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: Victor Valley Union High School District will provide an equity centered safe learning environment that supports a positive school climate with family engagement, student and staff success and parent involvement.

Goal 3: Victor Valley Union High School District will provide clean campuses, access to technology, sufficient instructional materials and appropriately credentialed teachers and support staff at all school sites.

Goal 4: VVUHSD will increase and improve services for African American students district wide dashboard DFS/Suspension rate reduction.

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 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>2023-2024 Actual Outcome:</p> <p>Overall, all students had a decline of 3.2%, with 4.5% of students being suspended at least one day improving from Yellow to Green.</p> <p>Foster Youth (FY) moved from Red to Orange, showing a 16.3% decline, but still have the highest suspension rate at 11.2% suspended at least one day.</p> <p>Three student groups remain in the Yellow performance level: African American students had a 5.3% decline, with 10.1% suspended at least one day. Students identifying as Two or More Races had a 2.4% decline, with 8.9% suspended at least one day. Students with Disabilities (SWD) had a 4.9% decline, with 6.6% suspended at least one day.</p> <p>Six student groups remain in Green, reflecting progress but still requiring continued support: English Learners (EL) had a 1.5% decline, with 3.5% suspended at least one day. Hispanic students had a 2.4% decline, with 2.7% suspended at least one day. Homeless students had a significant 15.4% decline, with 5.1% suspended at least one day. Long-Term English Learners (LTEL) had a 2.2% decline, with 3.9% suspended at least one day. Socioeconomically Disadvantaged (SED) students had a 3.5% decline, with 4.6% suspended at least one day. White students had an 8.6% decline, with 2.7% suspended at least one day.</p>	<p>Overall, all students will continue to show a decline in suspension rates, maintaining or improving the Green performance level, with fewer than 4% of students suspended at least one day.</p> <p>Foster Youth (FY) will move from Orange to Yellow, with a continued decline below 10% suspended at least one day.</p> <p>Three student groups currently in Yellow will move to Green as a result of targeted interventions: African American students will decline further from 10.1% to below 6% suspended at least one day. Students identifying as Two or More Races will decline from 8.9% to below 6% suspended at least one day. Students with Disabilities (SWD) will decline from 6.6% to below 5% suspended at least one day.</p> <p>Six student groups currently in Green will sustain or further reduce their suspension rates: English Learners (EL) will decline from 3.5% to below 3%. Hispanic students will decline from 2.7% to below 2.5%. Homeless students will decline from 5.1% to below 4%. Long-Term English Learners (LTEL) will decline from 3.9% to below 3.5%. Socioeconomically Disadvantaged (SED) students will decline from 4.6% to below 4%. White students will decline from 2.7% to below 2.5%</p>
Panorama Survey Results of Students, Teachers and Staff	<p>The results of the Fall 2024-2025 Panorama survey for students, staff, and families were compared to the results of the Spring 2023-2024 survey to identify key areas of growth and areas that require continued focus.</p> <p>Students: The Student Climate Survey showed mixed results across key indicators: Climate of Support for Academic Learning remained at 69% (no change) but is below the district average of 75%.</p>	<p>Students: Climate of Support for Academic Learning will increase by at least 3 points to 72%, narrowing the gap with the district average of 75%. Valuing of ELA & Math will improve by 3 points to 73%, reflecting stronger student investment in academic success. Knowledge and Fairness of Discipline, Rules, and Norms will increase by at least 5 points to 55%, reducing concerns about discipline disparities.</p>

	<p>Valuing of ELA & Math decreased by 3 points to 70%, falling below the district average of 76%.</p> <p>Knowledge and Fairness of Discipline, Rules, and Norms declined by 8 points to 50%, remaining significantly below the district average of 54%.</p> <p>Safety decreased by 3 points to 67%, slightly below the district average of 68%.</p> <p>Sense of Belonging (School Connectedness) decreased by 3 points to 48%, well below the district's 55%, making it a key area of focus.</p> <p>Teacher-Student Relationships declined by 3 points to 39%, significantly below the district average of 43%.</p> <p>Social-Emotional Learning (SEL) & Well-Being:</p> <p>TechEd Engagement decreased by 2 points to 56%, closely aligned with the district average of 57%.</p> <p>Teachers & Staff:</p> <p>Among the five measured topics, staff perceptions showed improvement in some areas but concerns remain regarding safety and discipline:</p> <p>Climate of Support for Academic Learning remained at 91% (no change), closely aligned with the district's 93%.</p> <p>Knowledge and Fairness of Discipline, Rules, and Norms improved by 6 points to 73%, now slightly above the district's 72%.</p> <p>Safety declined by 7 points to 52%, significantly below the district average of 56%, making it a primary area of concern.</p> <p>Sense of Belonging (School Connectedness) increased by 3 points to 80%, surpassing the district's 73%.</p> <p>Well-being declined by 2 points to 69%, remaining above the district average of 67%, but reflecting increased stress and workload concerns.</p>	<p>Safety will increase by 3 points to 70%, aligning more closely with the district's 68%.</p> <p>Sense of Belonging (School Connectedness) will improve by 5 points to 53%, reducing gaps in student engagement.</p> <p>Teacher-Student Relationships will increase by at least 4 points to 43%, matching the district average.</p> <p>Teachers & Staff:</p> <p>Climate of Support for Academic Learning will remain high at 91% or above, sustaining academic excellence.</p> <p>Knowledge and Fairness of Discipline, Rules, and Norms will increase by 5 points to 78%, ensuring staff confidence in disciplinary fairness.</p> <p>Safety will improve by at least 5 points to 57%, aligning with district averages.</p> <p>Sense of Belonging (School Connectedness) will grow by at least 3 points to 83%, fostering a stronger professional community.</p> <p>Well-being will increase by 3 points to 72%, reducing workplace stress and improving staff satisfaction.</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 Teacher and Counselor to provide targeted intervention for at promise students (LCAP Goal 105L)	All Students	300,000 District Funded 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			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 through Character Strong, providing targeted interventions for Tier 2/3 students including Thrive support class, as part of our comprehensive approach to student well-being and success. (Social Emotional Wellness LCAP Goal 201L; Resources and Recognition LCAP Goal 206L, 115E)	All Students	<p>45,000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Increase school wide achievement recognition of students through Renaissance including incentives, certificates, patches, pins, educational study trips and the like.</p> <p>20,000 Title I 5000-5999: Services And Other Operating Expenditures Student planners printed with matrix that includes expectations, rules, norms and support.</p> <p>1,400 Title I 2000-2999: Classified Personnel Salaries PBIS Lead stipend NTE 20 hours per year to complete TFI.</p> <p>10,000 Equity multiplier 1000-1999: Certificated Personnel Salaries Costs related to schoolwide implementation of SEL to include PARS for leads and ongoing implementation.</p> <p>40,000 Equity multiplier 5800: Professional/Consulting Services And Operating Expenditures Contract for FY counseling.</p> <p>10,000 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,</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			fees, nutrition, and addressing both their physical and emotional well-being.
2.3	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 201L)	All Students	5,000 Title I 5000-5999: Services And Other Operating Expenditures Maintenance and supplies for the student fitness lab.
2.6			

Annual Review

SPSA Year Reviewed: 2024-25

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.

There was moderate effectiveness in improving discipline fairness and academic support. The Panorama survey showed a 9-point increase in family perceptions of discipline fairness (81%), reflecting greater transparency in student behavior expectations. The Climate of Support for Academic Learning remained high at 90% for families and 91% for staff, indicating strong instructional support systems. There was limited effectiveness in improving student sense of belonging and connectedness. Student sense of belonging declined by 3 points to 48%, remaining below the district average of 55%. Teacher-student relationships remained low at 39%, indicating that additional strategies are needed to foster stronger personal connections between educators and students. There were continued challenges in safety and staff well-being. Staff safety perceptions declined by 7 points to 52%, below the district average of 56%, indicating that additional efforts are needed to address discipline concerns and staff concerns about student behavior. Student safety perceptions dropped by 3 points to 67%, showing ongoing concerns about school safety and peer interactions. Staff well-being declined slightly by 2 points to 69%, showing increased stress levels despite professional development efforts.

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 expanded access to support programs aimed at developing social-emotional competencies, improving physical and mental health, and fostering academic achievement in a safe environment. However, the intended impact was not fully realized, as survey results indicate continued challenges in student connectedness (-3 points to 48%), teacher-student relationships (-3 points to 39%), and school safety (-3 points to 67%).

To increase effectiveness, more efforts are needed to:

Fully integrate SEL into classroom instruction with a focus on student-teacher relationships, restorative practices, and equity-driven discipline strategies to improve overall school climate and engagement by providing structured implementation plans, teacher training, and curriculum alignment through Character Strong and Renaissance.

Expand targeted interventions for specific student groups experiencing lower engagement, belonging, and emotional well-being such as Thrive.

Enhance staff support and training to ensure consistent SEL practices, de-escalation strategies, and behavior management are applied schoolwide.

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.

2.2- continuation of previous year goal and EM funding; no new EM funds received for the 25-26 school year. Remove additional prep period for Renaissance implementation. Reduce amount from \$65,000 to \$45,000 as \$20,000 spent this year for Renaissance rewards and events. Reduce amount for Character strong implementation to cover PARS and subs only; conference removed as no new information available and efforts needed for schoolwide implementation.

2.3- Remove the \$124,250 to provide 8 BARR team members with PARS NTE 80 hours due to reduced Title 1 allocation and SEL going schoolwide for all grade levels through Character Strong.

2.5- The expansion of construction was halted due to district pursuing bonds, new construction is expected to continue however the monies from EM are not expected to be used until 25-26 thus removing this goal overall and will add back to the 26-27 SPSA.

Remove the \$360,000 for the cost of 2 psychologists as the cost is being paid for by district office. Remove the \$23,400 cost from EM to pay for teacher 1/6 to run the Thrive program. Remove the \$100,000 from EM planned to purchase 2 vans as leadership did not approve purchase due to changes in laws/requirements for drivers. Remove \$15,000 cost from EM to begin Renaissance program, it was already completed. Moved remaining expenditures to 2.2. Adjusted amount to support Thrive to \$10,000 to accurately reflect what was spent in 2024-2025.

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: Victor Valley Union High School District will provide an equity centered safe learning environment that supports a positive school climate with family engagement, student and staff success and parent involvement.

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	All Students	60,000 District Funded 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	pertinent to AHS and their students' success. (LCAP goal 203L)		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 203L)	All Students	3,500 Title I 5000-5999: Services And Other Operating Expenditures Modest refreshments and recognition items to encourage attendance at family engagement events. 13,127 Other 5800: Professional/Consulting Services And Operating Expenditures Cost for Parent Education workshops
3.3	Postage for mailing important school information to parents and guardians to ensure they remain informed, engaged, and active participants in their students' education. This includes mailings sent by registrars and other school staff to communicate essential updates regarding enrollment, attendance, academic progress, school events, and available resources, strengthening home-school collaboration and engagement (LCAP goal 203L)	All Students	15,000 Unrestricted 5000-5999: Services And Other Operating Expenditures Postage MOE 25,071 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: 2024-25

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.

Family engagement remains a critical area for improvement. Family engagement remained very low at 8%, with no improvement from the previous survey. Despite targeted outreach, limited parent participation in school activities remains a significant challenge.

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

We exceeded the amount of postage planned for as the registrars were moved to the site increasing the postage being utilized.

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.

3.3- Increase amount to support the additional mailing costs as a result of registrars being moved to the site and the increased need to mail documents.

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	\$585,985
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,537,174.00
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	\$585,985.00

Subtotal of additional federal funds included for this school: \$585,985.00

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	\$420,000.00
Equity multiplier	\$467,062.00
Other	\$49,127.00
Unrestricted	\$15,000.00

Subtotal of state or local funds included for this school: \$951,189.00

Total of federal, state, and/or local funds for this school: \$1,537,174.00

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	420,000.00
Equity multiplier	467,062.00
Other	49,127.00
Title I	585,985.00
Unrestricted	15,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	60,000.00
1000-1999: Certificated Personnel Salaries	698,155.00
2000-2999: Classified Personnel Salaries	167,261.00
4000-4999: Books And Supplies	145,000.00
5000-5999: Services And Other Operating Expenditures	413,631.00
5800: Professional/Consulting Services And Operating Expenditures	53,127.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	District Funded	60,000.00
1000-1999: Certificated Personnel Salaries	District Funded	300,000.00
2000-2999: Classified Personnel Salaries	District Funded	60,000.00
1000-1999: Certificated Personnel Salaries	Equity multiplier	274,361.00
2000-2999: Classified Personnel Salaries	Equity multiplier	72,701.00

5000-5999: Services And Other Operating Expenditures	Equity multiplier	80,000.00
5800: Professional/Consulting Services And Operating Expenditures	Equity multiplier	40,000.00
5000-5999: Services And Other Operating Expenditures	Other	36,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	13,127.00
1000-1999: Certificated Personnel Salaries	Title I	123,794.00
2000-2999: Classified Personnel Salaries	Title I	34,560.00
4000-4999: Books And Supplies	Title I	145,000.00
5000-5999: Services And Other Operating Expenditures	Title I	282,631.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	989,076.00
Goal 2	431,400.00
Goal 3	116,698.00

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
Mikayla Contreras	Secondary Student
Zoe Rodriguez	Secondary Student
Natalie Marin	Secondary Student
Zulecia 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 April 30, 2025.

Attested:

	Principal, Ebony Purcell on 04/30/2025
	SSC Chairperson, Ebony Purcell on 04/30/2025

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.