School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Avenal High School	16-73932-1630953	01/30/23	02/16/23

Purpose and Description

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

Schoolwide Program
The purpose of this plan is to align Title funds with the goals outlined in the district's Local Control and Accountability Plan.

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

Reef Sunset Unified has worked to align the district's 2022 LCAP plan and school plans, which support all local, state, and federally funded programs. We have provided site leadership with professional development to support implementation for aligning programs and resources. Our district and schools have four goals. Goal 1: The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards based instruction. This goal is connected to state priorities: 2 (Implementation of State Standards), 4 (Pupil Achievement), 7 (Pupil Access), and 8 (Other Pupil Outcomes). Goal 2: The District will provide engaging and rigorous learning environments where students feel safe and want to be in school. This goal is aligned with State Priorities: 1 (Basic Services), 5 (Pupil Engagement), and 6 (School Climate). Goal 3: The District will foster a culture of student, parent, and community involvement by building and maintaining positive participation and relationships is aligned to State Priority 3: Parental Involvement. We have worked to better align programs to increase positive outcomes for the students, parents, staff, and communities we serve.

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Comprehensive Needs Assessment Components

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

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

The District uses a safe schools survey for the students administered bi-yearly. The district also has an LCAP survey that is offered to all stakeholders to determine need. Stakeholders have made alternative education services one of the actions within the LCAP goals. A good Alternative Education program seems to be of great importance to the citizens of Avenal and having options for students having difficulties in the traditional comprehensive setting.   With the COVID restrictions and school closures RSUSD administered several local surveys to communicate with stakeholders. 21-22 SPSA is aligned to the 19-20 LCAP due to the fact that there is no LCAP for the 20-21 school year. SSC also reviewed the Learning Continuity and Attendance Plan (LCP) surveys therefore the SPSA is aligned to that plan as well. Based on surveys (COVID, LCAP, Distance Learning and Needs Assessments Survey) from teachers, parents, and all stakeholder groups at the site level, the data from the survey identified several areas of need for additional supplemental concentration support. The full adoption of the English Language Arts and science curriculum was also identified in the 2019-20 LCAP and AHS SPSA. Furthermore, supplemental materials will be provided to enhance English Language Development, Mathematics Instruction, and Science support. Technology device replacement and supports will continue to be made through device purchases and a continued increase of hours and for tutoring after school. English Language Development will be enhanced through targeted ELD Professional Development. Stakeholder groups saw the importance of new state standards implementation. AHS will continue to implement "KAGAN Engagement Structures" through a comprehensive professional development model. The district and AHS will continue to implement prior staff development activities and add additional services for ELD and Mathematics programs. Stakeholder engagement and LCAP activities and SPSA activities will continue to be enhanced through our District Community Engagement Coordinator. District Food service issues are being addressed by reconstructing the menu planning process. The data from the survey also shows that basic services and CTE opportunities continue to be a theme for stakeholder groups.

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

The school site Administration does classroom observations on a weekly basis. The Administrators provide the teachers with timely and constructive feedback.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

AHS uses CAASPP interim and summative assessments, ELPAC, and curriculum embedded benchmark assessments within the curriculum to monitor progress, modify instruction, and improve student achievement.

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

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction.
- Utilization of Study-Sync, and Study-Sync ELD data to monitor curriculum-based assessments, facilitate PLC discussions, and progress monitor English Learners
- Instructional decisions and modifications will be made as we consider data from formative assessments, including classroom assessments, and SIS student data, the department created benchmarks and data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and alignment of staff development to standards, assessed student performance and professional needs:
- The majority of teachers are fully credentialed and appropriately assigned.
- 100% of Teachers are approved/certificated to teach English Learners
- Staff development topics align to new state standards in ELA, Math, ELD, NGSS, and Technology.
- Student performance on state and local assessments has identified a need for additional state standards training in ELA, Math, Integrated and Designated ELD, and Technology.
- Professional needs of staff have prompted other specialized training; Such as: Study Sync and Integrated ELD across the curriculum.

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

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

The Reef-Sunset U.S.D. Curriculum and Instruction Department is providing Instructional Strategy Coaches for training, coaching, and feedback in all subject areas while also providing professional learning presentations and workshops. Classroom observations, feedback, and classroom coaching are also being provided to teachers.

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

Alignment of curriculum, instruction, and materials to content and performance standards
Staff Development in:
- Numeracy content and strategies
- Technology
- ELD – Teaching English Learners
- Data Analysis and Assessment
- ELA state standards & foundational skills
- Math state standards
- NGSS- Next Generation Science Standards

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

Administration is available to offer teacher support on a regular basis. Classroom observations, both formal and informal occur regularly to provide feedback on a continual basis.

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

Teachers' collaboration:
- Regularly scheduled time for teacher collaboration on early release dates throughout the school year.
- Teachers will plan and reflect on lessons in order to strengthen instruction.
- Teachers will collaborate and plan for instructional alignment between both sites, such as formative/summative assessments and syllabi.

Teaching and Learning

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

All of the curriculum, instruction and materials used by Avenal High School are aligned to content from the California State Standards and the California State Frameworks. The curriculum goals for Avenal High School were developed through the Collaboration with the District Office and other schools in the Reef-Sunset Unified School District. The most recent adoption of Instructional Materials in the Reef-Sunset U.S.D. was at a Board Meeting on 9/17/20.

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

All schools in the Reef-Sunset U.S.D. adhere to or exceed the recommended instructional minutes for reading/languages arts and mathematics.

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

All schools in the Reef-Sunset U.S.D. provide for lesson pacing schedules and Master schedule flexibility for sufficient numbers of intervention courses.

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

On September 17, 2020, the Reef-Sunset U.S.D. School Board adopted the following instructional materials for Avenal High School:
McGraw-Hill: StudySync
McGraw-Hill: Integrated Math I, II, III, IV
Curriculum Press: Calculus
Holt, Rinehart, and Winston: Modern Biology 2007
Holt, Rinehart, and Winston: Chemistry 2007
Pearson: Physical Science - Concepts in Action
Delmar: Agriscience
Prentice-Hall: Conceptual Physics
Pearson: Fundamentals of Anatomy
Benjamin-Cummings: Essentials of Human Anatomy and Physiology 2005
Networks Geography: The Human & Physical World
Geography: The Human & Physical World Student learning Center
CA Impact: World History, Culture & Geography: The Modern World
CA Impact: United States History & Geography: Continuity and Change
CA Impact: Inquiry Journal: United States History & Geography
CA Impact: Principles of Economics
CA Impact: Inquiry Journal: Principles of Economics
CA Impact: Principles of American Democracy
CA Impact: Inquiry Journal: Principles of American Democracy
Spanish 1: Holt: Ven Conmigo!; 2003
Spanish 1: H.M. (Heath) Tu Mundo; 2003
Spanish 2: Holt: Ven Conmigo! II; 2003
Spanish 2: H.M. (Heath) Tu Mundo II; 2002
Positive Prevention Plus Sexual Health Education for America's Youth
Thomson-Wadsworth-Garners Art through the Ages (12th)

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

All schools in the Reef-Sunset U.S.D. provide for SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

Opportunity and Equal Educational Access

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

All teachers use supplemental materials to support the ELA text and Math text to provide individual assistance to underperforming students. The RSP teachers also provide additional support to identified students. StudySync is the material used to support ELD instruction in all support classes.

Evidence-based educational practices to raise student achievement

The majority of the staff have been trained in research based KAGAN student engagement and instructional educational practices to raise student achievement.

Parental Engagement

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

Fortunately we consider ourselves to be "resource rich" at Avenal High School. We work closely with Avenal Police Department, Prevention/Intervention Counselor, Kings County Mental Health, Aspiranet Counseling Services, KIND Center, SOL Youth Project, Gender Bunk, CVRC, WestCare, Community members, Kings Community Action Organization/food distribution, Avenal State Prison, Avenal Adult School, Champions, Waste Management Kettleman Hills Facility, Keenan Farms, and Wonderful Co. All entities contribute in one way shape or form to assist our students, whether it's through funding, community service opportunities, mental health services, or other.

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

Parents and community members participate and are invited to conferences, School Site Council Meetings, English Language Advisory Committee, School social events where we discuss school happenings and events. Together we plan and analyze the effectiveness of current plans to monitor student progress. We assess needs, and address those needs by creating an action plan and allocating appropriate funds.

Funding

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

We purchase supplemental material which includes interventions, for ELA, ELD, and Math.

Fiscal support (EPC)

The District provides each school site with a complete budget and provides each school with LCAP, Title I, Title II, and Title III funds support for academic and intervention needs.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meetings were held with School Site Councils, ELAC, DELAC, parents, students, and community members to engage in the SPSA and annual review development and update process. Students were invited to participate in completing the SPSA stakeholder engagement survey. The meetings were held in the library at Avenal High School (AHS). Translators were available to help with the process. The AHS was able to report that they had introduced or fully implemented a number of the actions described in the 2021-22 plan. They were also told about the adoption timeline for the 2021-22 plan. At the various meetings, AHS also addressed the stakeholder input results from the previous year and how they were addressed in the SPSA changes for the current year. Documents were available in English and Spanish. Stakeholders were presented with the four goals as stated in SPSA and the actions for each goal. Discussion regarding curriculum that was purchased, new positions that were created, and/or any other items that were made possible due to SPSA funding and grants. Stakeholders were also given handouts with the SPSA summary, the actions, and the changes based on stakeholder input. Stakeholders were given the opportunity to provide input in their own words. Staff members were given an opportunity to participate in the survey via the department chair leads to better inform SPSA development. The Community Engagement Coordinator also attended several parent engagement events, School Site Council Meetings, and ELAC meetings where she provided some insight on LCAP. AHS used information from the LCAP to develop the SPSA.

AHS committees provided formal suggestions and areas for the school to review within the SPSA. Some of the trending topics were; school safety/mental health, tutors/intervention/help for struggling students, parent educational opportunities, CTE course availability, and dual enrollment for college classes with West Hills for students. CTE pathways as a viable option for students not wanting to attend a four-year college. Early exposure to college and career education has been proven to have a higher success rate for students to complete college after high school. There was also a strong wish to expand extracurricular activities and sports.

2022-2023 LCAP Meetings were held with key union groups, WKCTA (West Kings County Teacher Association) and CSEA (California School Employees Association) about the LCAP and ideas regarding actions that would impact both bargaining groups. Again, AHS used information from the LCAP to develop the SPSA. Members were able to ask questions, get clarification, review the plan, and provide feedback. Their input is very critical in the process as they hold major insight on the day-to-day functioning of the AHS, as well as student needs. A few key meeting scheduled for the upcoming 2022-2023 school year to gather stakeholder input to be held are:
*September 26, 2022, Back to School Night at AHS
*September 26, 2022, LCAP Parent Meeting at AHS
*September 7, 2022, School Site Council
*September 19, 2022, School Site Council
*October 26, 2022 Parent-Teacher Conference
*October 26, 2022 Parent Engagement Meeting at AHS
*October 3, 2022 School Site Council
*November 16, 2022, Career Day (Student Surveys were used to gather needs)
*November 7, 2022, School Site Council
*November 10, 2020 Minute review of School Site Council (parents who were not able to make it the night before are invited as well as any other stakeholders who are interested)

*November 4, 2022, English Language Advisory Committee
*December 5, 2022, School Site Council
*February 3, 2023, English Language Advisory Committee
*February 23, 2023, English Language Advisory Committee
*March 21, 2023, English Language Advisory Committee
*February 5, 2021 Minute review of School Site Council (parents who were not able to make it the night before are invited as well as any other stakeholders who are interested)
*February 15, 2023, Buccaneer Parent Academy Sessions (Juniors)
*February 22, 2023, Buccaneer Parent Academy Sessions (Sophomores)
*March 1, 2023, Buccaneer Parent Academy Sessions (Freshmen)
*March 8, 2023, Buccaneer Parent Academy Sessions CTE and Dual Enrollment Programs
*March 15, 2023, Buccaneer Parent Academy Sessions (Social Emotional/ Prevention Intervention)
*March 22, 2023, Buccaneer Parent Academy Sessions (Substance Abuse Signs and Prevention)
*March 29, 2023, Buccaneer Parent Academy Sessions
*March 22, 2022, Parent-Teacher Conference
*April 19, 2023, Open House

Resource Inequities

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

All Schools within Reef Sunset Unified are school wide programs. Resources are allocated to school sites by formula. There are no resource inequities for funding staff or materials/ supplies.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0.1%	%	0	1	
African American	0%	%	%	0		
Asian	0%	0.3%	0.2%	0	2	2
Filipino	0%	%	%	0		
Hispanic/Latino	97.55%	96.9%	97.2%	637	722	694
Pacific Islander	0%	%	%	0		
White	2.45%	2.7%	2.5%	16	20	18
Multiple/No Response	0%	%	%	0		
			Total Enrollment	653	745	714

Table title: Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	211	233	181
Grade 10	171	202	212
Grade 11	160	161	180
Grade 12	111	149	141
Total Enrollment	653	745	714

Table title: Student Enrollment by Grade Level

Conclusions based on this data:

1. Population demographics has relatively remained the same for the past three-years. There is very little migration that takes place in the community.

2. Enrollment had been increasing for the past several years and upcoming grades from the middle school are showing an increase.

3. Although our student enrollment from 9th to 12th grade continue to increase we are making adjustments to support students who are not being successful academically at AHS and are being transferred to Alternative Education/Continuation for credit recovery assistance.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	164	213	258	25.1%	28.60%	33.9%
Fluent English Proficient (FEP)	399	416	368	61.1%	55.80%	48.3%
Reclassified Fluent English Proficient (RFEP)	18	4		12.0%	0.50%	

Conclusions based on this data:

1. In 2021-2022, we continued using the reclassification criteria made in 2016-2017, in addition to other minor changes, which allowed us to more accurately reclassify more students.

2. We have continued with an additional period for designated ELD.

3. Due to the new reclassification criteria that was implemented in the 2017-18 school year we have noticed a significant decrease in the number of EL students in 2021-2022. We will continue to make adjustments to our reclassification criteria in order to better identify students that need to be reclassified.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	109	158	176	107	131	172	107	126	171	98.2	82.9	97.7
All Grades	109	158	176	107	131	172	107	126	171	98.2	82.9	97.7

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2552.	2565.	2552.	12.15	15.08	12.28	30.84	31.75	31.58	23.36	26.19	26.32	33.64	26.98	29.82
All Grades	N/A	N/A	N/A	12.15	15.08	12.28	30.84	31.75	31.58	23.36	26.19	26.32	33.64	26.98	29.82

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	17.76	19.20	14.62	43.93	56.80	60.82	38.32	24.00	24.56
All Grades	17.76	19.20	14.62	43.93	56.80	60.82	38.32	24.00	24.56

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	23.36	21.77	20.59	48.60	48.39	45.88	28.04	29.84	33.53
All Grades	23.36	21.77	20.59	48.60	48.39	45.88	28.04	29.84	33.53

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

Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	10.28	8.80	8.19	70.09	68.00	73.10	19.63	23.20	18.71
All Grades	10.28	8.80	8.19	70.09	68.00	73.10	19.63	23.20	18.71

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

Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	18.69	19.05	11.11	50.47	68.25	72.51	30.84	12.70	16.37
All Grades	18.69	19.05	11.11	50.47	68.25	72.51	30.84	12.70	16.37

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

Conclusions based on this data:

1. There was an overall growth in 2021-22 26.32% (versus 2018-19- 23.36%) of students scoring At or Near Standard in Overall ELA Achievement.

2. The percentage of students who were at or Near Standard for listening shows a marked increase for the 2021-22 year.

3. The percentage of students below Standard has increased, the focus has been to move students from "At or near standards" to "Above Standards." We are working to incorporate more listening/speaking activities in all subject areas.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 11	109	158	176	107	132	171	107	126	171	98.2	83.5	97.2
All Grades	109	158	176	107	132	171	107	126	171	98.2	83.5	97.2

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

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

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 11	2498.	2533.	2482.	4.67	2.38	0.00	9.35	17.46	8.19	16.82	34.92	21.05	69.16	45.24	70.76
All Grades	N/A	N/A	N/A	4.67	2.38	0.00	9.35	17.46	8.19	16.82	34.92	21.05	69.16	45.24	70.76

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 11	6.54	8.00	0.00	17.76	55.20	32.75	75.70	36.80	67.25
All Grades	6.54	8.00	0.00	17.76	55.20	32.75	75.70	36.80	67.25

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 11	7.48	7.20	1.75	34.58	57.60	66.08	57.94	35.20	32.16
All Grades	7.48	7.20	1.75	34.58	57.60	66.08	57.94	35.20	32.16

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 11	6.54	3.17	1.75	44.86	67.46	64.33	48.60	29.37	33.92
All Grades	6.54	3.17	1.75	44.86	67.46	64.33	48.60	29.37	33.92

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

Conclusions based on this data:

1. Our students performed better in English than Math on this test. We acknowledge this a trend and are working with coaches and a new math curriculum to better target and support our students. 18-19 was the first year we saw growth.

2. Overall 71% of students have not met the standards in math. Applying Mathematical Concepts and Procedures is our lowest scoring math sub group at 67%. We continue to struggle with students achievement in math.

3. To address the Applying Mathematical Concepts and Procedures area, we will focus on exploring project-based lessons across all subject areas. The goal is to make math more applicable to everyday life in an effort to engage students. We are in the process of restructuring the math department.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1527.3	1528.9	1497.0	1532.2	1525.3	1481.5	1521.8	1532.0	1512.0	42	71	77
10	1507.6	1518.8	1537.5	1490.3	1499.9	1532.4	1524.6	1537.3	1542.1	42	59	74
11	1535.5	1519.4	1539.7	1536.8	1512.2	1526.3	1533.8	1526.1	1552.6	21	36	56
12	1545.4	1510.3	1517.7	1540.3	1493.3	1490.4	1549.8	1526.7	1544.4	19	21	25
All Grades										124	187	232

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

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	9.52	12.77	2.60	21.43	29.79	18.18	45.24	31.91	38.96	23.81	25.53	40.26	42	47	77
10	2.38	8.51	13.51	26.19	25.53	35.14	38.10	31.91	28.38	33.33	34.04	22.97	42	47	74
11	14.29	3.70	5.36	23.81	14.81	37.50	28.57	59.26	35.71	33.33	22.22	21.43	21	27	56
12	5.26	0.00	8.00	42.11	21.05	8.00	36.84	52.63	56.00	15.79	26.32	28.00	19	19	25
All Grades	7.26	7.86	7.33	26.61	24.29	27.16	38.71	40.00	36.64	27.42	27.86	28.88	124	140	232

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

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	23.81	27.66	10.39	33.33	36.17	29.87	28.57	19.15	23.38	14.29	17.02	36.36	42	47	77
10	9.52	17.02	22.97	42.86	31.91	35.14	16.67	21.28	28.38	30.95	29.79	13.51	42	47	74
11	19.05	14.81	17.86	38.10	33.33	41.07	19.05	33.33	21.43	23.81	18.52	19.64	21	27	56
12	26.32	5.26	12.00	47.37	52.63	20.00	21.05	10.53	32.00	5.26	31.58	36.00	19	19	25
All Grades	18.55	18.57	16.38	39.52	36.43	33.19	21.77	21.43	25.43	20.16	23.57	25.00	124	140	232

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	0.00	4.26	2.60	14.29	25.53	5.19	35.71	27.66	36.36	50.00	42.55	55.84	42	47	77
10	0.00	6.38	4.05	4.76	23.40	21.62	47.62	29.79	40.54	47.62	40.43	33.78	42	47	74
11	0.00	0.00	3.57	9.52	3.70	8.93	42.86	59.26	55.36	47.62	37.04	32.14	21	27	56
12	0.00	0.00	8.00	15.79	5.26	16.00	47.37	47.37	32.00	36.84	47.37	44.00	19	19	25
All Grades	0.00	3.57	3.88	10.48	17.86	12.50	42.74	37.14	41.81	46.77	41.43	41.81	124	140	232

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	4.76	8.51	1.30	71.43	63.83	62.34	23.81	27.66	36.36	42	47	77
10	0.00	2.22	6.76	73.81	64.44	71.62	26.19	33.33	21.62	42	45	74
11	0.00	3.70	3.57	47.62	51.85	69.64	52.38	44.44	26.79	21	27	56
12	0.00	0.00	4.00	57.89	63.16	64.00	42.11	36.84	32.00	19	19	25
All Grades	1.61	4.35	3.88	66.13	61.59	67.24	32.26	34.06	28.88	124	138	232

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	66.67	60.53	38.16	19.05	26.32	28.95	14.29	13.16	32.89	42	38	76
10	47.62	42.11	55.41	26.19	34.21	29.73	26.19	23.68	14.86	42	38	74
11	66.67	64.00	64.81	19.05	16.00	18.52	14.29	20.00	16.67	21	25	54
12	84.21	47.37	22.22	10.53	21.05	44.44	5.26	31.58	33.33	19	19	18
All Grades	62.90	53.33	49.10	20.16	25.83	27.93	16.94	20.83	22.97	124	120	222

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	4.76	10.87	3.90	35.71	43.48	31.17	59.52	45.65	64.94	42	46	77
10	0.00	8.70	5.41	52.38	47.83	50.00	47.62	43.48	44.59	42	46	74
11	0.00	0.00	7.14	42.86	48.15	42.86	57.14	51.85	50.00	21	27	56
12	10.53	0.00	12.00	42.11	33.33	36.00	47.37	66.67	52.00	19	18	25
All Grades	3.23	6.57	6.03	43.55	44.53	40.52	53.23	48.91	53.45	124	137	232

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	0.00	2.13	1.30	57.14	68.09	58.44	42.86	29.79	40.26	42	47	77
10	2.38	0.00	0.00	61.90	77.78	70.27	35.71	22.22	29.73	42	45	74
11	4.76	3.70	8.93	76.19	74.07	71.43	19.05	22.22	19.64	21	27	56
12	5.26	10.53	12.00	73.68	78.95	64.00	21.05	10.53	24.00	19	19	25
All Grades	2.42	2.90	3.88	64.52	73.91	65.95	33.06	23.19	30.17	124	138	232

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

Conclusions based on this data:

1. A higher percentage of students are performing at the Beginning level of Reading.

2. Our students are able to speak English effectively based on Speaking Domain, but struggle with Listening and Writing domains.

3. We will implement a school-wide note-taking and thinking maps initiative. This focus will work to strengthen both the Listening and Writing domains.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
762	**95.7**	**33.9**	**0.3**
Total Number of Students enrolled in Avenal 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	258	33.9
Foster Youth	2	0.3
Homeless	8	1.0
Socioeconomically Disadvantaged	729	95.7
Students with Disabilities	77	10.1

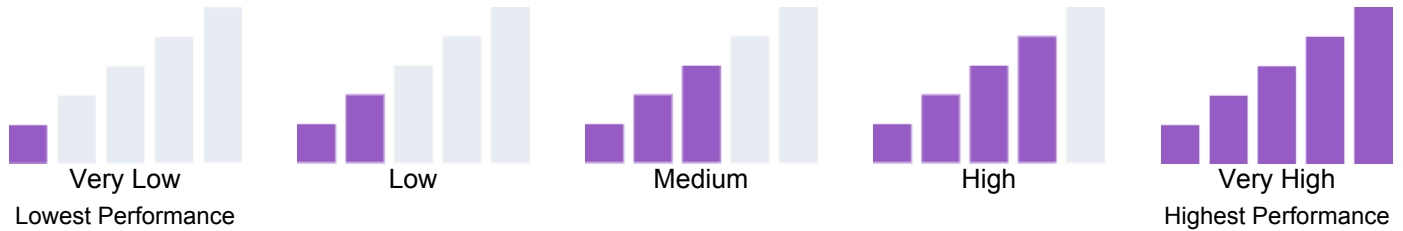| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian	4	0.5
Filipino		
Hispanic	735	96.5
Two or More Races		
Pacific Islander		
White	23	3.0

Conclusions based on this data:

1. We have a large student population that is socioeconomically disadvantaged with a 95.7%.

2. Our English Learner student population comprises one-third of total enrollment.

3. We are restructuring our master schedule to give additional support to out English Learners.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

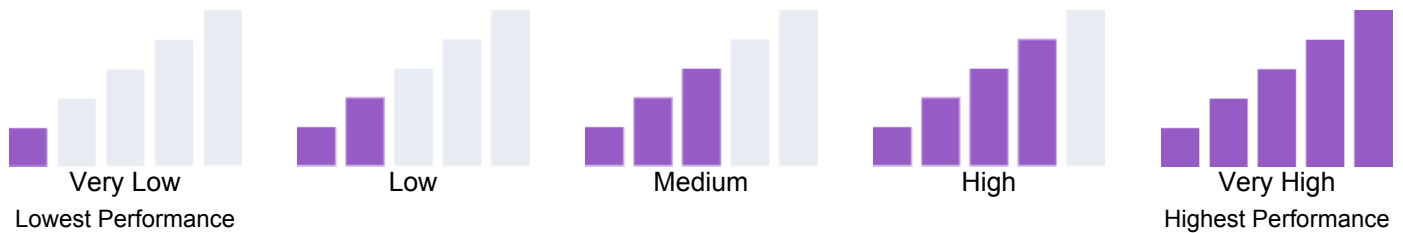| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	**Graduation Rate** High	**Suspension Rate** High
Mathematics Very Low		
English Learner Progress VeryLow		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Graduation rate is high with a 93%, which means a healthy amount of our students are graduating from High School. We also have a healthy number of students enrolled in college and career pathways placing us in the high percentage although College/Career data was not reported in 2022.

2. All students continue to need additional support in Math. Our indicator lists us as very low with 144.5 points below standard.

3. Staff development and math consultants/coaching will be essential to address our math performance.

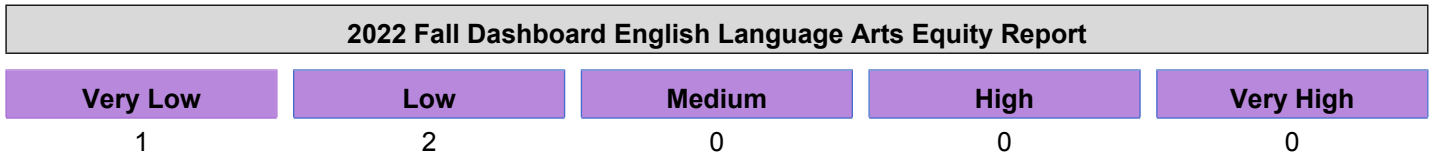# School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
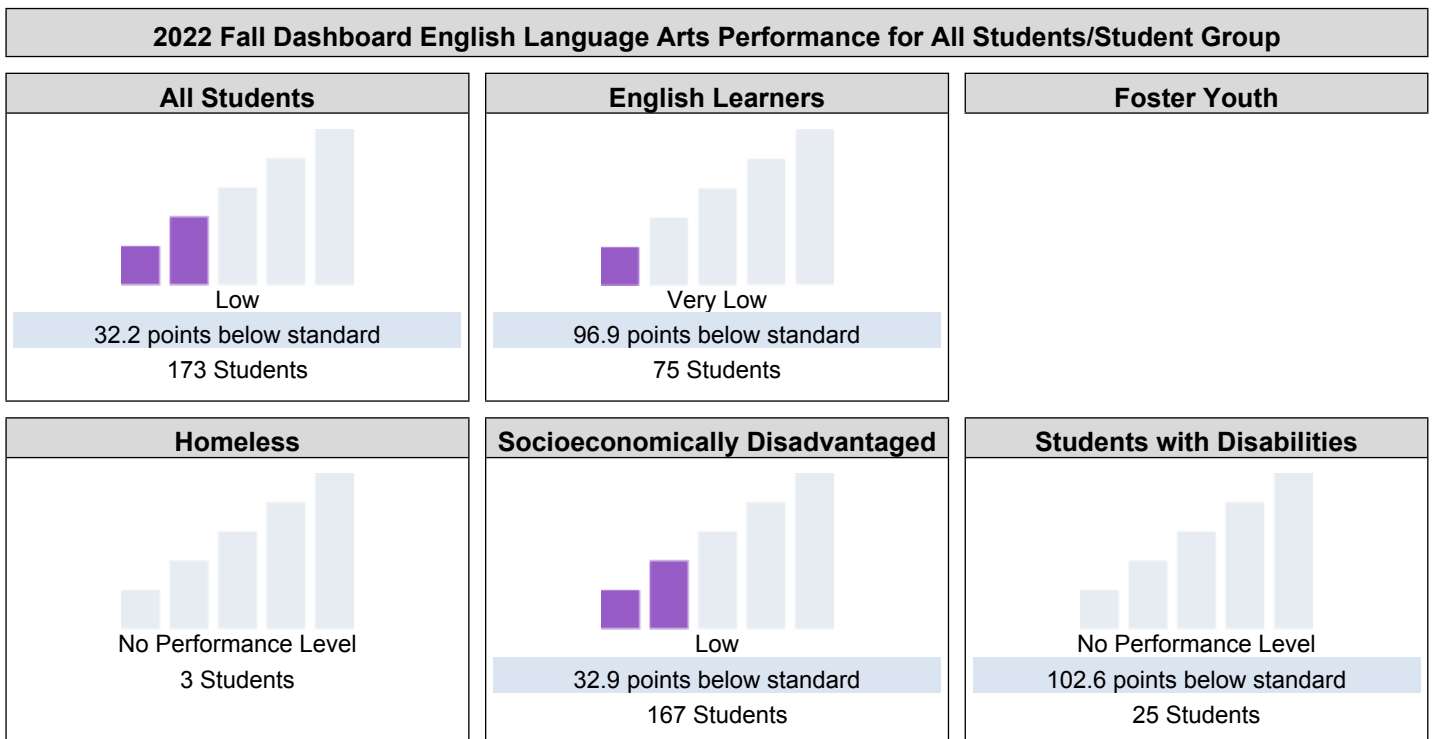
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

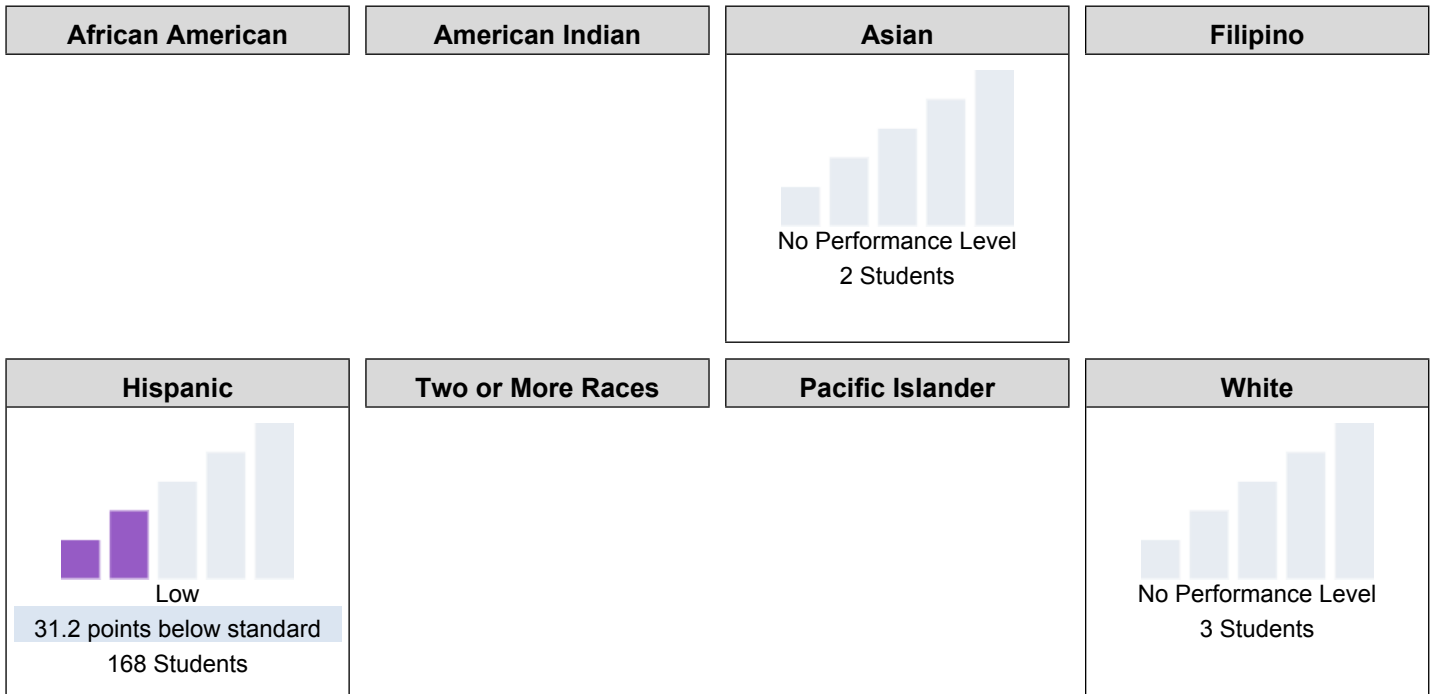| 2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	0	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Low	Very Low	
32.2 points below standard	96.9 points below standard	
173 Students	75 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
3 Students	32.9 points below standard	102.6 points below standard
	167 Students	25 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level 2 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low 31.2 points below standard 168 Students			No Performance Level 3 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
122.5 points below standard	15.8 points below standard	27.2 points below standard
57 Students	18 Students	16 Students

Conclusions based on this data:

1. Our English Language Arts scores continue to increase at a steady pace with the Reclassified English Learners showing the most growth with 15.8 below standards.

2. Our current English learners overall scores showed a slight decrease with 122.5 points below standard.

3. AHS will look at how to continue supporting our English learners in order to get them at a proficient level. We will be focusing on a site-wide note-taking and thinking map initiative as well as adding a period for English Language Development aimed at providing additional support and instruction for students.
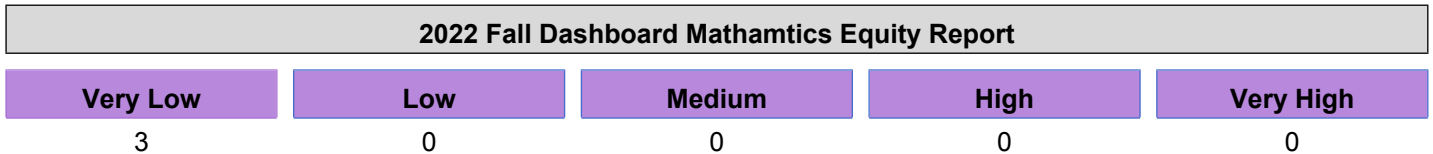
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
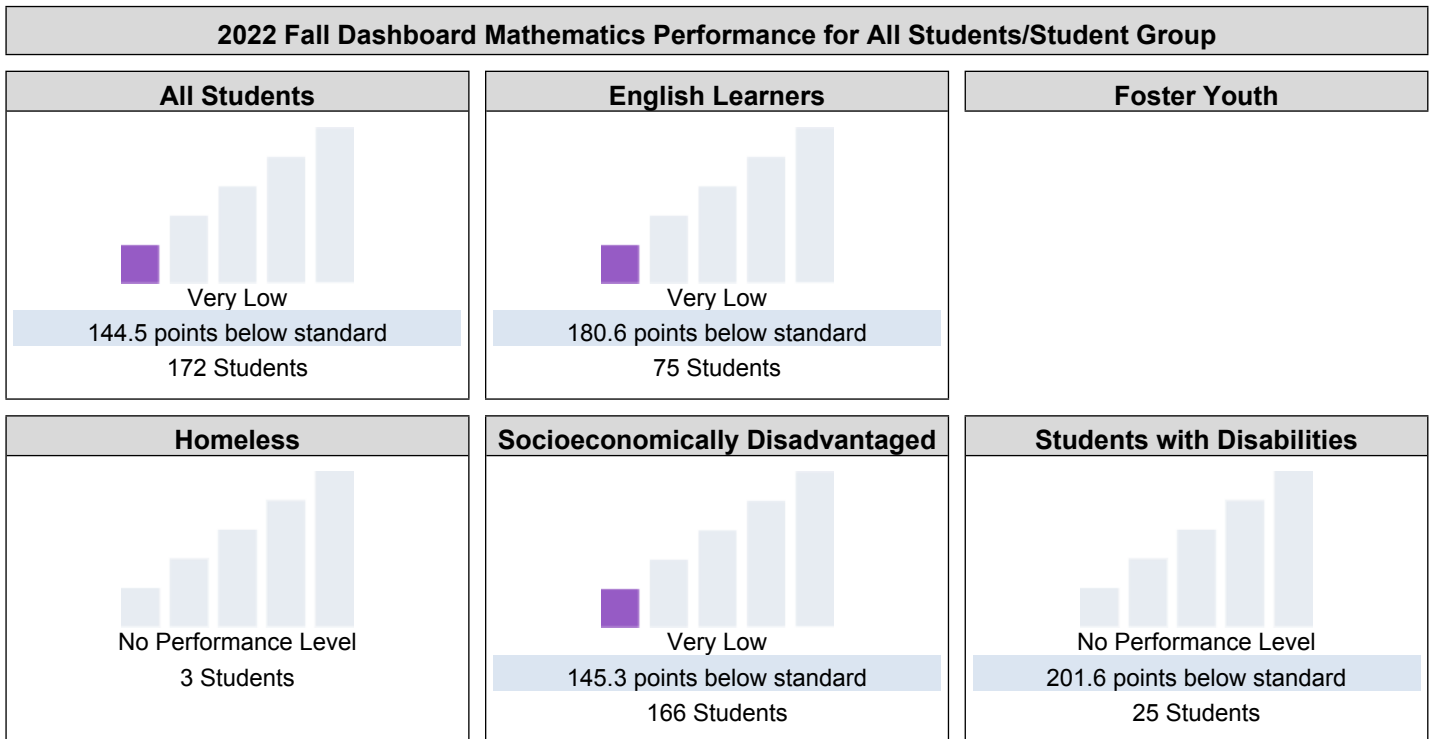
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
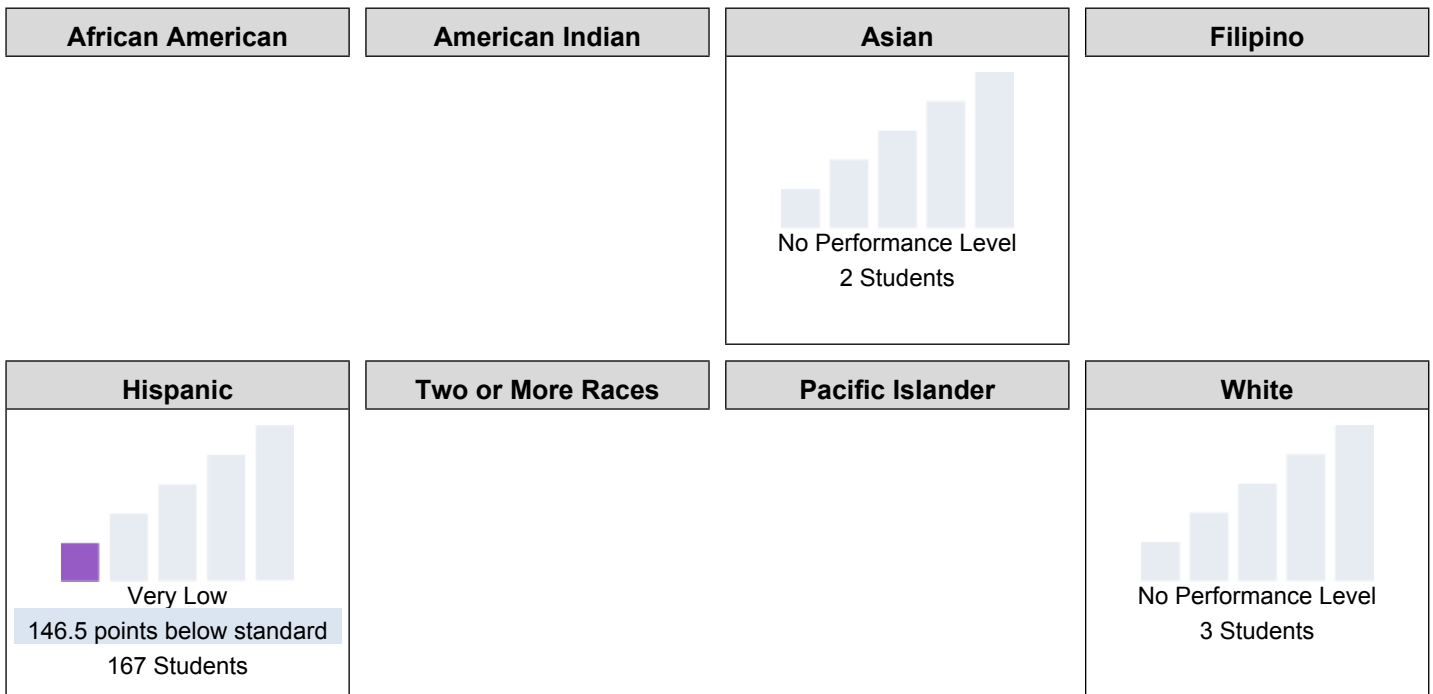
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	0	0	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group			
All Students	**English Learners**	**Foster Youth**
Very Low	Very Low	
144.5 points below standard	180.6 points below standard	
172 Students	75 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	No Performance Level
3 Students	145.3 points below standard	201.6 points below standard
	166 Students	25 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level	
		2 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very Low			No Performance Level
146.5 points below standard			3 Students
167 Students			

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
183.8 points below standard	170.6 points below standard	168.7 points below standard
57 Students	18 Students	16 Students

Conclusions based on this data:

1. English only students show the lowest points below standard with 168.7

2. AHS goal is to increase a minimum of 20+ points for all students in Math.

3. Will use benchmarks and progress monitoring (Achievement Teams CFA Progress Monitoring) to drive instruction in order to increase scores at a faster pace.
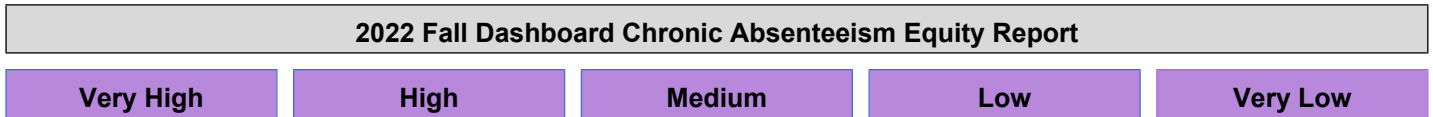
School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

VeryLow

28.6 making progress towards English language proficiency

Number of EL Students: 175 Students

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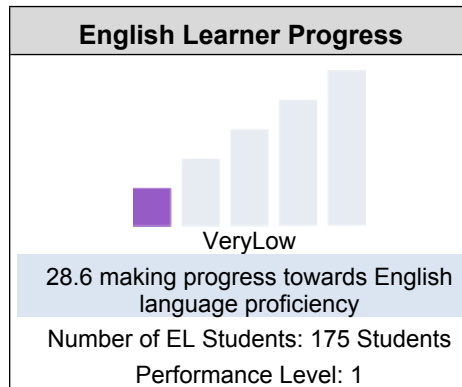
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
52	73	4	46

Conclusions based on this data:

1. Of the 175 students, 46 (26.8%) students have progressed at least one ELPI level, but we need to continue to make improvements.

2. Of the 175 students, 73 (42%) students have maintained their ELPI level. We will be looking at strategies to ignite growth with these students.

3. Of the 175 students, 52 (30%) students have decreased their ELPI level. We will be looking into areas of need to assist students.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. 56.2% of all students are placed in the "Prepared" level on the College/Career Indicator. This data is from the 2019 dashboard data. College/Career data was not reported in 2022.

2. 27.9% of English Learner students are placed in the "Prepared" level on the College/Career Indicator. This was a decrease of -13.4%. This data is from the 2019 dashboard data. College/Career data was not reported in 2022.

3. Staff development will be implemented to better understand the raw data that is used in the dashboard to indicate college and career readiness. Changes need to be made to our information system that reports to CALPADS in order to show accurate data. College/Career data was not reported in 2022. Staff development will continue to be implemented and monitored.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.
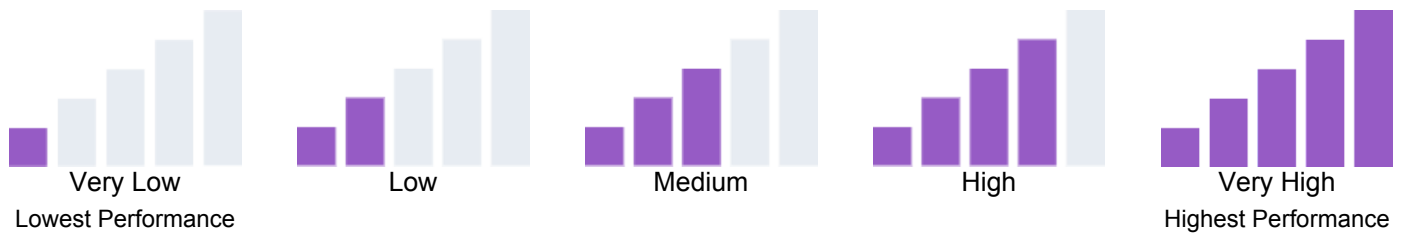
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
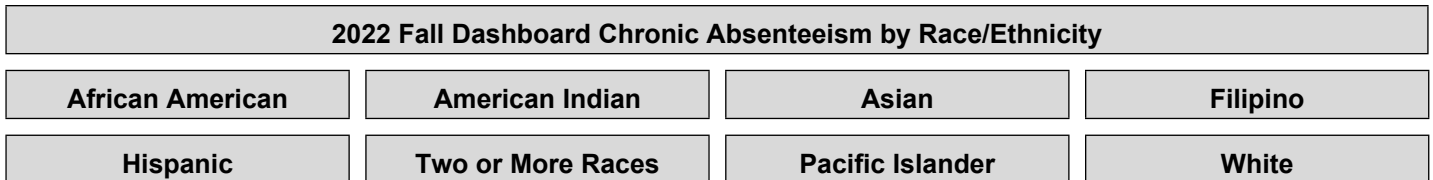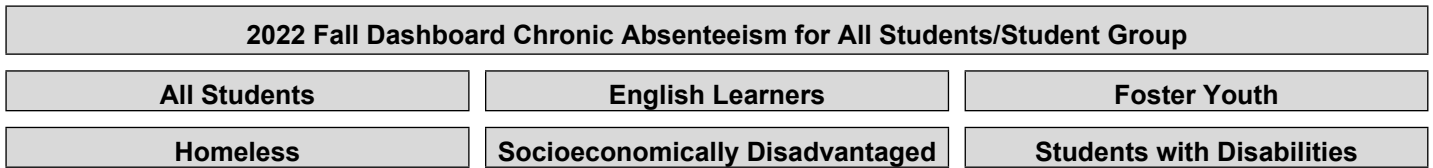
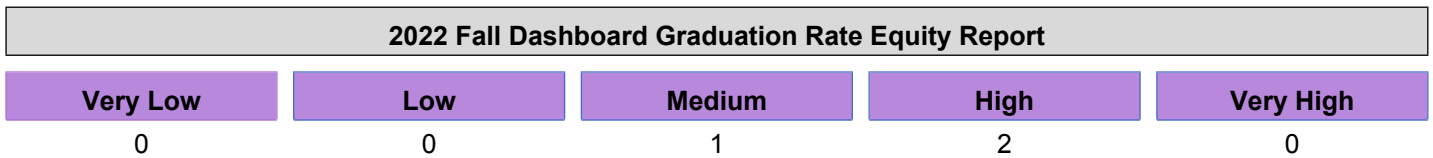**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Engagement
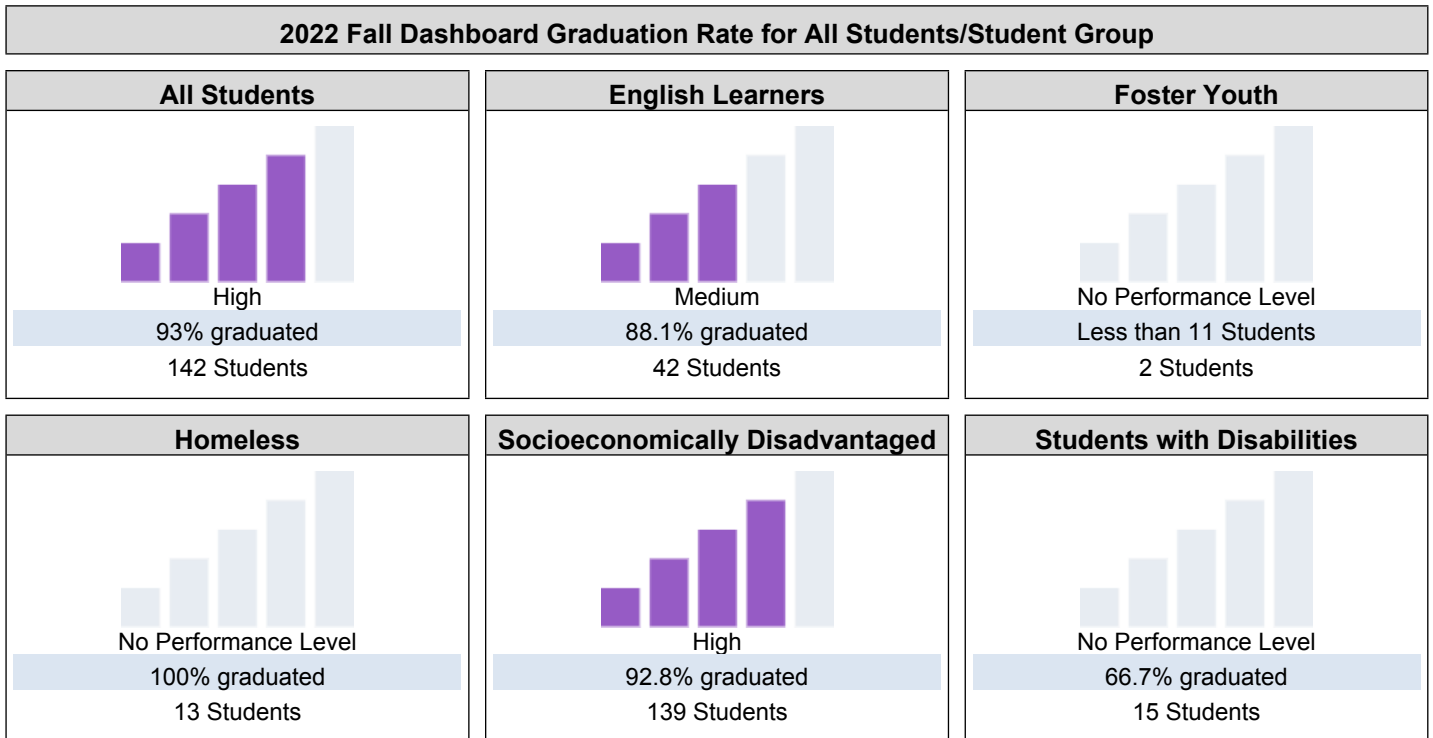## Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
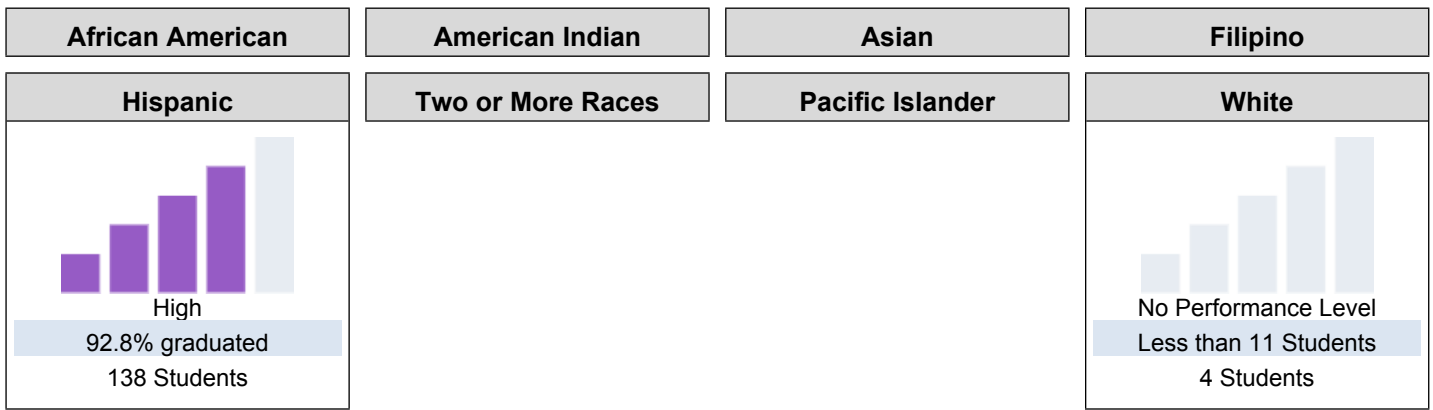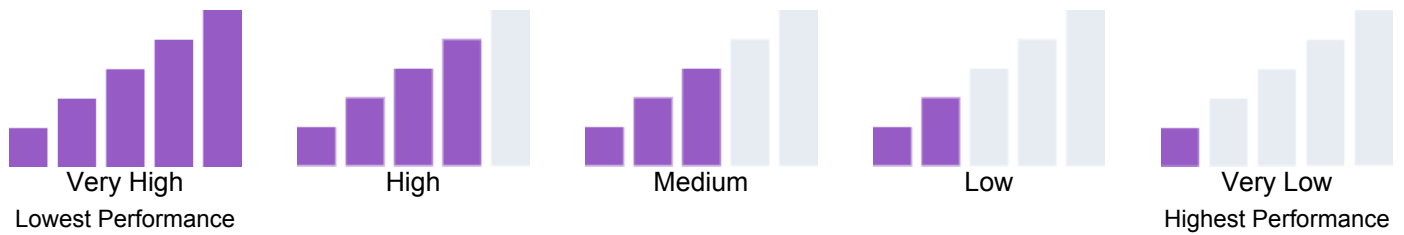

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	1	2	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	Medium	No Performance Level
93% graduated	88.1% graduated	Less than 11 Students
142 Students	42 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	No Performance Level
100% graduated	92.8% graduated	66.7% graduated
13 Students	139 Students	15 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**

Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Hispanic

High

92.8% graduated

138 Students

White

No Performance Level

Less than 11 Students

4 Students

Conclusions based on this data:

1. Overall Graduation rate has decreased from 2019 (95.4%) by 2.4%.   Our current graduation rate is 93%.

2. AHS graduation rate is above the state average of 87.4%. We want to continue to offer college classes.

3. Of all students indicated, 26 students received Associates of Science Transferable (AST) from West Hills College. Our goal is to increase that number and to do so, we have added two new pathways.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.
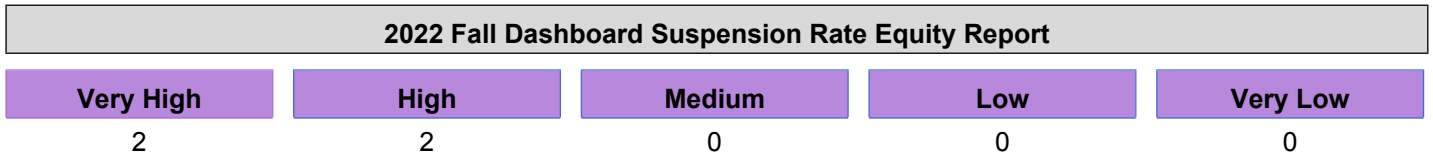
2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
2	2	0	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	No Performance Level
9.2% suspended at least one day	10.8% suspended at least one day	Less than 11 Students
803 Students	277 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Very High
0% suspended at least one day	9.2% suspended at least one day	11.1% suspended at least one day
16 Students	771 Students	81 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level Less than 11 Students 4 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High 9.3% suspended at least one day 775 Students			No Performance Level 8.3% suspended at least one day 24 Students
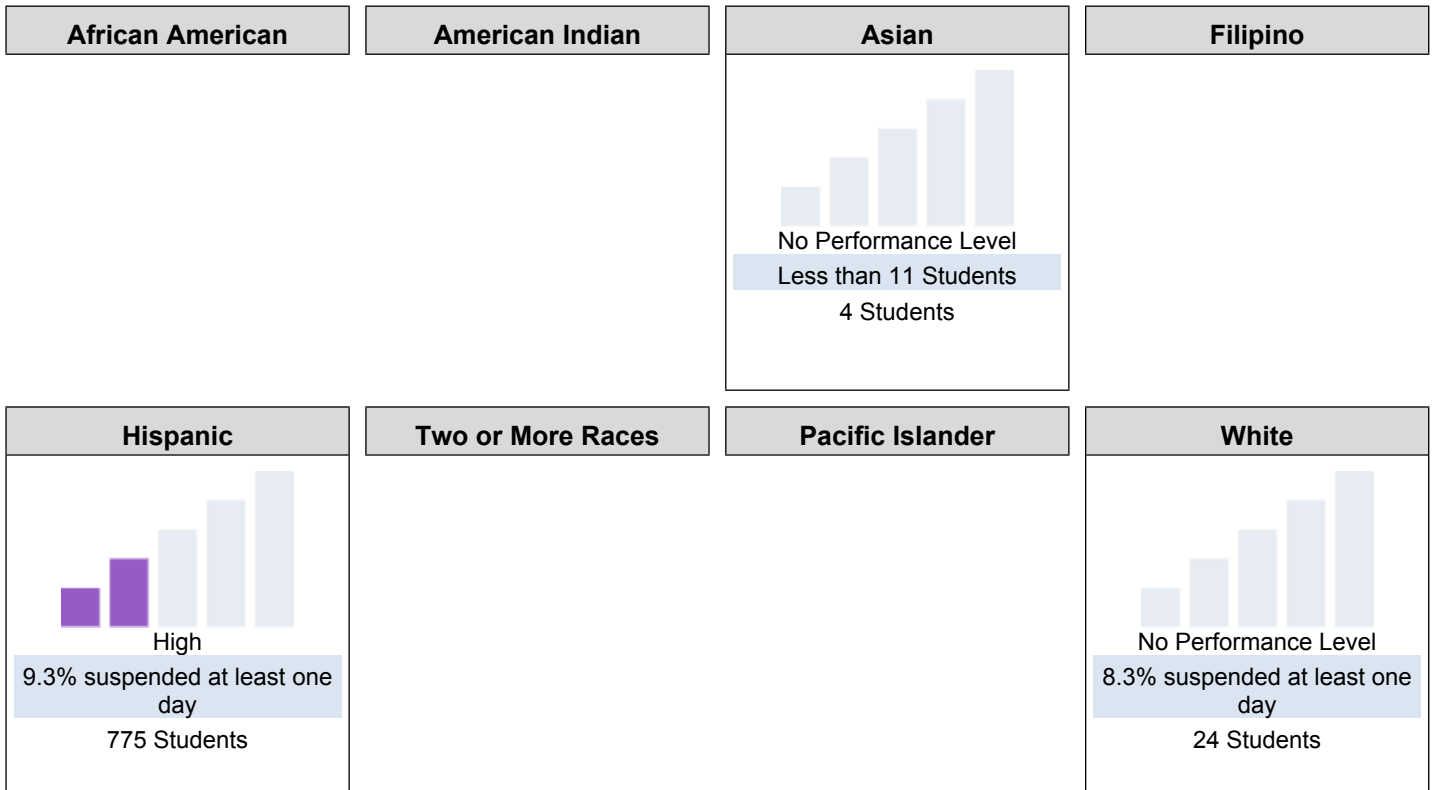
Conclusions based on this data:

1. Suspension rates for Students with Disabilities decreased from 20.4% (2019) to 11.1% -- 9.3%

2. Suspension rates English Learners are high and need to decrease.

3. Alternatives to suspension need to be explored to address the need for student support systems. The implementation of Behavior Plans for Students with Disabilities or At-Risk is one alternative we will be working on. Close collaboration between general education teachers and special education teachers will take place in order to better serve student needs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 2: Implementation of State Standards, 4: Pupil Achievement, 7: Course Access, 8: Other Pupil Outcomes

LEA/LCAP Goal

The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills.

Goal 1

All students will be college and career ready upon graduation. Students graduating in June 2023 will be college and career ready with at least 60% of students eligible for CSU or UC admission.

Identified Need

There is no College and Career indicator reported for the 2021-22 year. Our aim is to decrease in the number of students failing to meet A-G requirements and/or are career ready. Students who are focused on attending college, our goal is to support them with the appropriate classes and rigor to be successful. While still focusing on meeting the needs and supporting students who are not college bound but go on to be successful graduates entering the work force. These goals include elective and CTE courses and pathways that include certifications.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metrics State Priority 2: Implementation of State Standards 1. English Language Arts 2. Math 3. English Language Development 4. Career Technical Education 5. Health Education Content Standards 6. History-Social Science 7. Model School Library Standards 8. Physical Education Model Content Standards 9. Next Generation Science Standards 10. Visual and Performing Arts 11. World Language 12. EL access to CCSS and the ELD standards	Baseline/Actual Outcome 1. ELA: Low (CAASPP) 2. For ELA will will track progress via STAR ELA. Our baseline is: 10-16 percentile. 3. Math: Very Low (CAASPP) 4. For Math will will track progress via STAR Math. Our baseline is: 25-36 percentile 5. ELD: Very Low (ELPI Level) 6. College and Career: No Scores for the 2021-2022 year 7. Health Passing success rate: 97% of students passed in 2021-2022 8. History-Social Science Passing Success rate: 60% of students passed in 2021-2022 9. Library: 100% implementation of new model school library standards 10. PFT: 35.3% met 4 out 6 or more	2022-2023 Increase at 1. ELA: Medium (CAASPP). 2. For ELA will will track progress via STAR ELA. Our expected outcome is: 40 percentile 3. Math: Low (CAASPP) 4. For Math will will track progress via STAR Math. Our expected outcome is: 40 percentile 5. ELD: Medium(ELPI) with an increase of 30 points 6. College and Career: decrease to 15% of students not prepared 7. Health Passing success rate: 97% - maintain 8. History- Social Science: 60% of students will pass in 2022-2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	11. Science Passing success rate: 80% of students passed in 2021-2022 12. Visual and Performing Arts Passing success rate: 87% of students passed in 2021-2022 13. Foreign Language Passing success rate: 74% of students passed in 2021-2022 14. EL access to CCSS and the ELD standards: Very Low (ELPI Level)	9. Library: 100% implementation of new model school library standards 10. PFT: 50% met 4 out 6 or more 11. Science Passing success rate: 95% of students will pass in 2022-2023 12. Visual and Performing Arts Passing success rate: 95% of students will pass in 2022-2023 13. Foreign Language Passing success rate: 80% of students will pass in 2022-2023 14. EL access to CCSS and the ELD standards: Medium (ELPI) with an increase of 30 points
Metrics State Priority 4: Pupil Achievement 1. Statewide Assessments 2. Pupils completing UC or CSU entrance requirements or CTE standards 3. EL progress as measured by ELPAC 4. EL reclassification rate 5. AP exam passage rate 6. EAP exam participation and passage rates	Baseline/Actual Outcome 1. Statewide Assessments set by the California Dashboard Indicators: ELA: Low & Math: Very Low 2. Pupils completing UC or CSU entrance requirements or CTE standards: No Scores Reported for the 2020-2021(College and Career) 3. EL progress as measured by ELPAC: 5.3% proficient 4. EL reclassification rate: 0% 5. SPANISH AP exam passage rate: 100% 6. EAP exam participation: 100% 7. EAP passage rate: 36%	Expected Outcome 1. Statewide Assessments set by the California Dashboard Indicators: ELA: Medium & Math: Low 2. Pupils completing UC or CSU entrance requirements or CTE standards: Green 56.2% prepared (College and Career) No Scores Reported for the 2021-22 year. 3. EL progress as measured by ELPAC: 15% % proficient 4. EL reclassification rate: 10% 5. SPANISH AP exam passage rate: 100% 6. EAP exam participation: 100% 7. EAP passage rate: 50%
Metrics State Priority 7: Course Access: 7A) Course Access for Grades 9-12 7B) Programs and services developed and provided for unduplicated students 7C) Programs and services developed and provided for	100% of students have course access	100% of students have course access

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
individuals with exceptional needs		
Metrics State Priority 8: Pupil Outcomes 1. CTE 2. Applied Arts/AG 3. Electives as applicable	CTE participation rate: 50% of students participated in 2021-2022 Electives participation rate: 80% of students participated in 2021-2022	CTE participation rate: 60% of students participated in 2022-2023 Electives participation rate: 85% of students participated in 2022-2023

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Continue to add electives, college prep classes, and college classes each year. This year we will be adding a focus on the career portion.

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

Amount(s)	Source(s)
100,000	Title I Part A: Allocation 4000-4999: Books And Supplies Through our partnership with West Hills College continue adding and offering college classes on our campus. The master schedule will reflect the college opportunities offered to students. Equipment not depreciated, Materials and supplies.
5,000	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Staff support for parent meetings and other parent involvement events.
9,000	Title I Part A: Allocation 3000-3999: Employee Benefits Support Staff Benefits
3,139	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries

	Translators for parent meetings
25,720	Title I Part A: Allocation 4000-4999: Books And Supplies Equipment/ tech updates to facilitate instruction

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Teachers will regularly examine students' work to assure it meets grade level standards. Agendas will be submitted to administration for grade level meeting. Lesson plans will be submitted to the principal/vice principals at the beginning of the week, and teachers will continuously update list of at risk students.

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

Amount(s)	Source(s)
20,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitute pay for teacher attending conference/workshop

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our main focus was to increase the number of students who were UC/CSU ready upon graduation. Our goal was to broaden the scope of college courses offered at our site. Through exposure to these new course offerings, students have the opportunity and flexibility of exploring career interests. For the year 2021-22 we fell short in meeting our set goal of 60% of graduating seniors being UC/CSU ready. We had 36% of our seniors meeting this goal.

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

There were minor budgetary changes needed to improve learning. Frequent review of goals will serve to make necessary changes and adjustments to increase effective programs and resource implementation.

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

The goal to continue to prepare students for UC/CSU college admission after graduation will remain the same. We are continuing to look at current course effectiveness and alternative courses as we plan for the 2022-23 school year to make sure these are the correct fit for students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priorities 1: Basic, 5: Pupil Engagement, 6: School Climate

LEA/LCAP Goal

The District will provide engaging and rigorous learning environments where students feel safe and want to be in school.

Goal 2

All 9th graders, for the 22-23 school year, will enter 10th grade with 50 semester credits and participate in extra curricular activities and be on track for A-G completion upon high school graduation.
All AHS students will learn from properly credentialed teachers and administrators in their authorized areas of instruction, utilizing standard aligned instructional materials and school facilities that are in good repair.

Identified Need

The need is to support students who are struggling academically to make sure they are able to achieve the 50 credits by their sophomore year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5A: School Attendance Rates	5A: School Attendance Rates: 92.4%	Increase by 3%
5B: Chronic Absenteeism Rates	5B: Chronic Absenteeism Rates: 28.0%	Decrease by 10%
5D: High School Dropout Rates	5D: High School Dropout Rates: .014%	Continue to decrease
6A: Suspension Rate-All Students v	6A: Suspension Rate-All Students: 9.9%	Decrease by 5%
6B: Pupil Expulsion Rates	6B: Pupil Expulsion Rates: 0.5%	Continue to decrease
1A. The teachers of the school district are appropriately assigned and fully credentialed in the subject areas for the pupils they are teaching.	1A. Williams Compliance: No teacher miss-assignments were found, however, one teacher is working out of class.	100% working in class and fully-credentialed teachers
1B. Every pupil in the school district has sufficient access to the standards-aligned instructional materials	1B. Williams Compliance: Every pupil in the school district has sufficient access to	100% sufficient access to the standards-aligned instructional materials

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	the standards-aligned instructional materials	
1C. School facilities are maintained in good repair	1C. Williams Compliance: Williams overall rate - Good	Williams overall rate - Exemplary

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Inform students of missing assignments during SMART. During SMART class time teachers will query missing assignments in Aeries, and track reduction rate. The school will also monitor student success through the passing rate.
Identify students that are not succeeding, use data to modify instruction for those students that need it, provide intervention and supports.
Weekly Lesson Plans will reflect engagement strategies and best teaching practices. Classroom Observations will be consistent and focused on student success and teacher growth. We will monitor data to analyze for growth. Weekly departmental PLC meetings allowing for teacher collaboration on student progress.

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

Amount(s)	Source(s)
50,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries After school tutoring, Saturday school and other supports
10,000	Title III 4000-4999: Books And Supplies Intervention materials and bilingual reading books

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Inform parents of student progress through letters and phone calls.
Staff will use letters and make phone calls to communicate to parents when students are in danger of failing, or are in need of extra support and encouragement.

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

AHS holds tutoring 3 times a week on Mondays, Tuesdays, and Thursdays for struggling students, student-athletes are also required to attend. These sessions have assisted struggling students and athletes to become or stay eligible for school activities. Tutoring has continued through Distance Learning offered virtually on the same days. Saturday School, held bi-weekly for attendance, behavior, and credit recovery. Teacher Parent conferences where we have placed translators have a high parent turn out, with an average of about 586 parent-teacher contacts. These meetings do not only help communicate academic needs to parents but they help build bridges between school and home.

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

There are no major differences in budgeted expenditures. At this time AHS has no plans to make any foreseeable changes. Our plan is to continue with these strategies and activities as these implementations have shown marked progress.

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.

At this time AHS has no plans to make any foreseeable changes. Our plan is to continue with these strategies and activities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 5: Pupil Engagement

LEA/LCAP Goal

The District will provide professional development to support engaging instruction and creative teaching environments in which there is widespread acceptance and support for the district vision and mission statements.

Goal 3

The most recent AHS graduation rate is 93%. The goal is to increase by 5%.

Identified Need

Focus is to identify students who are at-risk of not graduating. This includes social-emotional as well as academic needs. Provide professional development for teachers to make learning and the environment more engaging for students as well as focus on social-emotional areas of need. This in turn will increase graduation rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5E: Graduation Rate	5E: Graduation Rate: 93%.	Increase by 5% for a total of 98%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Each teacher will receive direct interactive instruction coaching to increase rigor, student engagement, and student achievement. District PD calendar reflects continued education for teachers in engagement. Teachers will focus on engagement strategies and lesson design. PD sign in sheets are filled out for accountability. Teachers will consistently incorporate a minimum of 4 CFU in each lesson. Weekly Lesson Plans include Check for Understanding (CFU), and part of the classroom observation form collects data about CFUs for later analysis.
Teachers will participate in monthly grade level meetings to develop lesson delivery to insure student success and engagement. Weekly PLC agenda and minutes will reflect collaboration between teachers. Calendared meetings are scheduled for teachers to develop lessons and their pedagogy, and weekly lesson plans are monitored for student engagement and rigor.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Professional Development
10,000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Membership dues/ software or licenses
3,928	Title III 5000-5999: Services And Other Operating Expenditures Communication and postage
15,000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Extended learning opportunities
40,000	Title I Part A: Allocation 4000-4999: Books And Supplies Additional books for advanced classes
5,000	Title III 5000-5999: Services And Other Operating Expenditures Extended learning opportunities

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Professional Development was scheduled through out the school year. The district with site administration and teacher leadership group input scheduled professional development meetings throughout the 2022-2023 school year. District employees are offered topics such as: Social Emotional, Study Sync, Profile of a Graduate, Achievement Teams, Renaissance, Champions Academy, NoRedInk, ALEKS, Clever, Near pod,   These professional development sessions are

instrumental in assisting teachers to better tailor their lessons to student needs and promote graduation.

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

There are no major differences in budgeted expenditures. At this time AHS has no plans to make any foreseeable changes. Our plan is to continue with these strategies and activities which have proven to be effective.

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.

At this time AHS has no plans to make any foreseeable changes. Our plan is to continue with these strategies and activities, which have proven to be effective.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 3: Parent Involvement

LEA/LCAP Goal

The District will foster a culture of student, parent and community involvement by building and maintaining positive participation and relationships.

Goal 4

All AHS students will learn from properly credentialed teachers and administrators in their authorized area of instruction, utilizing standards-aligned instructional materials in school facilities that are in good repair.

Identified Need

Parent participation in advocacy, and as overall stakeholders who look to help improve current systems by engaging in structured discussions and decision making at forums such as board meetings, SSC meetings and LCAP meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3A: Parental Involvement	Overall Parent attendance at parent-teacher conferences: approximately 586 student/parent participation	Increase parent involvement by 10%
3B: Parental involvement for unduplicated students	Unduplicated student Parent attendance at parent-teacher conferences: approximately 177 student/parent participation	Increase parent involvement by 10%
3C: Parent involvement for students with Exceptional needs	Exceptional Needs Parent attendance at parent-teacher conferences: approximately 12 student/parent participation	Increase parent involvement by 10%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

AHS will provide assistance to parents on how to help students with homework and ways to extend school activities to the home. Parent rights and education meetings with sign-in sheets for accountability

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Title III 2000-2999: Classified Personnel Salaries Additional tutoring and support to students afterschool

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

AHS structures and offers parent rights and education meetings. These meetings serve to educate our parents on the importance of their involvement in the education system. The goal is to encourage parent voice in all school decisions. Parents are encouraged to attend parent/teacher conferences and participate in site ELAC and School Site Council groups. Parents are informed and recruited and informed of school activities through social media platforms, traditional mail services, school messenger in parent's home language preference.

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

There are no changes to budgeted expenditures at this time. The only change in implementation would be to add monthly principal report meetings with parents, however, all stakeholders will be encouraged to attend.

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

The only change would be to add monthly principal report meetings with parents, however all stakeholders will be encouraged to attend. Active parent participation in School and District planning would remain the goal.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$373,882
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$316,787.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$289,720.00
Title I Part A: Parent Involvement	$3,139.00
Title III	$23,928.00

Subtotal of additional federal funds included for this school: $316,787.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $316,787.00

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
Title I Part A: Allocation	332,210	42,490.00
Title I Part A: Parent Involvement	3,971	832.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	289,720.00
Title I Part A: Parent Involvement	3,139.00
Title III	23,928.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	70,000.00
2000-2999: Classified Personnel Salaries	13,139.00
3000-3999: Employee Benefits	9,000.00
4000-4999: Books And Supplies	175,720.00
5000-5999: Services And Other Operating Expenditures	48,928.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	70,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	5,000.00
3000-3999: Employee Benefits	Title I Part A: Allocation	9,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	165,720.00

5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	40,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	3,139.00
2000-2999: Classified Personnel Salaries	Title III	5,000.00
4000-4999: Books And Supplies	Title III	10,000.00
5000-5999: Services And Other Operating Expenditures	Title III	8,928.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	162,859.00
Goal 2	60,000.00
Goal 3	88,928.00
Goal 4	5,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Xondria Burkett	Classroom Teacher
Shane Daniels	Classroom Teacher
Yogita Kumari	Classroom Teacher
Araceli Enriquez	Other School Staff
Silvia Maldonado	Principal
Daniel Melgar	Parent or Community Member
Jose Arias	Parent or Community Member
Gloria Balderas	Parent or Community Member
Denise Merino	Secondary Student
Rubi Rivera	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
[signature]	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 1/30/23.

Attested:

[signature: Silvia Maldonado]	Principal, Silvia Maldonado on 01/30/23
[signature]	SSC Chairperson, Daniel Melgar on 1/30/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019