School Year: **2023-24**

School Plan for Student Achievement (SPSA) and Annual Evaluation Template

Addendum: Regulatory requirements and general instructions.

Appendix D: Guiding Questions: Use as prompts (not limits).

California School Dashboard Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

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

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Amistad High (Continuation) Richard Pimentel richard.pimentel@desertsands.us	33-67058-3331113	3/31/23	

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

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.

This Amistad School Plan for Student Achievement (SPSA) is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

2020-23 Plan Summary

The Story

Describe the students and community and how the school serves them.

Amistad High School is a continuation school that serves the students in grades ten through twelve within Desert Sands Unified School District and the Coachella Valley. Located in Indio, a majority of students come to Amistad High School for credit recovery and, upon earning sufficient credits, have the option to return to their home school or graduate from our school. In 2022-23, Amistad was not designated as a Title 1 school wide secondary institution despite a total of 97.2% of our students identified as socioeconomically disadvantaged. Amistad has 37.2% English learners, and 2.5% of students who have been reclassified as English Proficient. 4.1% of the student population are on an IEP. The school's Fall 2021 enrollment was 216, of which 87.0% of students are of Hispanic descent, 8.3% of students identify as white, 2.3% African American, and 1.6% other ethnicity/not reported. During the 2021-22 school year, 5.6% of students were identified as homeless youth and 2.1% were classified as foster youth.

Amistad follows a quarter system and students have opportunity to complete five courses every 8-10 weeks, depending on the school calendar. Amistad has two additional periods that are offered outside of the regular school day, 0 period and 6th period, which allows students the option of recovering more credits towards graduation. Amistad offers enrollment to students within Desert Sands Unified School District during the first two weeks of each quarter. Schools within the district work in coordination with Amistad counselors to provide this option for students in hopes of ensuring graduation within a students four-year goal. Students that do not complete high school graduation requirements within a four-year period will have the option of a 5th year through Amistad's Independent Studies program.

Amistad also provides a Career Technical Education (CTE) Automotive Technology pathway as well as college credit opportunities for students. Starting in the Fall of 2021, Amistad's Automotive Technology pathway has transitioned to four new college credit (dual enrollment) courses . In addition, Amistad hosts 12 units of college credit courses through COD Construction. Courses include: Introduction to Construction Technology, Thermal and Moisture Protection, Drywall Installation and Finish, Exterior Finish, Preparation and Layout, Masonry Fundamentals, Concrete & Formwork, and Roof Applications. Both the Automotive Technology and Construction programs allow students to earn both high school and college credit while working towards certifications that can lead to either a career or continue training at College of the Desert.

Amistad offers extra-curricular opportunities for students such as clubs, ASB and athletics. These are intended to foster the school community while providing outlets for students to develop and explore their interests. Students in ASB attend various leadership conferences and trainings. These students also have ample availability to hone their leadership skills through campus events, parent/community outreach and district functions.

Amistad High School has a clear focus to meet the needs of students who may face language and/or economic barriers. Supporting our site is a full time assistant principal, instructional coach, and part-time bilingual community tech. This demonstrates a clear commitment from our Board of Education to continue to meet the high expectations and performance goals set by our certificated and classified staff as well as implement best practices in alternative education.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The SPSA was developed with input from a variety of educational partners including members of the school Academic and Tier I MTSS Leadership Teams, the School Site Council, ELAC, other staff, community members and students all providing suggestions and feedback on plan elements for our school-wide Title I program. The actions and strategies within our 2022-23 SPSA support our efforts to increase rigor, relevance, and school connectedness to maintain high levels of engagement and academic achievement.

Professional development will be expanded to include restorative practices, mindfulness, trauma informed practices,and co-teaching with a focus on PLCs. We will continue our work with AVID, EL Literacy Strategies, and Rigor and Relevance. Additionally, science and social studies teachers will engage in professional development on curriculum aligned with California's standards for science and social studies. Teachers will be trained in best first instruction, and in the selection of appropriate strategies for differentiating for high-needs students including English learners by focusing on integrated English Language Development, as well as designated ELD. Students who struggle academically and socially will receive intervention support. A focus on providing tiered academic interventions will also be highlighted in our SPSA.

Further, we have increased opportunities for parental involvement and participation by offering parent/family workshops on how they can better support their child's success in school; in addition to providing parents with a list of parent involvement activities for the entire school year.

The Plan focuses on the following areas: academic achievement, climate and culture, and parent participation. To address these areas, the school will:
1. Provide all students with excellent first instruction, academic support, and support for regular attendance.
2. Teachers will be trained in effective first teaching strategies, including embedded, integrated English Language Development. A large focus on PLCs and the effective use of DuFour's will be embedded in professional learning and tier 1 instruction.
3. Interventions and support to meet the needs of students to ensure student success academically, socially, emotionally, and behaviorally.
4. Parent programs and events such as Eagle Family Night and other parent and family engagement activities.

Needs Assessment -- Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

Graduates

iReady participation
Goals developed based on our needs are in the areas of academic achievement (math, ELA, and ELD-Linguistic achievement) as reflected on iReady diagnostic (three times/year), ELPAC and CAASPP scores.

Goals will be developed to close the academic achievement gap for the following:
students with disabilities.
developed to address the linguistic needs of English learners as identified by the ELPAC results. and through the number of the students eligible for reclassification.
Additionally, school wide student and staff safety will be a priority with a goal that will be assessed using both suspension rates and students and staff survey data through the yearly Panorama survey.

Goal 1 (academic progress in Math and Reading) showed positive gains based on our i-Ready diagnostic results. In both Reading Informational Text and Math Numbers and Operations we showed a decrease in the number of students two or more grade levels behind (i-Ready Winter Diagnostic 2022 compared to i-Ready Winter Diagnostic 2023).

Goal 2 showed positive progress related to college going experience. We are awaiting our 22-23 ELPAC scores to determine our progress on EL progress, however, our EL showed progress on the iReady diagnostic (focus vocabulary) by decreasing 13% of our EL students who are 2+ grade levels behind in vocabulary.

Goal 3 showed positive gains related to suspensions in comparison to the 21-22 school year. In addition, positive growth seen on Panorama Survey for Students from the 21-22 school year.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Attendance continues to be a challenge for Amistad . During the 2022-23 school year, Amistad approached attendance through a tiered system of support - including our first Tier 2 targeted group - with the help of a SAP counselor. We also had our two counselors intervene with the "power to be present" workshops. We look forward to continuing our work to monitor student attendance, document our efforts and incentivize attendance and encourage/motivate our students.
The Amistad staff and site leadership team made significant strides in becoming a PLC community with regular cycles of assessment, modification, and reteaching.
The need for academic interventions is very clear at Amistad. Amistad will continue an after school intervention called "small groups" to assist in credit recovery. After seeing great success during the second semester of the 2021-22 school year, we look to continue our Tier 3 Intensive after school EL cohort.
Our panorama survey indicates a need to work on student self-management
EL student population needs schoolwide use of strategies by all teachers.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

While EL students at Amistad are making progress towards a diploma, they are still struggling to make progress towards English Proficiency. They are also significantly lower in ELA and Math as per the CA dashboard. Amistad's use of Professional Learning Teams (PLTs) . Amistad's use of a zero and sixth period credit recovery class and a sixth period ELD support class will continue to support our students with difficulty in language
Our EL and White population reported a much lower than average response on self -efficacy, or how much they believe they can succeed in achieving academic outcomes.

Resource Inequities

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

AHS covers a large geographical area as it relates to our students in special education, often needing to cross the entire West Valley to receive adequate support. This is because we are the only Alt ed. SDC program in the district. We need to provide more support and engage with public transportation authorities to perhaps provide bus routes to our campus.
College and career is often overlooked for our students as many of them don't fulfill A-G requirements.
There is no female security staff on campus, often leaving us unable to respond to restroom calls or address concerns.
Students with an IEP tend to isolate themselves and don't "push in" socially.

Need Assessment - Educational Partner Involvement

SPSA Year: **2023-24**

Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

Amistad continues to work on new ways to engage stakeholders in a variety of ways. This year we had two FAFSA nights, an Eagle Info Night, and quarterly Progress Report Distribution events. Stakeholder input continues to be solicited at School Site Council Meetings, ELAC meetings, ASB meetings, and district trainings. Student, Staff, and Stakeholder surveys are made available periodically throughout the year. In addition, the staff at Amistad provides input on our efforts through the MTSS fidelity rubric, EL Roadmap, and the Inclusive practices self-assessment tool. All parent groups have completed elections by like peers.

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

The SPSA continues to be examined and, when necessary revised periodically throughout the school year by the Site Leadership Team and SSC. The Guiding coalition Team is comprised of department chairs and program leaders. The same group conducts an evaluation of the plan following full review and feedback from School Site Council. Recommendations are then formulated following the full evaluation on the Site plan during Guiding coalition meetings, tier I and II days, as well as from members of the School Site Council.

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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	$31,727
Total Centralized Services:	$136,974
Total Supplemental Concentration Funds	$102,199.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$133,926.00

Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

Attendance to parent events was consistently low. $17,000 of Title I and $300 of S/C will be used to engage parents through a bilingual community liaison that can promote outreach to parents.
ELD strategies, PLC and inclusive training is paramount for our teachers to be able to reach all students. $27,000 in S/C and $8900 in Title I will be used for teacher staff development and training in these areas.
Our students need appropriate interventions and access to health and wellness as part of their MTSS plan. $50,000 in S/C funds will be used to build in structured interventions and materials/supplies for students' emotional and mental health.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.39%	0%		1	0
African American	2.3%	1.96%	0%	5	5	0
Asian	0.5%	0.39%	0%	1	1	0
Filipino	%	%	0%			0
Hispanic/Latino	87.0%	91.37%	92.34%	188	233	193
Pacific Islander	0.5%	%	0%	1		0
White	8.3%	4.71%	1.44%	18	12	3
Multiple/No Response	%	0.78%	1.91%		2	4
			Total Enrollment	216	255	209

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10	1	1	
Grade 11	44	80	73
Grade 12	171	174	136
Total Enrollment	216	255	209

Conclusions based on this data:

1. Overall, the enrollment at Amistad has somewhat steady, but is noted as slightly increased.
2. A majority of the students served at Amistad are 12th graders, with only few 10th graders enrolled.
3. A majority of the students enrolled at Amistad are Hispanic.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	76	87	70	35.20%	34.1%	33.5%
Fluent English Proficient (FEP)	41	56	48	19.00%	22.0%	23.0%
Reclassified Fluent English Proficient (RFEP)	2			2.6%		

Conclusions based on this data:

1. While our school's overall enrollment has slightly declined, the number of English Learners has increased.
2. The percentage of Fluent English Proficient students at Amistad has once again increased after a downturn trend last year.
3. The percentage of RFEP has dramatically decreased over the past three years

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	60	129		56	125		56	125		93.3	96.9	
All Grades	60	129		56	125		56	125		93.3	96.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2461.	2475.		0.00	2.40		8.93	9.60		33.93	28.80		57.14	59.20	
All Grades	N/A	N/A	N/A	0.00	2.40		8.93	9.60		33.93	28.80		57.14	59.20	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.14	3.20		42.86	53.60		50.00	43.20	
All Grades	7.14	3.20		42.86	53.60		50.00	43.20	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	1.60		37.50	38.40		62.50	60.00	
All Grades	0.00	1.60		37.50	38.40		62.50	60.00	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	3.20		66.07	65.60		33.93	31.20	
All Grades	0.00	3.20		66.07	65.60		33.93	31.20	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	8.00		60.71	55.20		39.29	36.80	
All Grades	0.00	8.00		60.71	55.20		39.29	36.80	

Conclusions based on this data:

1. Amistad noted a significant reduction in standard not met in reading.
2. Students increased significantly in % Above Standards in Research/Inquiry.
3. Listening saw a decrease of 2% in students below standard, while increasing that 2 % to near standard.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	60	127		56	124		56	122		93.3	97.6	
All Grades	60	127		56	124		56	122		93.3	97.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2436.	2434.		0.00	0.00		0.00	0.82		7.14	7.38		92.86	91.80	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.82		7.14	7.38		92.86	91.80	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	0.00		16.07	13.11		83.93	86.89	
All Grades	0.00	0.00		16.07	13.11		83.93	86.89	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	0.82		41.07	47.54		58.93	51.64	
All Grades	0.00	0.82		41.07	47.54		58.93	51.64	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	0.82		60.71	54.10		39.29	45.08	
All Grades	0.00	0.82		60.71	54.10		39.29	45.08	

Conclusions based on this data:

1. For the first time, there is a small number of students meeting standards in math overall.

2. In math, AHS' greatest strength comes in communicating reasoning, with more than half the student near or above standard.

3. Students are still further behind in math than in ELA.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	1553.4	1556.7		1540.0	1557.7		1566.1	1555.2		18	39	
12	1387.0	1542.7		1384.1	1548.3		1389.7	1536.8		52	28	
All Grades										72	70	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11	5.56	15.38		50.00	38.46		38.89	33.33		5.56	12.82		18	39	
12	7.69	10.71		15.38	28.57		26.92	39.29		50.00	21.43		52	28	
All Grades	6.94	12.86		25.00	34.29		30.56	37.14		37.50	15.71		72	70	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11	16.67	33.33		61.11	46.15		16.67	12.82		5.56	7.69		18	39	
12	11.54	32.14		36.54	32.14		5.77	17.86		46.15	17.86		52	28	
All Grades	12.50	31.43		44.44	41.43		8.33	15.71		34.72	11.43		72	70	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11	5.56	0.00		16.67	23.08		55.56	48.72		22.22	28.21		18	39	
12	0.00	0.00		13.46	14.29		23.08	46.43		63.46	39.29		52	28	
All Grades	1.39	0.00		13.89	18.57		33.33	48.57		51.39	32.86		72	70	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	0.00	2.56		83.33	64.10		16.67	33.33		18	39	
12	1.92	7.14		40.38	60.71		57.69	32.14		52	28	
All Grades	1.39	4.29		52.78	62.86		45.83	32.86		72	70	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	55.56	82.05		38.89	12.82		5.56	5.13		18	39	
12	42.31	75.00		11.54	7.14		46.15	17.86		52	28	
All Grades	45.83	78.57		19.44	11.43		34.72	10.00		72	70	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	11.11	0.00		50.00	61.54		38.89	38.46		18	39	
12	5.77	3.57		25.00	39.29		69.23	57.14		52	28	
All Grades	6.94	1.43		30.56	51.43		62.50	47.14		72	70	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	11.11	5.13		83.33	87.18		5.56	7.69		18	39	
12	7.69	3.57		42.31	60.71		50.00	35.71		52	28	
All Grades	8.33	4.29		54.17	77.14		37.50	18.57		72	70	

Conclusions based on this data:

1. ELPAC Overall performance indicates an increase in Level 4 students.
2. ELPAC Speaking performance indicates our greatest achievement as indicated by the number of well developd students.

3. ELPAC Reading performance indicates minimal increase in well developed, while the beginning number increased overall. Reading continues to be the focus.

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**
255	**85.1**	**34.1**	**0.4**
Total Number of Students enrolled in Amistad High (Continuation).	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	87	34.1
Foster Youth	1	0.4
Homeless	15	5.9
Socioeconomically Disadvantaged	217	85.1
Students with Disabilities	71	27.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	2.0
American Indian	1	0.4
Asian	1	0.4
Filipino		
Hispanic	233	91.4
Two or More Races	2	0.8
Pacific Islander		
White	12	4.7

Conclusions based on this data:

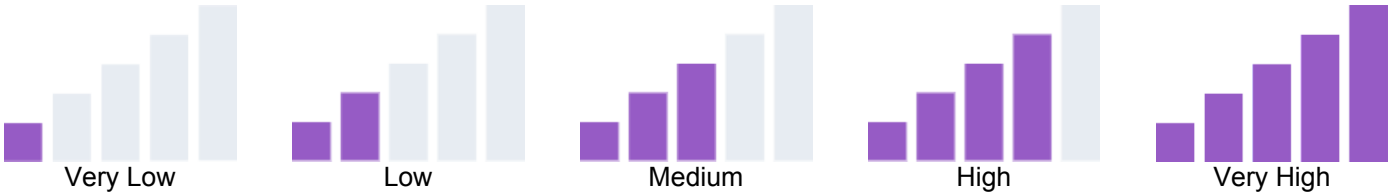
1. Amistad has a high percentage of SED students.
2. A majority of students at Amistad are Hispanic.
3. SWD make up nearly 28% of Amistad's population. This is a very high number and a source of concern for instructional and support purposes.

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).



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. All academic indicators are at the very low level.
2. Suspension and graduation rate continue to be a source of pride for our school.
3. A school wide commitment to our EL students and SWD is a priority at Amistad.

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).

This section provides number of student groups in each level.

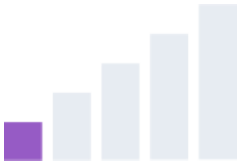
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	0	0	0	0

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
Very Low	No Performance Level	No Performance Level
99.8 points below standard	127.4 points below standard	1 Student
71 Students	25 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
7 Students	100.8 points below standard	1 Student
	69 Students	

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 95.4 points below standard 67 Students	No Performance Level 2 Students		No Performance Level 1 Student

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**
135.4 points below standard 21 Students	4 Students	106.7 points below standard 30 Students

Conclusions based on this data:

1. Our equity report puts our two significant groups (SED and Hispanic) in the very low stage.
2. The distance from 0 for EL students is over 33% further than from the general population.
3. Reading and responding to information text has been a priority in all classrooms at Amistad.

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).

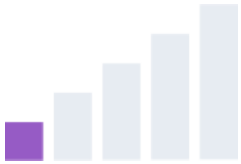
This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	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



Very Low

193.4 points below standard

72 Students

English Learners

No Performance Level

203.9 points below standard

25 Students

Foster Youth

No Performance Level

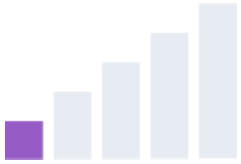
1 Student

Homeless

No Performance Level

7 Students

Socioeconomically Disadvantaged



Very Low

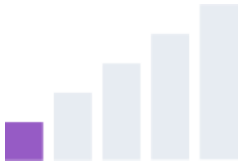
195.5 points below standard

70 Students

Students with Disabilities

No Performance Level

2 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 191.8 points below standard 68 Students	No Performance Level 2 Students		No Performance Level 1 Student

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**
208.1 points below standard 21 Students	4 Students	199.8 points below standard 31 Students

Conclusions based on this data:

1. Student groups across the campus of Amistad continue to struggle in math.
2. English Learners are not that much different than EO in math. Both have a significant distance from 0.

3. Many Amistad students do not have the requisite courses that the state mathematics assessment covers. Gaps in learning, caused from a number of reasons, is a challenge for students.

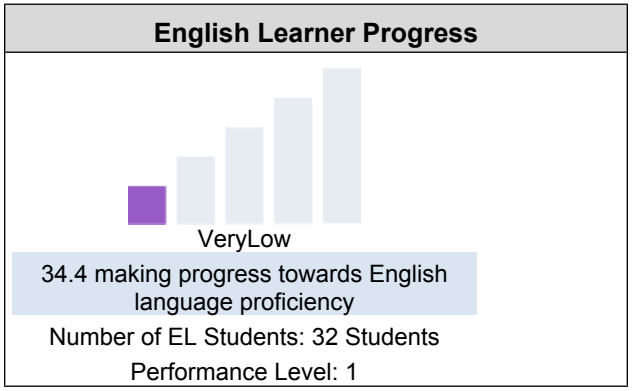
School and Student Performance Data

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



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
37.5%	28.1%	3.1%	31.3%

Conclusions based on this data:

1. About 1/3 of EL students at AHS increased at least one level
2. At Amistad 38% of EL students are declining.

3. EL progress remains an area of concern and focus at Amistad. Amistad has a clear need to support all levels of EL 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. There is no data in this indicator.
2. Graduation rates continue to be a point of pride for AHS
3. Our FAFSA completion has increased significantly due to the fact that it is now a graduation requirement.

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. No data reported (K-8 only)

2. Potential area of growth and need for improvement

3. The ability to work remotely leads to lower attendance rates.

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.

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

High

91.7% graduated

120 Students

English Learners

Medium

89.7% graduated

39 Students

Foster Youth

No Performance Level

Less than 11 Students

2 Students

Homeless

No Performance Level

91.7% graduated

12 Students

Socioeconomically Disadvantaged

High

91.7% graduated

120 Students

Students with Disabilities

No Performance Level

75% graduated

12 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 1 Student		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 High 93.2% graduated 118 Students			

Conclusions based on this data:

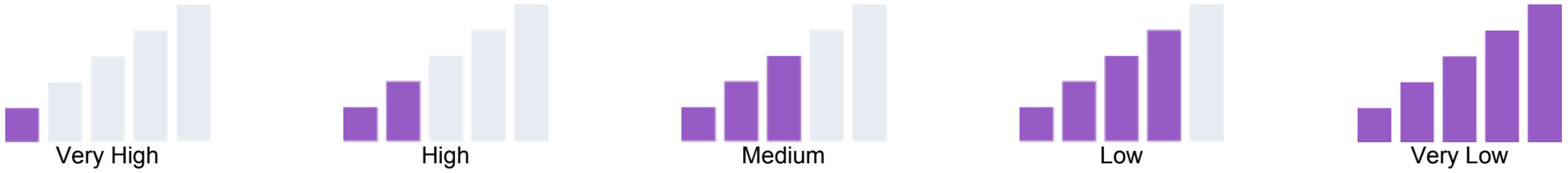
1. Two of our focus groups (Hispanic and SED) received a high rating in our equity report.
2. Graduation rates continue to climb at Amistad
3. SWD is a group that has a significantly lower graduation rate than the general population.

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**
0	0	3	0	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Medium

1.7% suspended at least one day

346 Students

English Learners

Medium

1.7% suspended at least one day

115 Students

Foster Youth

No Performance Level

Less than 11 Students

3 Students

Homeless

No Performance Level

0% suspended at least one day

23 Students

Socioeconomically Disadvantaged

Medium

1.9% suspended at least one day

308 Students

Students with Disabilities

Very Low

0% suspended at least one day

82 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level Less than 11 Students 5 Students	No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 2 Students	

Hispanic	Two or More Races	Pacific Islander	White
Medium 1.6% suspended at least one day 321 Students	No Performance Level Less than 11 Students 5 Students		No Performance Level 0% suspended at least one day 12 Students

Conclusions based on this data:

1. No SWD students were suspended.
2. 3 of our other significant groups maintained a medium suspension rate (Hispanic, EL, SED)
3. Overall, this continues to be an area of strength for Amistad. As the suspension rate continues to decrease, the work of Amistad staff on MTSS is evident.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities:
- X Priority 1: Basic (Conditions of Learning)
- X Priority 3: Parental Involvement (Engagement)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 6: School Climate (Engagement)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will receive instruction using standards-based State/District adopted core programs.	Students received instruction using standards-based State/District adopted core programs.	District	
All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD	Most English learners received both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas.	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
provides specialized attention to building language proficiency in English.	Designated ELD provides specialized attention to building language proficiency in English. Those that did not was because they needed one class to graduate.		
Instructional staff will receive additional support from the Educational Services division to enhance English learner success through systemic professional development opportunities.	Instructional staff received support from the Educational Services division to enhance English learner success through systemic professional development opportunities. Teachers had ELD standards training through our academic coach	Centralized Services Title I	Title I: Supplemental/Concentration
School site personnel will use data tools to analyze and monitor student achievement and instructional practices.	School site personnel used data tools to analyze and monitor student achievement and instructional practices. PLC process was started	Centralized Services Title I	Title I: Supplemental/Concentration
Through the District TRAC process, the Site Leadership Teams use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics.	Site leadership team used MSAP to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics.	Centralized Services Title I	Title I: Supplemental/Concentration
Provide Before/During/After school reading, math and ELD interventions for students not meeting standards.	Provided Before/During/After school reading, math and ELD interventions for students not meeting standards.	District Supplemental/Concentration	Title I: Supplemental/Concentration
Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Teachers received professional development on evidenced-based strategies to support all learners.	Centralized SErvices Title I	Title I: Supplemental/Concentration

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Provided an instructional coach to support teachers in best first instruction, intervention and enrichment.	Centralized Services Title I	Title I: Supplemental/Concentration
Provide a full-time counselor to support site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions.	Provided a part-time counselor to support site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions.	District Supplemental/Concentration	Title I: Supplemental/Concentration
Provide extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Provided extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Centralized Services Title I	Title I: Supplemental/Concentration
Provide support for early literacy and foundational skills to support students below grade level.	Provided support for early literacy and foundational skills to support students below grade level.	Centralized Services Title I	Title I: Supplemental/Concentration
Support the use of instructional technology and innovative instructional practices with a focus on learner engagement and academic achievement in ELA, science and math. This includes: technology replacement and upgrades, instructional furniture, materials/supplies, incentives for students, sub coverage, and extra duty hours.	Supported the use of instructional technology and innovative instructional practices with a focus on learner engagement and academic achievement in ELA, science and math. This includes: technology replacement and upgrades, instructional furniture, materials/supplies, incentives for students, sub coverage, and extra duty hours.	subs for conferences and PD 1000-1999: Certificated Personnel Salaries Supplemental/Concentration 5000 4000-4999: Books And Supplies Supplemental/Concentration 24806 Extra duty 2000-2999: Classified Personnel Salaries Supplemental/Concentration 500	subs for conferences and PD 1000-1999: Certificated Personnel Salaries Supplemental/Concentration 8000 4000-4999: Books And Supplies Supplemental/Concentration 16500 Extra duty 2000-2999: Classified Personnel Salaries Supplemental/Concentration 500
Provide extra duty hours for EL Lead and LAT team members to monitor progress of LTEL and RFEP students and classified staff to support services for EL students.	Provided extra duty hours for EL Lead and LAT team members to monitor progress of LTEL and RFEP students and classified staff to support services for EL students.	EL Lead, LAT Team 1000-1999: Certificated Personnel Salaries Supplemental/Concentration 400	EL Lead, LAT Team 1000-1999: Certificated Personnel Salaries Supplemental/Concentration 400

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff a limited term, six-hour bilingual community tech to support family and community engagement as well as support teachers and admin with attendance and academic monitoring/programs for our students	Staffed a limited term, six-hour bilingual community tech to support family and community engagement as well as support teachers and admin with attendance and academic monitoring/programs for our students	2000-2999: Classified Personnel Salaries Supplemental/Concentration 10112	2000-2999: Classified Personnel Salaries Supplemental/Concentration 11000
Support increased parent/stakeholder engagement and education activities.	Supported increased parent/stakeholder engagement and education activities.	4000-4999: Books And Supplies Supplemental/Concentration 500	4000-4999: Books And Supplies Supplemental/Concentration 500
Support efforts to target improved performance in the California Dashboard Alternative School Status (DASS) through ongoing Professional Development and collaboration. Topics inclusive of EL strategies, best practices in mathematics, science, and ELA instruction, learner engagement, PLCs and continuation education.	Supported efforts to target improved performance in the California Dashboard Alternative School Status (DASS) through ongoing Professional Development and collaboration. Topics inclusive of EL strategies, best practices in mathematics, science, and ELA instruction, learner engagement, PLCs and continuation education.	Professional Development (ex: CADA, CLE, PLC, learner engagement) 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 29200	Professional Development (ex: CADA, CLE, PLC, learner engagement) 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 29200
Professional organization dues and memberships and other associated expenses to support best practices in instruction and learner/stakeholder engagement.	Professional organization dues and memberships and other associated expenses to support best practices in instruction and learner/stakeholder engagement.	CCEA, other fees, postage 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 1250	CCEA, other fees, postage 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 850
Provide access to licenses, materials/supplies, and equipment for district approved, research-based language acquisition programs (such as Rosetta Stone).	Provide access to licenses, materials/supplies, and equipment for district approved, research-based language acquisition programs. Not Rosetta Stone, but AR	Accelerated Reader 250 licenses 4000-4999: Books And Supplies Supplemental/Concentration 5000	Accelerated Reader 250 licenses 4000-4999: Books And Supplies Supplemental/Concentration 5000
Extra duty hours for certificated and classified to support implementation of a research-based language acquisition and	Extra duty hours for certificated and classified to support implementation of a research-based language acquisition and	1000-1999: Certificated Personnel Salaries Supplemental/Concentration 500	1000-1999: Certificated Personnel Salaries Title I: Supplemental/Concentration 500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
other targeted academic intervention program	other targeted academic intervention program		

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Most actions were implemented. There are a few that were over or short because of miscalculations of expenses in conferences (Under) and subs (Over)

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

iReady completion rates and scores were much higher this year than last. Math scores went up for all students and the Hispanic subgroup.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Differences in price calculations. It was also logistically difficult to get subs for conferences so that was modified.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

More money will be spent on helping students remediate D and F rates as well as low literacy levels. Less money will be spent on conferences as it is difficult to get coverage.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities:
- X Priority 4: Pupil Achievement (Pupil Outcomes)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 7: Course Access (Conditions of Learning)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create a college and career going culture through school activities, events or experiences.	Create a college and career going culture through school activities, events or experiences.	light refreshments, t-shirts and other incentives 4000-4999: Books And Supplies Supplemental/Concentration 600	light refreshments, t-shirts and other incentives 4000-4999: Books And Supplies Supplemental/Concentration 600
		transportation, other associated fees and expenses for COD college tours, Desert X education opportunities. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 1600	transportation, other associated fees and expenses for COD college tours, Desert X education opportunities. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 1600

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		District	District
Provide extra duty hours for staff members to create, promote, and support enrichment opportunities for college and career for all students.	Provide extra duty hours for staff members to create, promote, and support enrichment opportunities for college and career for all students.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration 1600	1000-1999: Certificated Personnel Salaries Supplemental/Concentration 1600

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

All actions and services were implemented as planned.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

We increased FAFSA rates, graduation plans, rate, students applying for college or post secondary including all sub groups. Senior studies class provided several opportunities for parents to have FAFSA help. Need some AVID implementation and career inventory test. Parent workshops not well attended.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

There were none or minimal.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We plan to increase college and post secondary trips for all students to explore more careers. All other services would remain the same.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Priorities addressed by this goal:

State Priorities:
- X Priority 1: Basic (Conditions of Learning)
- X Priority 3: Parental Involvement (Engagement)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 6: School Climate (Engagement)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide activities and protocols for improving attendance	Provide activities and protocols for improving attendance	District	District
Provide strategies and activities to support the work of MTSS to address school climate and culture	Provide strategies and activities to support the work of MTSS to address school climate and culture	District	District
Implement AVID structure/instructional strategies to support student learning	Did not	District	District
Incorporate strategies to ensure a safe and positive environment	Incorporate strategies to ensure a safe and positive environment	District	District

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support enrichment activities designed to improve school climate and culture with a focus on social-emotional well-being.	Support enrichment activities designed to improve school climate and culture with a focus on social-emotional well-being.	4000-4999: Books And Supplies Supplemental/Concentration 16431	4000-4999: Books And Supplies Supplemental/Concentration 20000
Support ongoing Professional Development and collaboration with training fees and materials. Topics inclusive of trauma-informed instruction, social emotional learning, and MTSS.	Support ongoing Professional Development and collaboration with training fees and materials. Topics inclusive of trauma-informed instruction, social emotional learning, and MTSS.	CCEA conference, Lodging, mileage and meals for CCEA visiting committee, Visits from Administration to other model schools and to be a reader. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 800	CCEA conference, Lodging, mileage and meals for CCEA visiting committee, Visits from Administration to other model schools and to be a reader. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 800
Support activities of the site to develop, refine and increase social-emotional support and the student connection to school. Activities include SOAR to Graduation (student on-boarding program), Mindfulness enrichment activities, and MTSS.	Support activities of the site to develop, refine and increase social-emotional support and the student connection to school. Activities include SOAR to Graduation (student on-boarding program), Mindfulness enrichment activities, and MTSS.	extra duty - MTSS, Mindfulness, SOAR to Graduation 1000-1999: Certificated Personnel Salaries Supplemental/Concentration 1900 materials and supplies, incentives - MTSS, Mindfulness, SOAR to Graduation 4000-4999: Books And Supplies Supplemental/Concentration 2000	extra duty - MTSS, Mindfulness, SOAR to Graduation 1000-1999: Certificated Personnel Salaries Supplemental/Concentration 1900 materials and supplies, incentives - MTSS, Mindfulness, SOAR to Graduation 4000-4999: Books And Supplies Supplemental/Concentration 2000

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Goals, Actions, & Services

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

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

The following are areas of need for the 2021-22 school year:
Amistad HS will increase our ELA Academic Indicator, as measured by DASS and ELPAC, in the areas reading, listening and writing.
Amistad HS will increase our Mathematics Academic Indicator, as measured by DASS, in the areas problem solving and communicating reasoning.
Amistad HS will examine effective strategies and best practices in Professional Learning Communities and continuation/alternative education in order to increase student learning and performance on assessments.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	-86.9	17.8	18.0	
Academic Indicator Math: Distance from Standard	-121.9	-35.8	-30.0	
ELA-SED	-87.1	34.4	35.0	

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Math-All Students	-205.4	-169.4	-150.0	
Math-English Learners	-212.2	-127.6	-120.0	
Math-English Learners	-206.4	-167.7	-165.0	
Math-Hispanic	-205.1	-162.5	-158.0	

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

Action 1

Students will receive instruction using standards-based State/District adopted core programs. Provide Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff, including access to a district ELA project facilitator	Title I Centralized Services

Action 2

All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	District

Action 3

All English learners receive daily integrated ELD Provided across all content areas.	District

Action 4

Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators.	Title I Centralized Services

Action 5

Through the District MTSS process, the Tier I Leadership Team/ Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an	Title I Centralized Services

appropriate action plan to increase student achievement. District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches	

Action 6

Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards	District

Action 7

Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Title I Centralized Services

Action 8

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Title I Centralized Services

Action 9

Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework. Data analysis services, software, and training for assessment of student progress. Including an SFPO project Facilitator	District

Action 10

Provide support for early literacy and foundational skills to support students not meeting standards.	Title I Centralized Services

Action 11

Support the use of instructional technology and innovative instructional practices with a focus on learner engagement and academic achievement in ELA, science and math. This includes: technology replacement and upgrades, instructional furniture, materials/supplies, incentives for students, sub coverage, and extra duty hours for after school tutoring and EL lead and LAT member progress monitoring of RFEP and LTEL students.	Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Subs for PLC, walk throughs 6450 Supplemental/Concentration

	4000-4999: Books And Supplies 40000

Action 12

Support professional development through the use of in school walk throughs, substitutes for professional development, and coaching cycles.	Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Walk through subs, coaching cycles and PD subs 11417 Title I 5000-5999: Services And Other Operating Expenditures Conferences 6068

Action 13

Support increased parent/stakeholder engagement and education activities.	Supplemental/Concentration 5700-5799: Transfers Of Direct Costs 300

Action 14

Support efforts to target improved performance in the California Dashboard Alternative School Status (DASS) through ongoing Professional Development and collaboration. Topics inclusive of EL strategies, best practices in mathematics, science, and ELA instruction, learner engagement, PLCs and continuation education.	Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Professional Development (ex: CADA, CLE, PLC, learner engagement) 12612

Action 15

Professional organization dues and memberships and other associated expenses to support best practices in instruction and learner/stakeholder engagement.	Title I 5000-5999: Services And Other Operating Expenditures CCEA, other fees, postage 1600

Action 16

Provide access to licenses, materials/supplies, and equipment for district approved, research-based literacy programs (such as AR).	Supplemental/Concentration 4000-4999: Books And Supplies Accelerated Reader 5000 Title I 4000-4999: Books And Supplies ELD development magazine subscriptions

	600

Action 17

Extra services to increase student engagement and achievement through best practices	Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extra duty for after school tutoring 11000

Goals, Actions, & Services

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

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

The following are areas of need for the 2022-23 school year:
Amistad HS will increase the percentage of students identified as prepared in our College and Career Indicator, as measured by DASS, through increased access to college credit courses, CTE completers, Virtual AP, and WorkAbility (for students with disabilities).
Amistad HS will support students in the areas of FAFSA submission/completion rate, postsecondary exploration and college credit (dual and concurrent) courses.
Amistad HS will increase our overall graduation rate, including identified student groups (ELs, SED).
Amistad HS will improve our overall attendance and chronic absenteeism rate.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
College and Career Indicator - All students	3.50%	9.50%	11.50	
College and Career Indicator - SED	3.70%	9.70%	11.70	
Graduation Rate - All students	78.50%	80.00%	82.00	
Graduation Rate - English Learners	75.00%	76.50%	78.50	
Graduation Rate - SED	77.90%	79.40%	81.40	

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

Action 1

Create a college and career going culture through school activities, events or experiences.	District

Action 2

Provide enrichment opportunities for all students.	District

Action 3

Implement AVID structures/strategies to enhance student learning.	District

Action 4

Provide parents and students opportunities to complete their A-G requirements and seek financial assistance for post high school education	Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extra duty for FAFSA nights, parent workshop, and schedule development 6581

Action 5

Provide field trips for students to various colleges, career explorations, and cultural enrichment opportunities.	Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures transportation, other associated fees and expenses for COD college tours, Desert X education opportunities. 3200

Goals, Actions, & Services

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

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

The following are areas of need for the 2023-24 school year:
Amistad HS will continue to reduce the overall suspension rate, including identified student groups (EL, SED, and SWD).
Amistad HS will increase SEL awareness, with explicit teaching to our students
Amistad HS will increase the amount of parent events and attendance through targeted interventions for parent involvement in career choices, family dynamics, attendance, and relationship building.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	4.50%	0.00%	3.0%	
Suspension-English Learners	2.40%	0.00%	1.4%	
Suspension-SED	4.90%	0.00%	3.5%	
Suspension-SWD	4.30%	0.00%	3.0%	

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

Action 1

Provide activities and protocols for improving attendance	District

Action 2

Provide multi-tiered tools, strategies and supports to address school climate and culture. Including access to a coordinator of Equity, diversity, and parent and family engagement	District

Action 3

Incorporate strategies to ensure a safe and positive environment, including access toa Foster and McKinney-Vento liaison	District District

Action 4

Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: Elementary Schools - 1 FTE Counselor Middle School Counselors - maintain ratio at 500:1 High School Counselors - maintain ratio at 400:1 Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula	District District

Action 5

Support enrichment activities designed to improve school climate and culture with a focus on social-emotional well-being, including an SEL curriculum for explicit SEL teaching. This includes training for counselors to implement lessons schoolwide.	Supplemental/Concentration 4000-4999: Books And Supplies 5339
	Title I Training for counselors 3064

Action 6

Part time community tech bilingual position to increase communication with parents. Workshops and family nights after school.	Title I 2000-2999: Classified Personnel Salaries Bilingual tech 20395 Supplemental/Concentration 5700-5799: Transfers Of Direct Costs Printing and other charges for parent involvement 300

Goals, Actions, & Services

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

Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Identified Need

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24

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

Action 1

Provide professional development to include targeted support for students with disabilities	District

Action 2

Implement Universal Design for Learning for all students, including students with disabilities	District

Action 3

Increase parent engagement for students with disabilities.	District

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1: Amistad HIgh School				
Actions to be Taken to Reach This Goal	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Professional Development and Teacher Support Title I	8/15/23-6/5/24	8,322 **Total Estimated Cost**: 8,322	8,322	Title I Centralized Services
District ELA Project Facilitator	8/15/23-6/5/24	9493 **Total Estimated Cost**: 9,493	9493	Title I Centralized Services
District Math Project Facilitator	8/15/23-6/5/24	9982 **Total Estimated Cost**: 9,982	9982	Title I Centralized Services
Site Instructional Coach	8/15/23-6/5/24	77,538 **Total Estimated Cost**: 77,538	77,538	Title I Centralized Services
Preschool to Elementary Transition	8/15/23-6/5/24	7,581 **Total Estimated Cost**: 7,581	7,581	Title I Centralized Services
Budget Support	8/15/23-6/5/24	1,086 **Total Estimated Cost**: 1,086	1,086	Title I Centralized Services
SFPO Project Facilitator	8/15/23-6/5/24	12,139 **Total Estimated Cost**: 12,139	12,139	Title I Centralized Services
Coordinator of Equity, Diversity, and Parent & Family Engagement	8/15/23-6/5/24	$7,719 **Total Estimated Cost**: 7,719	7,719	Title I Centralized Services

School Goal #1: Amistad HIgh School				
Actions to be Taken to Reach This Goal	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Foster and McKinney-Vento Liaison	8/15/23-6/5/24	3,114 **Total Estimated Cost**: 3,114	3,114	Title I Centralized Services

Total Cost For All Actions: 136,974

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After–School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc
Of the four following options, please select the one that describes this school site.

Select from: This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs).
Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).
Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals.
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP)
Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.
For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.
Other federal funds (list and describe). Create a new row for each separate program.

Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Title I	$31,727.00	No
Total amount of federal categorical funds allocated to this school.	$31,727.00	
Total amount of state and federal categorical funds allocated to this school.	$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter “yes” or “no” if the program is consolidated as part of the schoolwide program.

California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
Supplemental/Concentration	$102,199.00	No
Total amount of StateLocal categorical funds allocated to this school.	$102,199.00	
Total amount of state and StateLocal categorical funds allocated to this school.	$133,926	

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:

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

2. 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.

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

Select from: English Learner Advisory Committee Departmental Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
Richard Pimentel, Principal	
Norma Amezcua SSC President	

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on:5/13/22.

Attested:

Richard Pimentel		
Typed name of school principal	Signature of school principal	Date
Norma Amezcua		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Richard Pimentel	X				
Rebecca Nabors		X			
Anna Barrera			X		
Sam Clifford		X			
Bonnie Stefan, Ed.D.		X			
Norma Amezcua				X	
Ilse Badilla				X	
Maria Villasenor				X	
Abigail Barraza-Ortega					X
Valeria Lupian					X
Kamilah Barraza					X
Lisa Nava		X			
Numbers of members of each category:	**1**	**4**	**1**	**3**	**3**