

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
Shadow Hills High School David Dunn david.dunn@desertsand.s.us	33-67058-0118885		

## 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  
School 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.

This School Plan 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 objectives and goals. The site leadership team consisting of twenty-two site personnel evaluates effectiveness of plans and expenditures and recommends changes. Finally, the plan receives feedback from our school site council for all voices to recommended goals.

## 2020-23 Plan Summary

### The Story

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

Shadow Hills High School is a comprehensive high school located in the central region of Indio, California serving socioeconomically and ethnically diverse populations in grades 9 -12. The school opened on August 30, 2009. It is situated at the north end of the City of Indio. The City of Indio is located in central Riverside County on the northern edge of the Coachella Valley, forty miles west of Riverside and one hundred sixteen miles east of Blythe on Interstate 10. Historically, the formal Indio town site map was filed in 1888 with the San Diego County recorder; later, in 1893, it

became one of the twelve townships within the newly designated Riverside County. Indio's history is rooted in agriculture, light industry, and tourism as evidenced each fall as a large population of retired visitors return to enjoy the mild winter and spring seasons while frequenting the near two hundred golf courses and resorts throughout the Coachella Valley. In spite of its central location and popularity as a vacation destination, Indio has been able to retain the intimacy of the small-town atmosphere while progressively adopting modern community features and services. As a community, Shadow Hills is attracting a blend of young families into affordable housing and senior adults investing in second home retirement communities.

In the 2021-22 school year, 1,952 students were enrolled, including 17.4% English Learners, 14.8% Students with disabilities, 0.5% are foster youth, 1.9% are homeless, and 78.9% are socio-economically disadvantaged. The students of Shadow Hills High School are provided with numerous opportunities to be challenged as they learn and grow through honors and advanced placement courses, career academy classes, and dual credit college courses. As part of our school's requirements, students are expected to have four years of language arts, mathematics, world languages, science, and social studies - four years or more will open a door! Students will also benefit from challenging classes in engineering and computer science, music, drama, studio art, and physical education. Shadow Hills High School has a long tradition of excellence in academics as well as extracurricular and co-curricular activities. One of our greatest strengths is the pride and support from our community, and our parents are critical contributors to the success of our students as evidenced by our athletics and band booster clubs, PTO, and dedicated parent volunteers. Our community, students, parents, and staff have united to build a dynamic campus that promotes academic excellence and gives definition to the motto, "Knights Do It R.I.G.H.T."

In 2020-21 school year, 1,991 students were enrolled, including 13.5% in special education, 0.4% are foster youth, 13.2% qualifying for English Language Learner support, and 68% qualifying for free or reduced-price lunch.

In 2019-20, Shadow Hills High School conducted a WASC self-study in preparation for a Visiting Committee in the 2020-21 school year. Shadow Hills High School received a 6-year with a mid-cycle visit. The SHHS staff work in professional learning communities to collaboratively design, build and improve our programs to meet the college and career needs of our student population.

## SPSA Highlights

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

The actions and strategies within our SPSA support grades 9-12 in efforts to increase rigor, relevance, and achievement in student coursework and maintain a high level of students who are A-G compliant. Strengthening the focus on rigor and relevance will result in a higher Prepared graduation cohort as measured by the California College and Career Indicator System (CCI). Professional development will be expanded to include strategies in Universal Design Learning, AVID WICOR, and Professional Learning Communities (PLC). Training to the framework, and in the selection of appropriate instructional strategies for differentiated instruction for high needs students including English learners, will be provided by the International Center for Education Leadership (ICLE) Rigor, Relevance and Relationships rubric, Solution Tree, and Riverside County Office of Education. Another significant change from our prior year's SPSA is a focus on building a positive school and classroom culture through our Tier 1 systems of support. Further, we have planned increased opportunities for parents to engage in their students' learning through our Parent Knights University, school governance teams, and booster clubs.

## 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

The local assessment tool that we made gains in this year is the iReady assessments. Last year, we struggled to even get our students to test. This year, we had high success with over 90% of students testing for each administration. Moreover, we showed from Fall to Winter testing that 18% of students showed improvement in ELA and that of the 71% of students that did not improve, 11% were already at grade level. We showed that 13% of students improved in Math and that of the 82% that that did not improve, 18% were already at grade level. We focused this year on two supports and have plans for next year to build improvement: (1) SMART Goals: Currently our staff have department wide SMART goals that are tied to an iReady & CAASPP skill students need support in: EXAMPLE: Reduce the number of students in grades 9-12 that are two or more grade levels behind in reading comprehension of informational text (primary and secondary sources) by 5% over the 2021-2022 school year. (Incoming 9th from 57% to 52%; 10th grade from 55% to 50%; 11th grade from 65% to 60%; 12th grade from 56% to 51%). Next year, in addition to the department wide SMART goals, the departments will create an integrated ELD SMART goal that aligns: EXAMPLE: Students will be able to read an informational text using self-identified transitional words and the close reading process with support of a partner. (2) iReady Data Digs and Celebrations: Currently, we are utilizing iReady practice in English, Math, and SPED classes to support student improvement and hosting celebrations for students who show active improvement based on agreements with departments. EXAMPLE: We held a lunch with the principal for the students who showed active practice and improvement on the iReady diagnostics. Next year, in addition to the iReady celebrations, we are embedding a student self-improvement goal setting and tracking section in our agendas. EXAMPLE: [https://drive.google.com/file/d/1FyQ3AM5VilG5PLhbBWCvZds0a5UeL\\_be/view?usp=sharing](https://drive.google.com/file/d/1FyQ3AM5VilG5PLhbBWCvZds0a5UeL_be/view?usp=sharing).

## 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?

Our greatest need in performance gaps is to support closing the achievement gap for our EL students. Our data indicate that only 1.1% of designated EL students improved 2 levels as measured by the ELPAC and only 20.8% improved 1 level as measured by the ELPAC. 66% of EL students stayed the same. (Data gathered via ELLevation on 03.2022). Moreover, while we are still testing, in the first semester we only reclassified .05% of EL students. (Data gathered via ELLevation on 03.2022). On the SBAC, we do not have data for this year as of yet due to still testing; but our three-year trend shows that our ELA pass rate is slowly dropping, even though our Math pass rate is increasing for EL students. (Data gathered via Data Warehouse on 03.2022). Our graduation data for EL students is that 73% are on track. (Data gathered via Synergy on 03.2022) and our D/F rates for EL students show that: ELA 13.6% D, 31% F; Math 20.15% D, 32% F; Science 23.5% D, 23% F; and Social Science 23.72% D, 14.6% F. (Data gathered via ELLevation on 03.2022). The school currently has four steps in the planning stages to address this gap: (1) SMART Goals: Currently our staff has department-wide SMART goals that are tied to an iReady & CAASPP skill students need support in: EXAMPLE: Reduce the number of students in grades 9-12 that are two or more grade levels behind in reading comprehension of informational text (primary and secondary sources) by 5% over the 2021-2022 school year. (Incoming 9th from 57% to 52%; 10th grade from 55% to 50%; 11th grade from 65% to 60%; 12th grade from 56% to 51%). Next year, in addition to the department-wide SMART goals, the departments will create an integrated ELD SMART goal that aligns: EXAMPLE: Students will be able to read an informational text using self-identified transitional words and the close reading process with the support of a partner. (2) iReady: Currently, we are utilizing iReady practice in English classes to support student improvement and hosting celebrations for students who show active improvement based on agreements with departments. EXAMPLE: We held a lunch with the principal for the students who showed active practice and improvement on the iReady diagnostics. Next year, in addition to the iReady celebrations, we are embedding a student self-improvement goal setting and tracking section in our agendas. EXAMPLE: [https://drive.google.com/file/d/1FyQ3AM5VilG5PLhbBWCvZds0a5UeL\\_be/view?usp=sharing](https://drive.google.com/file/d/1FyQ3AM5VilG5PLhbBWCvZds0a5UeL_be/view?usp=sharing). (3) CAASPP/SBAC: We are in discussions right now about hosting: CAASPP Bootcamps: Saturday school prep, Collaborative Study Groups: in the library before school, Embedding Interim CAASPP / SBAC Assessments: Practice test in either classroom or aligned testing days. While we have not officially designated these actions, we are aware of the need and they are in the process of being discussed, planned, and are working through funding. (4) D/F Rates and Graduation Improvement: Currently, we are working through an A-G audit and a Master Schedule revamp with the focus being to support our at-

promise groups. We will be focusing on choke points and data to support them. We have plans in place to utilize Rosetta Stone for advanced learners to supplement language acquisition. Next year, our ELD coach will have the time and ability to meet regularly with the students to build support specific to student needs. We will be utilizing sitewide the new ELLevation data platform to support teachers in understanding the individual students' strengths and areas of growth.

## 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?

Our greatest need in performance gaps is to support narrowing the opportunity gap among our EL students. Our data indicates that only 1.1% of designated EL students improved 2 levels as measured by the ELPAC and only 20.8% improved 1 level as measured by the ELPAC. 66% of EL students stayed the same. (Data gathered via ELLevation on 03.2022). Moreover, while we are still testing, in first semester we only reclassified .05% of EL students. (Data gathered via ELLevation on 03.2022). On the SBAC, we do not have data for this year as of yet due to still testing; but our three-year trend shows that our ELA pass rate is slowly dropping, even though our Math pass rate is increasing for EL students. (Data gathered via Data Warehouse on 03.2022). Our graduation data for EL students is that 73% are on track. (Data gathered via Synergy on 03.2022) and our D/F rates for EL students show that: ELA 13.6% D, 31% F; Math 20.15% D, 32% F; Science 23.5% D, 23% F; and Social Science 23.72% D, 14.6% F. (Data gathered via ELLevation on 03.2022). The school currently has four steps in planning stages to address this gap: (1) SMART Goals: Currently our staff have department-wide SMART goals that are tied to an iReady & CAASPP skill students need support in: EXAMPLE: Reduce the number of students in grades 9-12 that are two or more grade levels behind in reading comprehension of informational text (primary and secondary sources) by 5% over the 2021-2022 school year. (Incoming 9th from 57% to 52%; 10th grade from 55% to 50%; 11th grade from 65% to 60%; 12th grade from 56% to 51%). Next year, in addition to the department-wide SMART goals, the departments will create an integrated ELD SMART goal that aligns: EXAMPLE: Students will be able to read an informational text using self-identified transitional words and the close reading process with the support of a partner. (2) iReady: Currently, we are utilizing iReady practice in English classes to support student improvement and hosting celebrations for students who show active improvement based on agreements with departments. EXAMPLE: We held a lunch with the principal for the students who showed active practice and improvement on the iReady diagnostics. Next year, in addition to the iReady celebrations, we are embedding a student self-improvement goal setting and tracking section in our agendas. EXAMPLE: [https://drive.google.com/file/d/1FyQ3AM5VilG5PLhbBWCvZds0a5UeL\\_be/view?usp=sharing](https://drive.google.com/file/d/1FyQ3AM5VilG5PLhbBWCvZds0a5UeL_be/view?usp=sharing). (3) CAASPP/SBAC: We are in discussions right now about hosting: CAASPP Bootcamps: Saturday school prep, Collaborative Study Groups: in the library before school, Embedding Interim CAASPP / SBAC Assessments: Practice test in either classrooms or aligned testing days. While we have not officially designated these actions, we are aware of the need and they are in the process of being discussed, planned, and are working through funding. (4) D/F Rates and Graduation Improvement: Currently, we are working through an A-G audit and a Master Schedule revamp with the focus being to support our at-risk student groups. We will be focusing on choke points and data to support them. We have plans in place to utilize Rosetta Stone for advanced learners to supplement language acquisition. Next year, our ELD coach will have the time and ability to meet regularly with the students to build support specific to student needs. We will be utilizing sitewide the new ELLevation data platform to support teachers in understanding the individual students' strengths and areas of growth.

## Resource Inequities

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

Does not apply N/A

# 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)

Throughout the 2022-23 school year, the SPSA has been an ongoing agenda item for our Curriculum, Instruction, and Assessment (CIA) meetings among site administration as well as in Leadership Council (guiding coalition) meetings as follows:

November 17 and February 23 our Leadership Council made up of department chairs and administration reviewed our SPSA analyzing strengths, identifying needs, and reviewing resource allocations.

On December 01, 2022 the School Site Council met to review supplemental concentration funding monitoring results on expenditures funding elements outlined in SPSA as they pertain to the strategies outlined in the plan.

On May 04, 2023, the School Site Council reviewed the SPSA annual evaluation report and needs assessment presented by staff.

## Impact on the SPSA and the Annual Evaluation

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

The 2022 SPSA was revised in the Fall of the school year and revisited in the early Fall by the site Leadership Team comprised of department chairs and program leaders. The same group conducted an evaluation of the plan in March following full review and feedback from School Site Council as well. Recommendations were formulated following the full evaluation on the Site Leadership TRAC day 2 as well as from members of the School Site Council. The consultations provided for a more collaborative process that drew from our WASC Action Plan which led to the formulation of the action items outlined in the SPSA. There is more alignment and coherence with our WASC, AVID, SPSA and TRAC plans.

# 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:	\$217,749
Total Centralized Services:	\$122,638
Total Supplemental Concentration Funds	\$268,589
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$486,338.00

## 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.

Provide quality professional development to build teacher capacity that will foster academic achievement of all students and provide time for staff to implement collaborative, rigorous planning. Support MTSS teams to collaborate on Tier 2 and Tier 3 interventions for behavior and academics.

# 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	0.3%	0.26%	0.4%	6	5	7
African American	1.5%	1.23%	1.14%	29	24	20
Asian	0.6%	0.36%	0.74%	11	7	13
Filipino	0.5%	0.31%	0.23%	10	6	4
Hispanic/Latino	81.1%	82.33%	84.12%	1,614	1607	1473
Pacific Islander	%	%	0%			0
White	12.4%	10.81%	9.42%	247	211	165
Multiple/No Response	1.0%	1.23%	1.2%	19	24	21
	<b>Total Enrollment</b>			1,991	1952	1751

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	537	476	411
Grade 10	494	521	450
Grade 11	501	470	471
Grade 12	459	485	419
<b>Total Enrollment</b>	1,991	1,952	1,751

### Conclusions based on this data:

1. The Hispanic/Latino demographics student group decreased, but due to declining enrollment increased as a percentage of our population.
2. There has been an decrease in the number of 9th grade students.
3. Overall enrollment increased based on this data; but we show a decrease in the current year.

# 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	307	340	296	15.40%	17.4%	16.9%
Fluent English Proficient (FEP)	617	541	507	31.00%	27.7%	29.0%
Reclassified Fluent English Proficient (RFEP)	5			1.6%		

### Conclusions based on this data:

1. An increase of English language learners representing a 4% increase over the years.
2. Reclassifications remained down due to challenges related to the COVID19.
3. There is a need to increase progress monitoring and proper placement of EL learners in designated ELD as well as EL strategies to be embedded in through Integrated ELD.



# 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	489	418		285	391		274	388		58.3	93.5	
All Grades	489	418		285	391		274	388		58.3	93.5	

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	2588.	2550.		22.99	13.40		30.29	29.64		22.63	26.29		24.09	30.67	
All Grades	N/A	N/A	N/A	22.99	13.40		30.29	29.64		22.63	26.29		24.09	30.67	

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	28.85	16.36		53.46	54.29		17.69	29.35	
All Grades	28.85	16.36		53.46	54.29		17.69	29.35	

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	29.07	17.40		47.29	51.95		23.64	30.65	
All Grades	29.07	17.40		47.29	51.95		23.64	30.65	

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	12.60	8.33		75.19	67.45		12.21	24.22	
All Grades	12.60	8.33		75.19	67.45		12.21	24.22	

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	24.44	13.73		65.19	65.03		10.37	21.24	
All Grades	24.44	13.73		65.19	65.03		10.37	21.24	

**Conclusions based on this data:**

1. Data from CASSPP is dated to 2018-19, therefore iReady data is being used as benchmark assessment information for 2020-21 and the 2021-22 school year. For the 22-23 school year we are using iReady and the baseline of CAASPP.
2. iReady benchmark data indicates that we are consistently with 50 % of our students are below grade level.

# 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	489	418		240	389		238	389		49.1	93.1	
All Grades	489	418		240	389		238	389		49.1	93.1	

\* 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	2564.	2484.		7.56	1.03		22.69	9.77		28.99	22.11		40.76	67.10	
All Grades	N/A	N/A	N/A	7.56	1.03		22.69	9.77		28.99	22.11		40.76	67.10	

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	13.14	3.34		49.15	31.11		37.71	65.55	
All Grades	13.14	3.34		49.15	31.11		37.71	65.55	

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	12.18	1.54		64.71	55.78		23.11	42.67	
All Grades	12.18	1.54		64.71	55.78		23.11	42.67	

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	9.24	2.06		69.33	61.18		21.43	36.76	
All Grades	9.24	2.06		69.33	61.18		21.43	36.76	

### Conclusions based on this data:

1. Data from CASSPP is dated to 2018-19, therefore iReady data is being used as benchmark assessment information for 2019-20 and the 2020-21 school year.

2. iReady benchmark data indicates from the 2020-21 Mathematics: Geometry that 65% of our students are three or more years below grade level.
3. Data shows we need a writing and math initiative/support system.

# 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
<b>9</b>	1478.4	1534.4		1488.2	1526.3		1468.2	1542.1		50	77	
<b>10</b>	1557.3	1560.9		1572.5	1548.4		1541.5	1572.9		42	81	
<b>11</b>	1539.0	1535.3		1536.4	1531.2		1541.2	1539.0		34	72	
<b>12</b>	1481.0	1565.5		1479.0	1565.5		1482.6	1565.0		27	51	
<b>All Grades</b>										153	281	

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
<b>9</b>	11.63	9.33		30.23	34.67		25.58	33.33		32.56	22.67		43	75	
<b>10</b>	24.24	22.50		42.42	33.75		21.21	27.50		12.12	16.25		33	80	
<b>11</b>	18.18	12.68		36.36	23.94		27.27	33.80		18.18	29.58		22	71	
<b>12</b>	13.64	21.57		36.36	29.41		18.18	37.25		31.82	11.76		22	51	
<b>All Grades</b>	16.67	16.25		35.83	30.69		23.33	32.49		24.17	20.58		120	277	

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
<b>9</b>	32.56	12.00		25.58	41.33		11.63	37.33		30.23	9.33		43	75	
<b>10</b>	51.52	25.00		21.21	43.75		18.18	18.75		9.09	12.50		33	80	
<b>11</b>	40.91	21.13		27.27	35.21		9.09	25.35		22.73	18.31		22	71	
<b>12</b>	27.27	29.41		31.82	49.02		13.64	11.76		27.27	9.80		22	51	
<b>All Grades</b>	38.33	21.30		25.83	41.88		13.33	24.19		22.50	12.64		120	277	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.33	2.67		16.28	24.00		41.86	34.67		39.53	38.67		43	75	
10	15.15	13.75		27.27	28.75		33.33	36.25		24.24	21.25		33	80	
11	13.64	5.63		22.73	12.68		27.27	35.21		36.36	46.48		22	71	
12	4.55	5.88		18.18	29.41		40.91	37.25		36.36	27.45		22	51	
All Grades	8.33	7.22		20.83	23.47		36.67	35.74		34.17	33.57		120	277	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.14	4.00		61.90	70.67		30.95	25.33		42	75	
10	19.35	10.26		67.74	71.79		12.90	17.95		31	78	
11	0.00	5.63		77.27	54.93		22.73	39.44		22	71	
12	4.55	10.20		50.00	53.06		45.45	36.73		22	49	
All Grades	8.55	7.33		64.10	63.74		27.35	28.94		117	273	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	57.14	48.65		0.00	44.59		42.86	6.76		14	74	
10	65.00	54.43		20.00	35.44		15.00	10.13		20	79	
11	28.57	59.15		0.00	28.17		71.43	12.68		7	71	
12	56.25	78.43		12.50	17.65		31.25	3.92		16	51	
All Grades	56.14	58.55		10.53	32.73		33.33	8.73		57	275	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.11	5.33		51.35	49.33		40.54	45.33		37	75	
10	24.14	20.51		48.28	42.31		27.59	37.18		29	78	
11	15.00	8.45		50.00	29.58		35.00	61.97		20	71	
12	10.00	5.88		35.00	47.06		55.00	47.06		20	51	
All Grades	14.15	10.55		47.17	41.82		38.68	47.64		106	275	

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
<b>9</b>	2.50	0.00		62.50	76.00		35.00	24.00		40	75	
<b>10</b>	3.13	7.50		78.13	78.75		18.75	13.75		32	80	
<b>11</b>	19.05	16.90		61.90	50.70		19.05	32.39		21	71	
<b>12</b>	27.27	23.53		45.45	64.71		27.27	11.76		22	51	
<b>All Grades</b>	10.43	10.83		63.48	68.23		26.09	20.94		115	277	

**Conclusions based on this data:**

1. iReady is being used a benchmark for Reading in order to craft Smart Goals/Objectives for EL learners.
2. 84% of EL Learners taking the iReady Reading Diagnostic are three or more years below grade below in Reading Informational Text.
3. 52% of EL Learners taking the iReady Reading Diagnostic are three or more years below grade below in Reading Literature Text.

# 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
<b>1,952</b>	<b>78.9</b>	<b>17.4</b>	<b>0.5</b>
Total Number of Students enrolled in Shadow Hills 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	340	17.4
Foster Youth	9	0.5
Homeless	37	1.9
Socioeconomically Disadvantaged	1,541	78.9
Students with Disabilities	288	14.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	1.2
American Indian	5	0.3
Asian	7	0.4
Filipino	6	0.3
Hispanic	1,607	82.3
Two or More Races	24	1.2
Pacific Islander		
White	211	10.8



**Conclusions based on this data:**

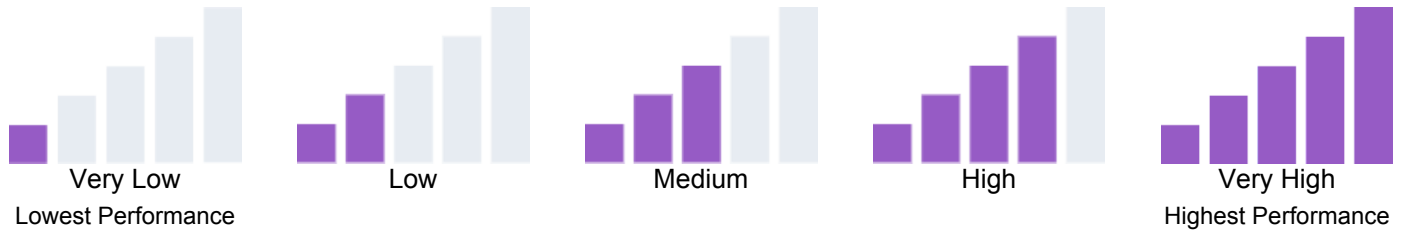
1. The majority of our students groups represented at SHHS are made of Hispanic students, with an overall of 78.9% of our students deemed as Socioeconomically Disadvantaged.
2. 14.8% of school population are students with disabilities, that make up approximately 32% of English language learners.
3. SHHS has one of largest percentage of SWD's among the comprehensive high schools in DSUSD with a majority of the learners mainstreamed in inclusive environments.

# School and Student Performance Data





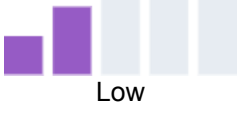
## Overall Performance

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
<p><b>English Language Arts</b></p>  <p>Low</p>	<p><b>Graduation Rate</b></p>  <p>Very High</p>	<p><b>Suspension Rate</b></p>  <p>Medium</p>
<p><b>Mathematics</b></p>  <p>Very Low</p>		
<p><b>English Learner Progress</b></p>  <p>Low</p>		
<p><b>College/Career</b> Not Reported in 2022</p>		

**Conclusions based on this data:**

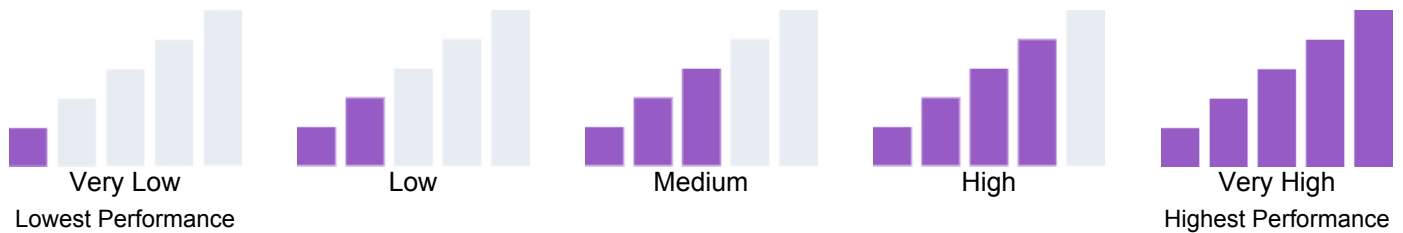
1. In English Language Arts, the overall school measurement baseline is below standard.
2. In Mathematics, the overall school measurement baseline is extremely below standard.
3. Our English Learners are performing with baseline below standard.

# School and Student Performance Data

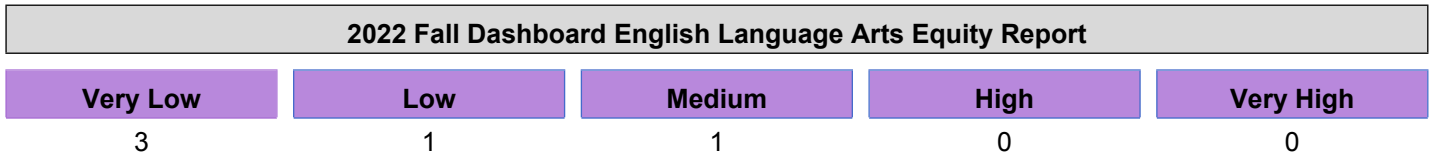
## Academic Performance English Language Arts

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](#).

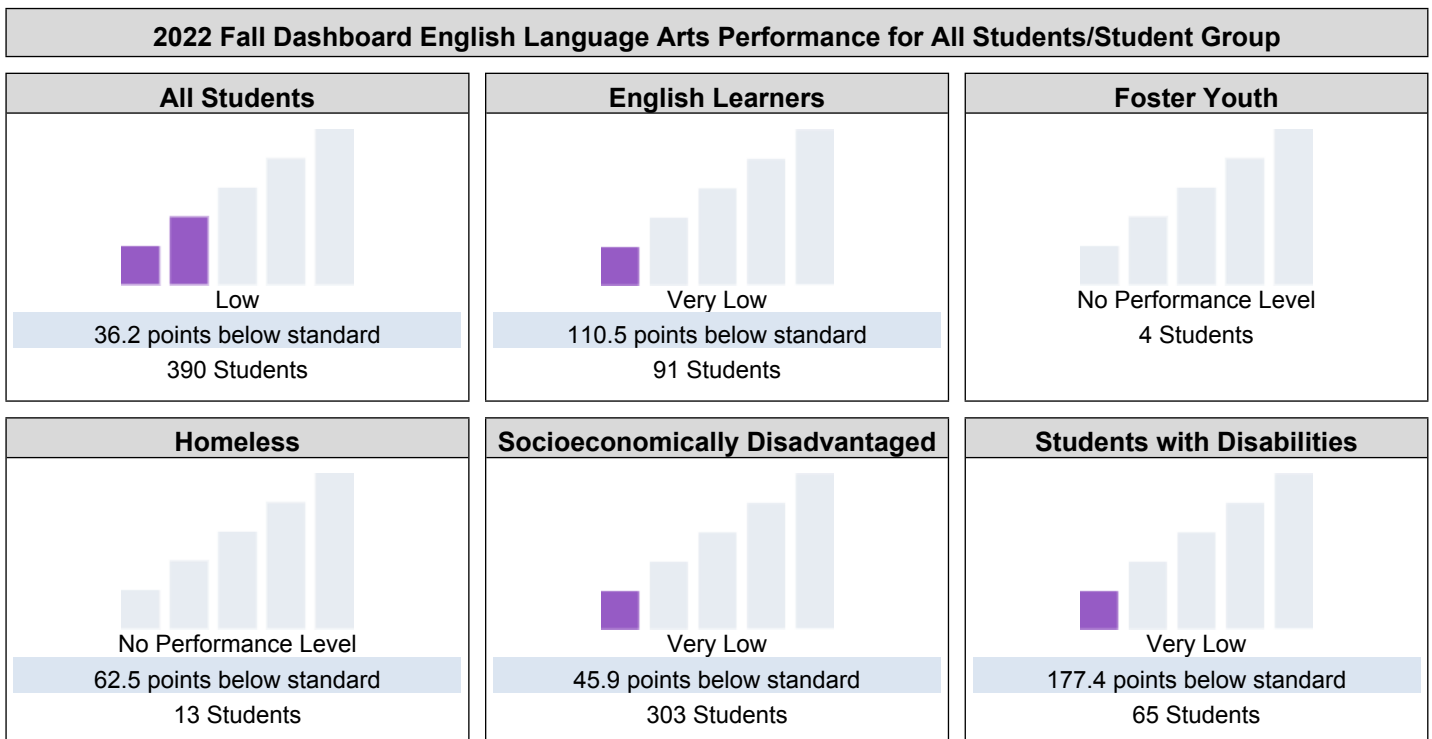
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



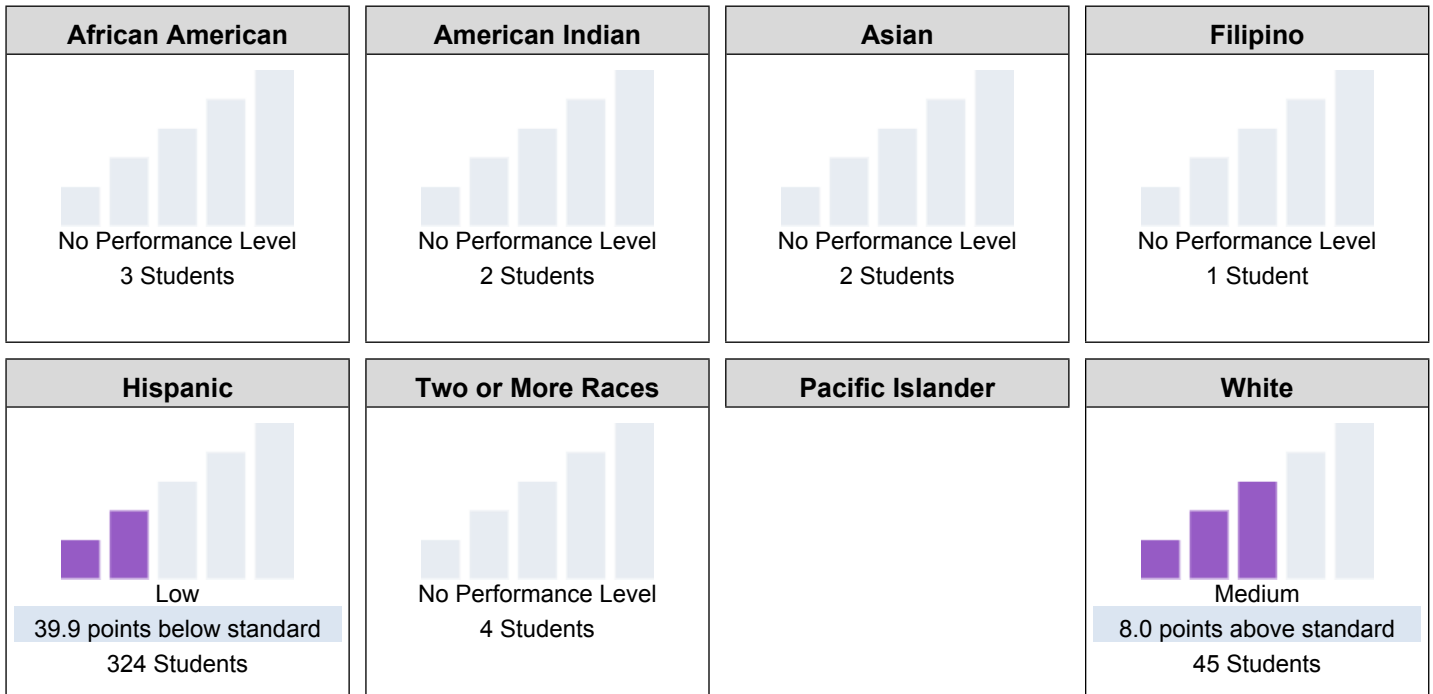
This section provides number of student groups in each level.



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 by Race/Ethnicity**



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
144.4 points below standard 68 Students	10.5 points below standard 23 Students	31.3 points below standard 197 Students

**Conclusions based on this data:**

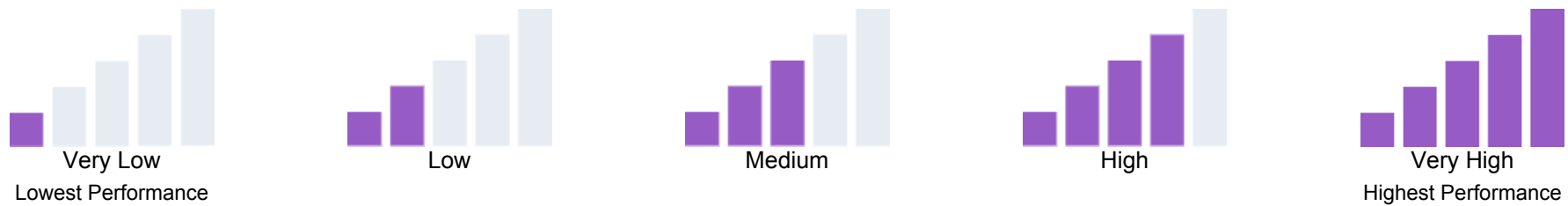
1. Sitewide we score low and our Hispanic groups scores low
2. Our English learners score 144.4 points below standard
3. Our white population scores 8 pts above standard

# School and Student Performance Data

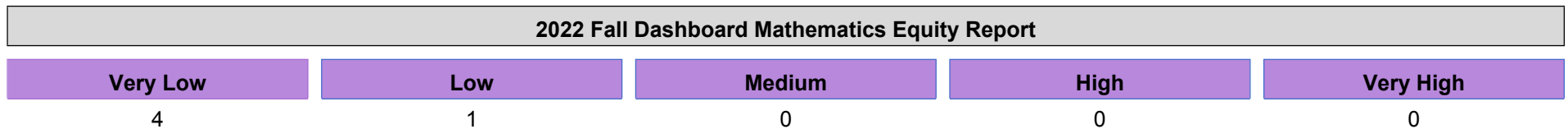
## Academic Performance Mathematics

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).

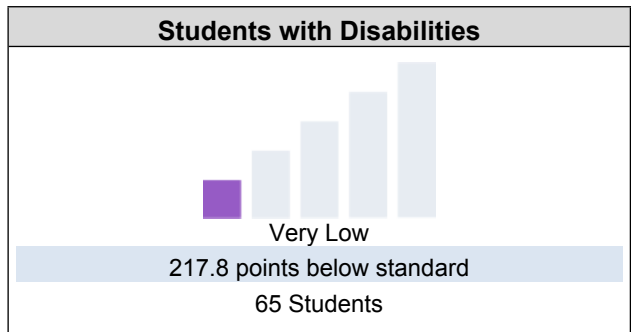
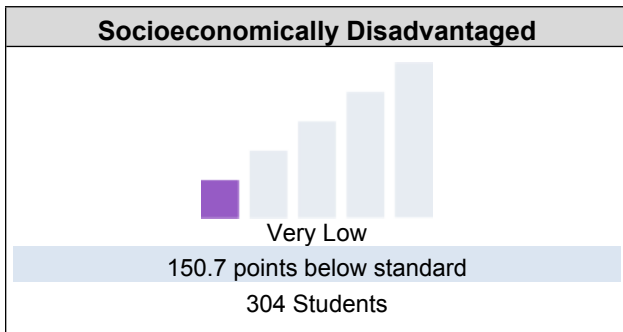
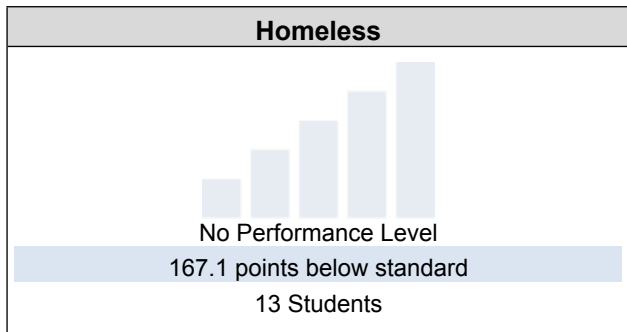
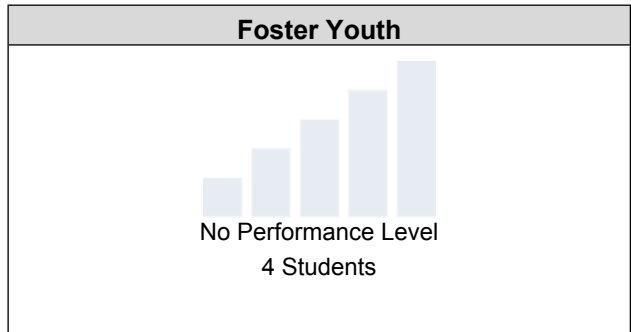
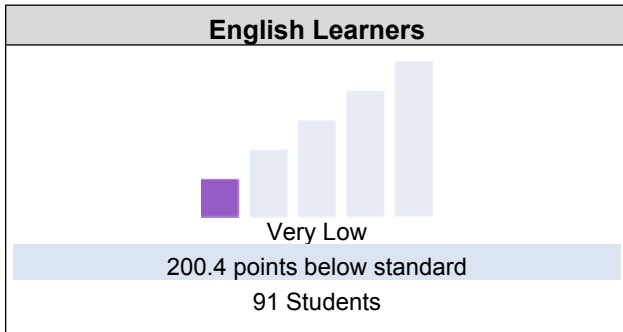
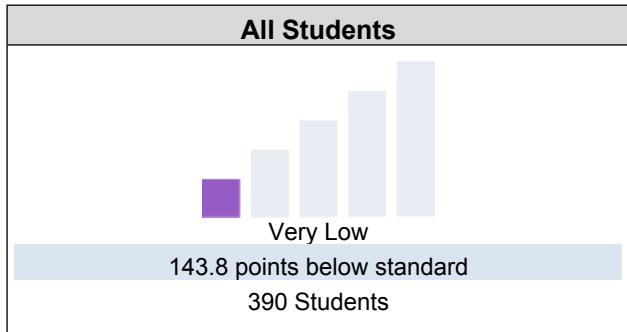


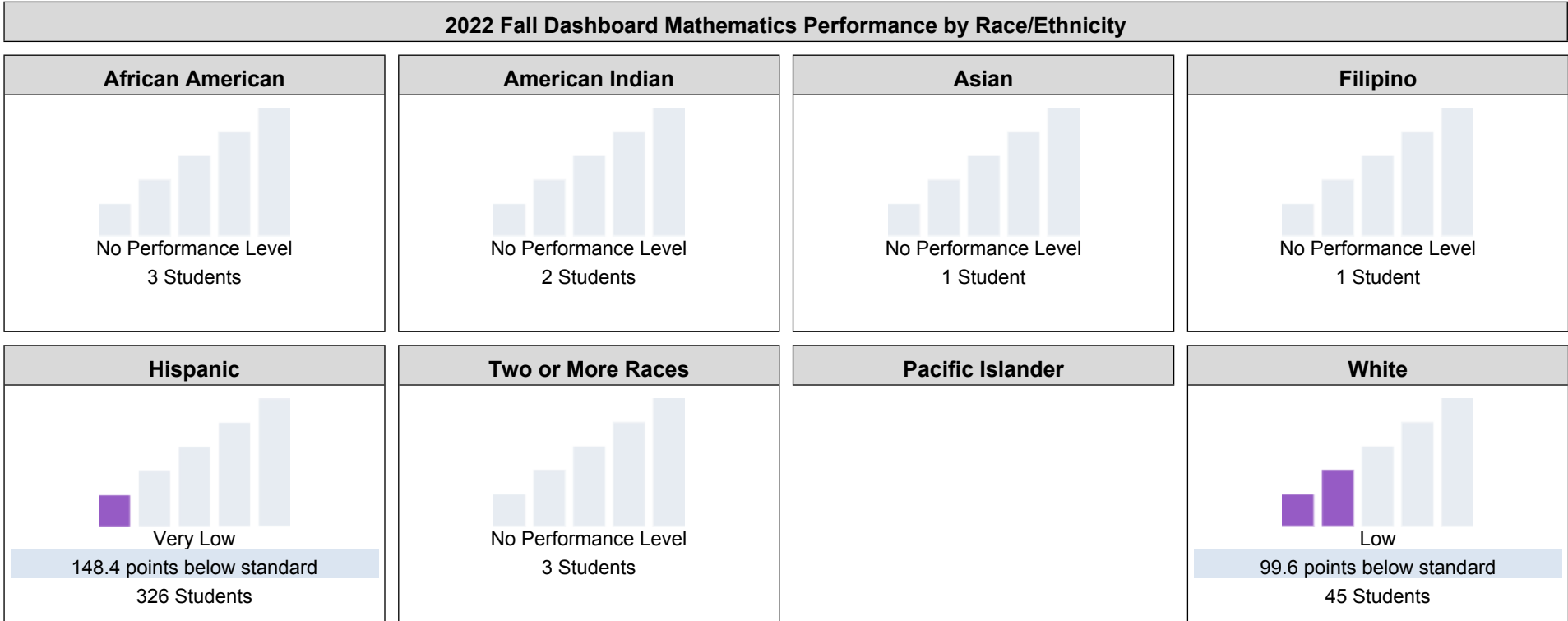
This section provides number of student groups in each level.



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





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		
<p><b>Current English Learner</b></p> <p>217.5 points below standard 68 Students</p>	<p><b>Reclassified English Learners</b></p> <p>153.9 points below standard 24 Students</p>	<p><b>English Only</b></p> <p>141.3 points below standard 195 Students</p>

**Conclusions based on this data:**

1. iReady final diagnostic data indicates that Algebra/Alberici Thinking & Geometry continue to be areas of improvement needed. 61-62% (respectively) overall are three or more grade levels below.



2. Overall, students taking the Spring diagnostic for iReady in Mathematics show that Measurement & Data as well as Number and Operations are the greatest strengths with 71% of students are at mid or above grade level.
3. Progress was made in comparison to the Winter and Spring diagnostic with the greatest overall gain from students who were two or more grade levels below to one grade level below. (10% movement in a positive direction).

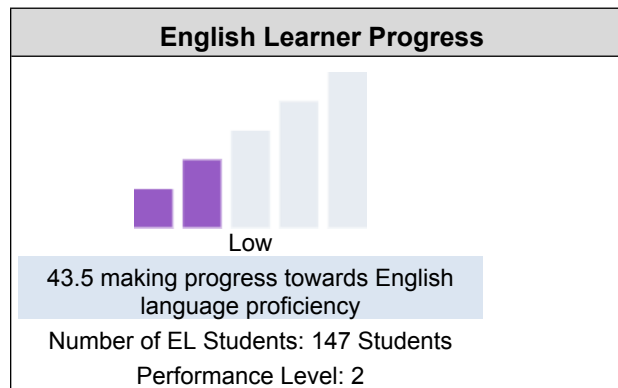
# School and Student Performance Data

## 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
31.3%	25.2%	7.5%	36.1%

#### Conclusions based on this data:

1. Continue to work with teachers in implementing instructional strategies that have proven to work with EL's (i.e. graphic organizers, sentence frames, collaboration).
2. Provide increased opportunities for EL learners to feel connected to school based organizations including athletics.

3. Support ELD courses with core content and create an EL Taskforce to ensure progress monitoring and recommendations for Reclassification.

# 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. Students earning the State Seal of Biliteracy continue to increase showing 32.2% of the cohort earning the seal.
2. Dual enrollment success rates continue to increase with 25.6% of students in cohort completing Dual Enrollment with at least one semester.
3. A-G completion rate is down due to the significant number of students failing classes and not remediating. Strategies continue to be investigated and implemented for remediation, credit recovery and validation

# 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  
Lowest Performance
High
Medium
Low
Very Low  
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

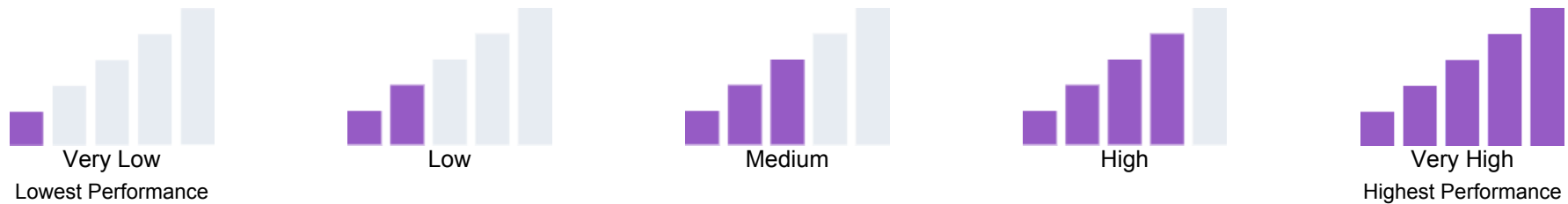
**Conclusions based on this data:**

1. Efforts will be made to decrease the chronic absenteeism rate among students with disabilities, socioeconomically disadvantaged and English language learners who are almost 10 percent more likely to be chronically absent than all students.
2. Communications will continue with parents/guardians in addition to home visits for chronically absent students in addition to outreach to the Riverside County Deputy District Attorney's Office.
3. The school improvement team will also be reviewing period by period absences to mitigate tardy/truancy concerns.

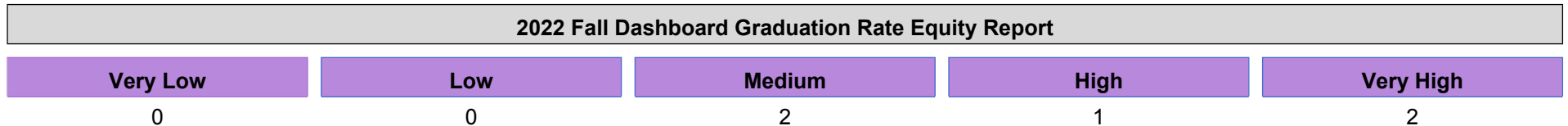
# School and Student Performance Data

## 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](#).

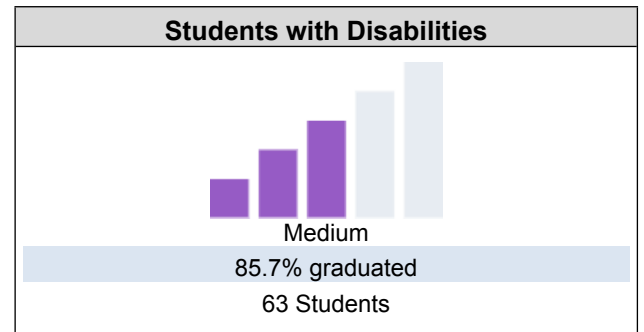
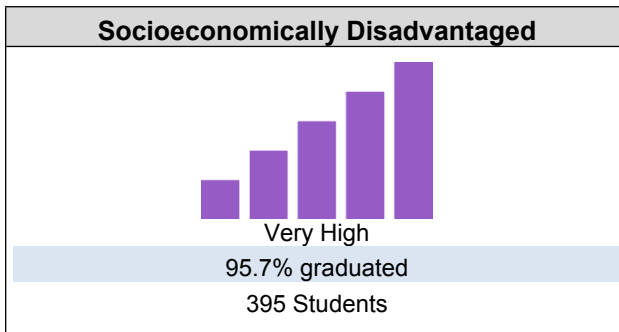
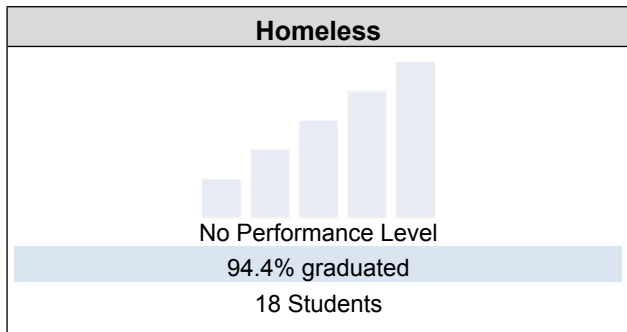
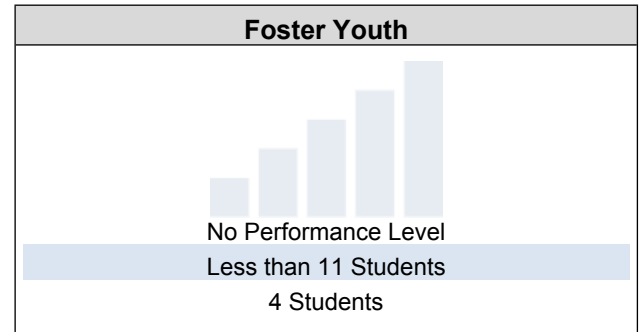
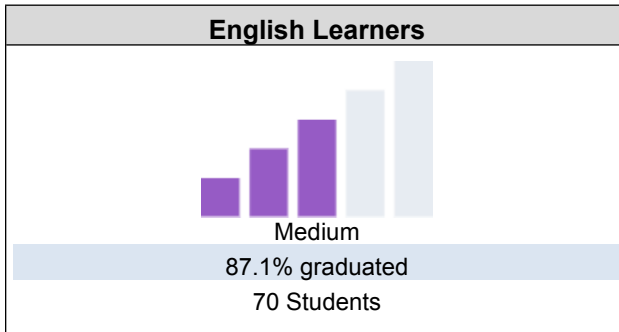
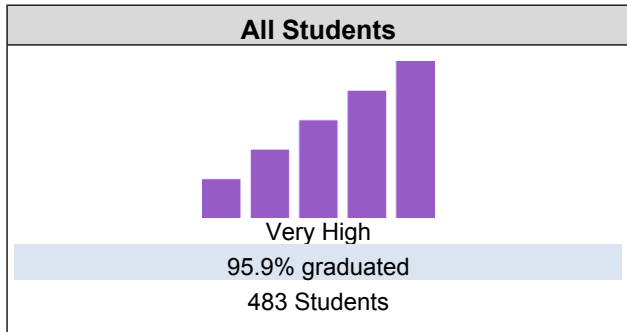


This section provides number of student groups in each level.



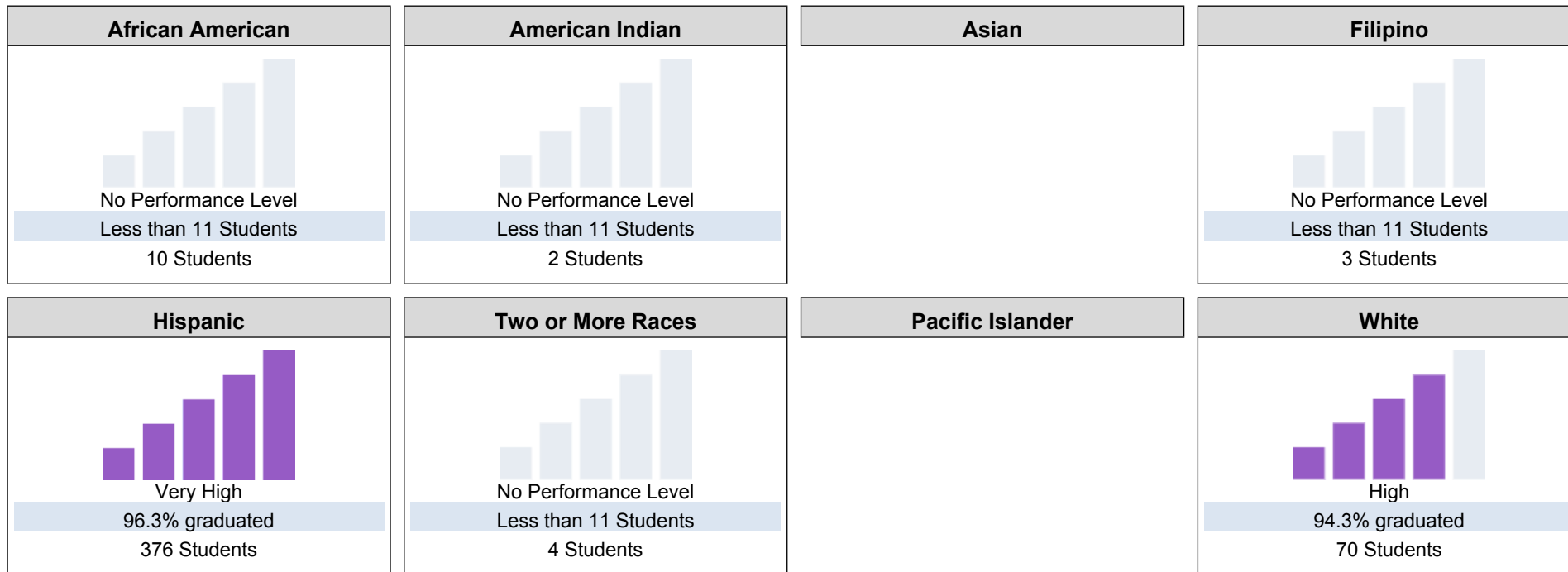
This section provides information about students completing high school, which includes students who receive a standard high school diploma.

**2022 Fall Dashboard Graduation Rate for All Students/Student Group**





**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

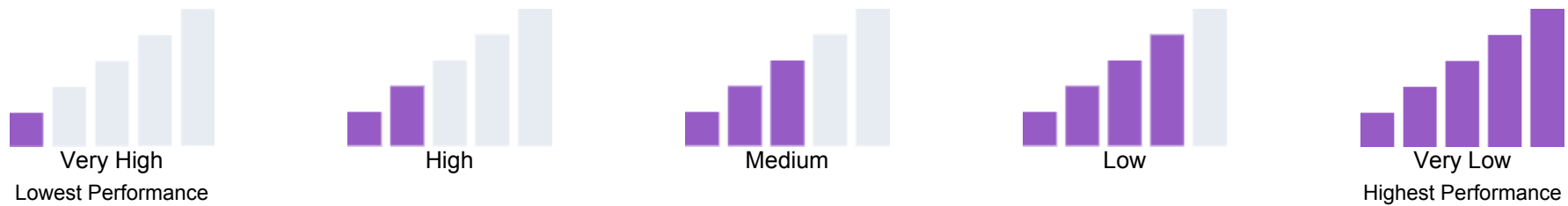
1. Our team will continue to work with teachers to identify the chokepoints for Seniors namely students with disabilities to ensure they on schedule to graduate on time.
2. Strategies will be implemented for increasing CTE participation among our students with disabilities for school connectedness in an effort to enhance experience with hands-on projects and opportunities.
3. Continue to work with technology to best our student information system on running the analytics on a period basis to ensure that we intervening with students early on in their high school experience.

# School and Student Performance Data

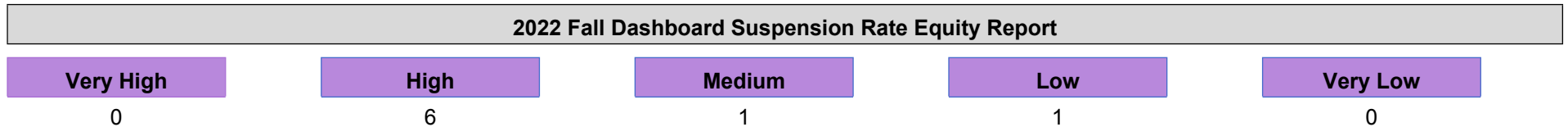
## Conditions & Climate Suspension Rate

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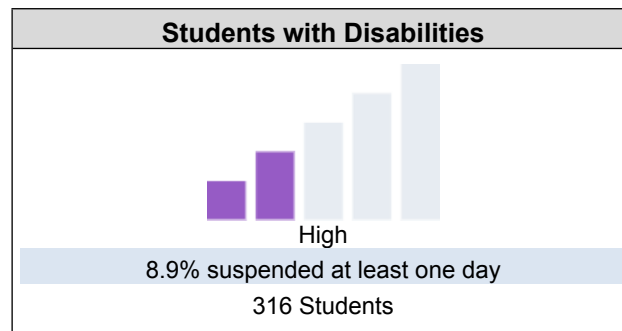
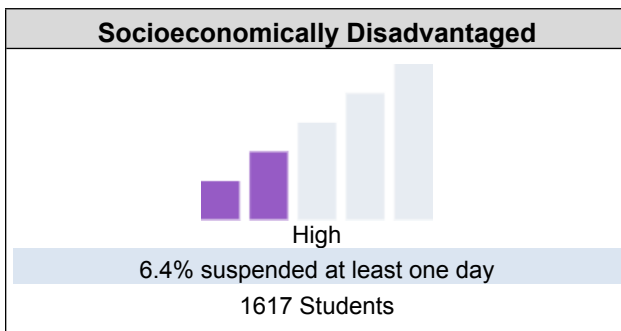
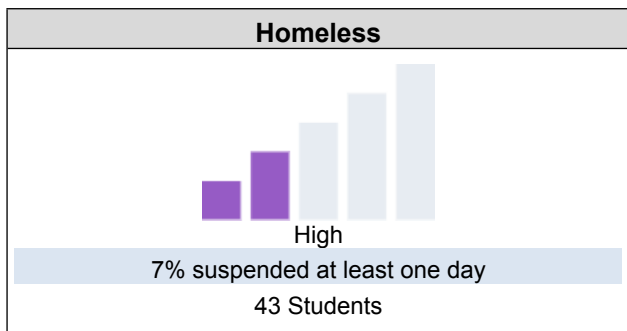
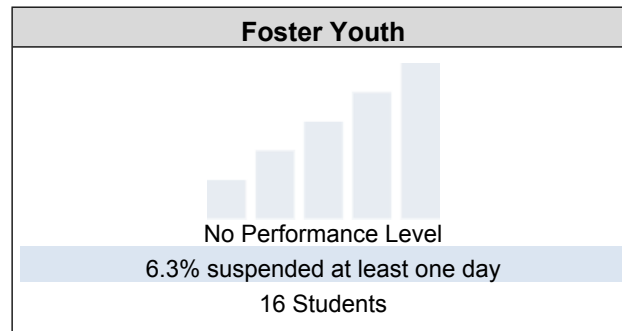
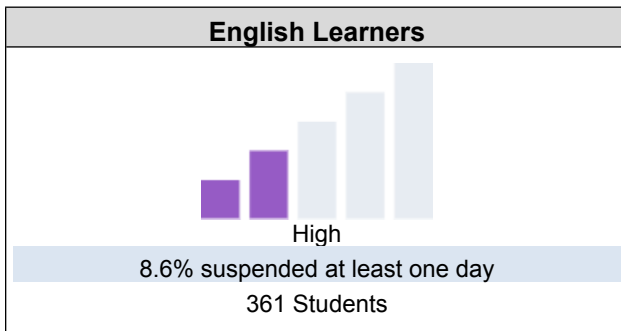
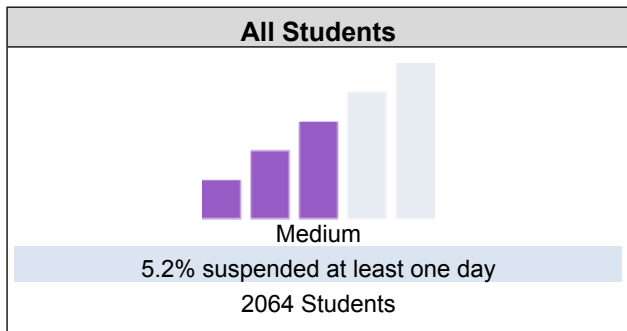


This section provides number of student groups in each level.

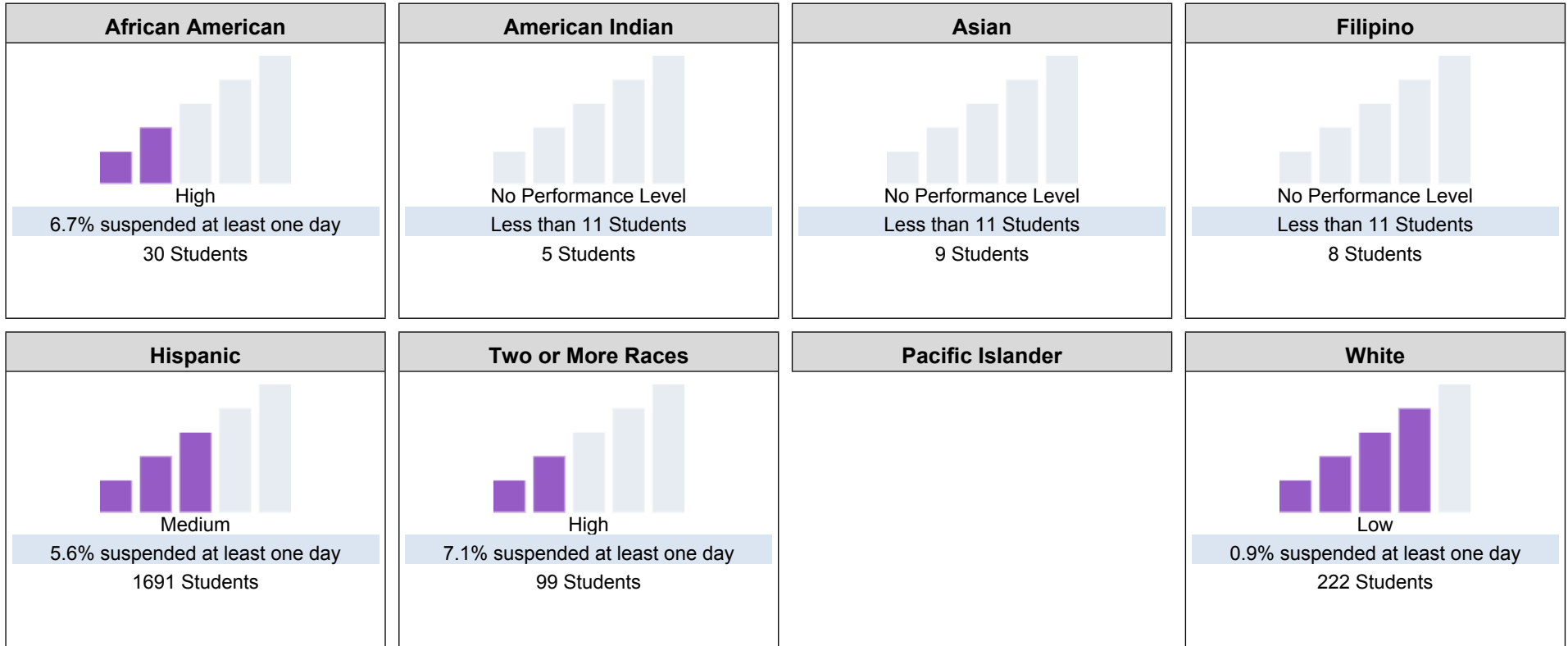


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Looking at revising the MTSS program.
2. Opportunities through the Riverside County District Attorney's Office on presentations conducted for students, parents and staff on Drug, Alcohol Awareness as well as Parent Power.
3. A system of PBIS school-wide expectations continues to be a priority focusing in addition to work on the Relationships Rubric through ICLE

# Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

## Goal 1

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 8: Other Pupil Outcomes (Pupil Outcomes)

## Annual Measurable Outcomes

### Expected Outcomes

All = 22 points above standard  
ELLs = 59.8 points below standard  
SWD = 81 points below standard  
HIS = 12 points above standard  
SED = 5 points above standard  
White = 82 points above standard

All = 78 points below standard  
ELLs = 132 points below standard  
SWD = 155 points below standard  
HIS = 85 points below standard  
SED = 98 points below standard  
White = 15 points below standard

65% making progress towards proficiency / Progress = High

### Actual Outcomes

## Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students will receive instruction using standards-based State/District adopted core programs.</p>	<p>"All teachers use district adopted curriculum. ELA and math are using district pacing guides.  Content area will meet monthly for PLC curriculum development."</p>	<p>District</p>	
<p>All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.</p>	<p>"All EL learners will be assigned an designated ELD course to supplement core instruction in English.  ELD strategies will also be integrated in pedagogical approach to all instruction with a focus on AVID WICOR strategies.  Develop master schedule to service all EL's. Communicate with ELA/ELD teachers to plan TRAC days. PLC time for ELA/ELD/SPED integration. Instructional coach - ICLE rubrics, provide, school wide support, PLC, and individual support throughout the school year."</p>	<p>District</p>	
<p>All English learners receive daily integrated ELD provided across all content areas.</p>	<p>""All EL learners will be assigned an designated ELD course to supplement core instruction in English.  ELD strategies will also be integrated in pedagogical approach</p>	<p>District</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>to all instruction with a focus on AVID WICOR strategies.</p> <p>Develop master schedule to service all EL's. Communicate with ELA/ELD teachers to plan TRAC days. PLC time for ELA/ELD/SPED integration. Instructional coach - ICLE rubrics, provide, school wide support, PLC, and individual support throughout the school year.""</p>		
<p>Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators, and participation in TRAC</p>	<p>"Instructional staff will participate in district PD through the following means to support EL's: TRAC days, EL leadership days, SPED/EL collaborative PD, and support from project facilitator and instructional coach."</p>	<p>Centralized Services Title I</p>	
<p>Through the District MTSS process, the Guiding Coalition will 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 and SEL.</p>	<p>iReady data analysis is held scholwide three times a year and celebrations are offered monthly to support EL and SPED.</p>	<p>Centralized Services Title I</p>	
<p>Provide Before/During/After school reading and math interventions for students not meeting standards</p>	<p>"PD for teachers may include training in PLCs, best practices in continuation education and social-emotional learning. Trainings will center on supporting all learners."</p>	<p>Centralized Services Title I</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will continue to receive professional development on effective research-based strategies to support all learners	"PD for teachers may include training in PLCs, best practices in continuation education and social-emotional learning. Trainings will center on supporting all learners." "	District	
Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	"Provide professional development to support school wide instructional strategies. "	Centralized Services Title I	
Provide extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	"MTSS lead will implement school wide expectations with the assistance of the MTSS team to students, staff, and parents. MTSS team will develop lesson plans to teach positive behaviors to students MTSS team will develop PD to staff on effective strategies."	Centralized Services Title I	
Provide support for early literacy and foundational skills to support students below grade level.	"On-going tutoring support and assessment of student data that qualify for tutoring."	District	
Extended learning opportunities for ALL students through support and assistance for lunch time, after-school, or Saturday school enrichment intervention. For data purposes, keep track of differentiation between: schoolwide, ELD program, and	District picked up Saturday school... Discussions have been centered around utilizing the money next year to host after school tutoring sessions with pre-designated teacher volunteers and using the money for the overtime. However, with Sat school picked	Supplemental/Concentration 34000	20000



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SPED program. This will include extra duty, over time, materials, technology and supplies.</p>	<p>up this year... This is positive in the fact that we are able to pay teachers and staff for their extra time to create these opportunities. Students are signing up for saturday schools and we are starting the tardy sweeps soon. The part that is not effective is that this is not reaching all students. SPED doesn't have these opportunities. Also, the saturday schools are limiting so teachers might be discouraged and not willing to take up their time to sign up. More opportunities need to be provided for after school enrichment and tutoring services. ie; Britton's Math tutoring or the AVID tutoring</p>		
<p>Release time, extra services, substitutes, professional development during the academic school year and the summer for certificated staff and support hours and overtime for classified staff to support/develop essential learning outcomes and learning targets to horizontally and vertically align courses within site and with feeder school and for lesson planning, data analysis, creating assessments, calibration of learning rubrics, as well as parent reach out to the our community (i.e. translations, reports, research) and formatting effective PLC's.</p>	<p>Staff has been offered one hour of overtime per week to work in PLC teams starting beginning of Feb. This is also part of the coverage for Solution Tree training with the rest tied to Title I. This target needs modification, specifically through intentionality of purpose. SHHS has not had widespread formal vertical alignment in quite a few years. We need to first start with our site's vertical alignment, focusing on essential standards. Horizontal alignment only recently occurred and will need to occur more often. We are aware that there is a great need and opportunity for parent/community engagement.</p>	<p>Title I Supplemental/Concentration 140000</p>	<p>120000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Professional development, educational consultant fees, supplemental educational materials, technology applications, graphics, furniture, equipment, software &amp; hardware to meet the needs of all student learners.</p>	<p>This is effective for the extra materials that have come up and the trainings that have come up. We would like more of a turn around for those teachers and staff who go on conferences and bring back the information to the rest of the staff. A take away from each conference that other teachers can benefit from as well as those who attend. The process is smoother this year and is appreciated by staff</p>	<p>Supplemental/Concentration 72089</p>	<p>73511</p>
<p>Certificated support staff (i.e. AP Coordinator, Instructional Coach, EL Coach, etc.) for salary, extra services, and release time for working with teachers and or support staff through the coaching cycle.</p>	<p>This program has had a positive impact because there is one coordinator for AP who helps with the process and the schedule for AP tests. We are not sure about the funds for EL coach and instructional coach through these funds. Both however, have really helped our school and the students because of their constant communication and collaboration. AP communication and process was smoother having a coordinator. ELPAC was smoother and more coordinated this year. In the future, perhaps paid coordinator-ships need to be transparently "flown." This would allow staff members to volunteer/apply. It would allow people to select roles best suited to skills and develop their leadership - add attendance facilitator</p>	<p>Supplemental/Concentration 8500</p>	<p>8500</p>

## 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.

Our evaluation was the same for all. Our leadership team spent a full day analyzing the budget: successes, improvements, and recommended changes. After completed, the budget is taken to school site council for feedback. Below are the words of the leadership staff.

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

1.14 This program has had a positive impact because there is one coordinator for AP who helps with the process and the schedule for AP tests. We are not sure about the funds for EL coach and instructional coach through these funds. Both however, have really helped our school and the students because of their constant communication and collaboration. AP communication and process was smoother having a coordinator. ELPAC was smoother and more coordinated this year.

1.13 This is effective for the extra materials that have come up and the trainings that have come up. We would like more of a turn around for those teachers and staff who go on conferences and bring back the information to the rest of the staff. A take away from each conference that other teachers can benefit from as well as those who attend.

1.12 Our site brought Solution Tree to our campus to support PLC's with the trainer meeting one on one with each department for four hours. We also brought a co-teacher trainer to support in one on one co-teacher PLC planning. Finally, we are paying for teachers to meet once a week for an extra hour of PLC

1.11 This is positive in the fact that we are able to pay teachers and staff for their extra time to create these opportunities. Students are signing up for Saturday schools and we are starting the tardy sweeps soon.

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

1.14 N/A

1.13 We went a little over due to a miscalculation in the amount of people to attend conferences. Budget shift will occur for this section.

1.12 Not all teachers participated in the extra hour of PLC. This needs to be adjusted for next year.

1.11 We overbudgeted because we did not know the district would pick up Saturday School. However, we will utilize next year for after school tutoring coverage.

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.

1.14 In the future, perhaps paid coordinator-ships need to be transparently "flown." This would allow staff members to volunteer/apply. It would allow people to select roles best suited to skills and develop their leadership - add attendance facilitator - next year add more to this budget for facilitator supports

1.12 This target needs modification, specifically through intentionality of purpose. SHHS has not had widespread formal vertical alignment in quite a few years. We need to first start with our site's vertical alignment, focusing on essential standards. Horizontal alignment only recently occurred and will need to occur more often. We are aware that there is a great need and opportunity for parent/community engagement.

1.11 More opportunities need to be provided for after school enrichment and tutoring services. ie; Britton's Math tutoring or the AVID tutoring

# Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

## Goal 2

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)

## Annual Measurable Outcomes

### Expected Outcomes

Maintain 96% or better

Increase by 9% and maintain status to remain at Blue

### 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.	"Continue to work with District Office and site personnel to create a college going culture; work with CalColleges milestones and present guidance lessons to all students. "	District	
Provide enrichment opportunities for all students.	Continue to offer opportunities to students in extra-curricular	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	activities like Academic Decathlon, Mock Trial, Forensics, etc...		
Implement AVID structures/strategies to support student learning.	AVID Summer Institute, National Conference, and workshops. Vertical articulation between DRA and Shadow as well as specifically on our campus. One day dedicated to each grade level for retention.	Supplemental/Concentration 10000	8756
Release time, extra services for certificated staff and support hours and overtime for classified staff for assessment support of all: CAASPP, ASVAB, and College Board assessments (NMQST, AP, PSAT, SAT) to ensure alignment with WASC and TRAC (i.e. Armor Up Initiative) and outreach to historically underrepresented student populations. Office materials and supplies to help support promoting and publicizing assessments (i.e. Armor Up Initiative). Saturday Bootcamp Enrichment Opportunities for testing. Support for student exam fees.	SAT day subs, the AP testing subs, and overtime offered for prepping for SAT, AP, and CAASPP tests. - we need to reconsider wording to pay for exam fees as unless we pay for ALL, we cannot pay for one (and ALL would have been a lot more than what is 2.5 and 2.4). Still need to find ways to encourage teachers to do the Saturday bootcamps. Are the students agendas being used as anticipated? Did not use money for student exam fees. Attendance coordinator and testing coordinator. Teachers can apply and be chosen for different roles, use overtime hours.	Supplemental/Concentration 15000	11235
Provide support for programs that support college and career readiness (i.e. AP, DE, Pre-AP, CTE, AVID) for marketing materials, technology/ software support, materials, supplies, professional development, field trips, student exam fees, student incentives and rewards, extra services for counselors/teachers and support staff as needed.	Pre-AP consumables - we need to reconsider wording to pay for exam fees as unless we pay for ALL, we cannot pay for one (and ALL would have been a lot more than what is 2.5 and 2.4). Assistance to pay for AP exams and field trips. Possible incentives for students who pass dual enrollment, AP exams, recognizing students who complete a CTE program or AVID from start	Supplemental/Concentration 20000	20000

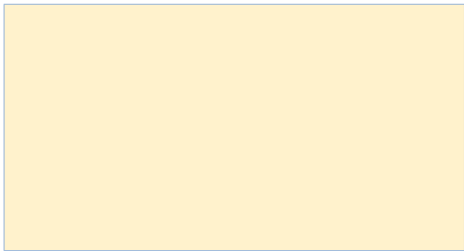
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	to finish. How can we bring in CTE programs that are more student interest based (hotel and restaurant management). Can we use this money for teachers to become CTE certified?		
Release time, extra services for certificated staff and support hours and overtime for classified staff to develop essential goals to work towards college, career, and community readiness for all learners.	This money was supposed to be allotted for after school FAFSA and Saturday School FAFSA meetings; however, most were held in work time (classified ends at 4:15). This was also geared towards the college and career weeks; however, those were embedded in TRAC plan. If they are not part of the TRAC plan next year, we might want to keep a smaller amount here. We are planning to utilize some of the money for the career week and job fair. More students need to complete their FAFSA applications. This can be achieved with more planning for the rollout of the awareness of FAFSA. Need more time to plan for Career and College Weeks to be more practical for the students and the community. Bring back the ROP (regional occupational programs) for juniors and seniors. This program may be an incentive for the students to be successful in their classes.	Supplemental/Concentration 10000	2600
Provide 1/7ths to focusing on reducing classroom size, data analysis, program planning, academic conferencing, and coaching support.	We went into the negative here and this is with the district picking up three of the 1/7ths. If we want to utilize next year as well, we need to allot more money into this	Supplemental/Concentration 30000	37500

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**



goal.action. Create more 1/7ths for periods of remediation. Class size reduction is helping to improve students overall learning by providing improved learning environment and more one on one interaction with the teacher.

**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.

Our evaluation was the same for all. Our leadership team spent a full day analyzing the budget: successes, improvements, and recommended changes. After completed, the budget is taken to school site council for feedback. Below are the words of the leadership staff.

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

2.7 Create more 1/7ths for periods of remediation. Class size reduction is helping to improve students overall learning by providing improved learning environment and more one on one interaction with the teacher.  
2.6 Although we did not host after school meetings, we did have 92% of our seniors complete the FAFSA/CADAA  
2.5 Pre-AP consumables - we need to reconsider wording to pay for exam fees as unless we pay for ALL, we cannot pay for one (and ALL would have been a lot more than what is 2.5 and 2.4)  
2.4 Used to cover the SAT day subs, the AP testing subs, and overtime offered for prepping for SAT, AP, and CAASPP tests. - we need to reconsider wording to pay for exam fees as unless we pay for ALL, we cannot pay for one (and ALL would have been a lot more than what is 2.5 and 2.4)  
2.3 AVID Summer Institute, National Conference, and workshops

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

2.7 We went over allotted amount as we had more 1/7ths than expected  
2.6 We want to keep part of the money in this section to cover parent nights for the future to engage parents in these conversations.  
2.4 We did not end up hosting after hours workshops; but kept them all in the day. We ar egoing to shift the phrasing to be able to support parent nights.  
2.3 We did not spend as much as we thought since the district picked up some of summer institute. We will add in wording for overtime for DRA alignment.

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.

2.7 In the future, when we pay for 1/7ths, we need to take data / performance into consideration as much as attention to reduction in class size. A "triage" of 9th grade needs to occur to minimize the trickle down impacts of failure at this stage

2.6 More planning for the rollout of the awareness of FAFSA. Need more time to plan for Career and College Weeks to be more practical for the students and the community. Bring back the ROP (regional occupational programs) for juniors and seniors. This program may be an incentive for the students to be successful in their classes.

2.5 Assistance to pay for AP exams and field trips. Possible incentives for students who pass dual enrollment, AP exams, recognizing students who complete a CTE program or AVID from start to finish. How can we bring in CTE programs that are more student interest based (hotel and restaurant management). Can we use this money for teachers to become CTE certified?

2.4 Still need to find ways to encourage teachers to do the Saturday bootcamps. Are the students agendas being used as anticipated? Did not use money for student exam fees.

2.3 Vertical articulation between DRA and Shadow as well as specifically on our campus. One day dedicated to each grade level for retention.



# Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

## Goal 3

State 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)

## Annual Measurable Outcomes

### Expected Outcomes

Decrease by 1% to achieve Medium Status and decline 1% in Change to achieve (Green) Status.

### Actual Outcomes

## Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide activities and protocols for improving attendance.	Work with CWA to implement interventions for Chronically absent students; working alongside student engagement counselor to establish timelines for SARB meetings, etc...	District	
Provide multi tiered tools, strategies and supports to address school climate and culture.	" TOSA provides staff development to whole staff and individual teachers. AVID on site coordinator provides whole staff and	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>individual support in implementing AVID school wide. AVID tutors provide weekly tutoring in ELA and Math.</p> <p>Teachers are provided with resources for implementing AVID WICOR strategies in their focus on learning. Leadership will conduct WICOR Walkthroughs and celebrate success with teachers WICOR Wizard. "</p>		
<p>Incorporate strategies to ensure a safe and positive environment.</p>	<p>"MTSS team meets monthly to develop procedures to increase positive school climate and culture District MTSS facilitator to support and guide MTSS team monthly.</p> <p>Armor Up Initiative team meets regularly to focus on tier one interventions in behavior and instruction tied to best first instruction to support campus culture."</p>	District	
<p>Provide counseling support for site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: maintain ratio at 400:1</p>	<p>"Pull out days to support certificated/classified on PBIS initiatives including materials, supplies and incentives for students.</p> <p>2020-21 School Year:</p> <p>MTSS team meets monthly to develop procedures to increase positive school climate and culture District MTSS facilitator</p>	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	to support and guide MTSS team monthly "		
Implement processes aimed at positively impacting the school environment via but not limited to: athletic academic interventions, clubs and advisorships (i.e. Link Crew, Model UN, Debate/Mock Trial, Mecha), culturally responsible PBIS initiatives that align with WASC and TRAC (i.e. Armor Up Initiative) for resources, activities, consultant fees, incentives, registration fees, & refreshments & professional development (i.e. CADA, CSADA, AVID, etcetera).	Armor Up Initiative was implemented at the beginning of the year. Students were also provided grade level assemblies. The clubs listed are in existence on campus. SHHS pins were provided to students as well. The grade level meetings happened again in January. This funding will be used for incentives for students and leadership groups such as CADA conference, AVID conference	Supplemental/Concentration 10000	7177
Provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations with respect to grounds, custodial and maintenance related projects & repairs, support site safety (i.e. helmets, site monitors), and provide resources for emergency preparedness drills (i.e. buckets, painting black top).	Purchase technology updates. For co-teaching classrooms, multiple LFDs, rubber extension cord covers for safety. Charging towers for Chromebooks. Flexible seating options for co-teaching classrooms	Supplemental/Concentration 30000	26000
Guidance Intervention Program (Shield): Release time, extra services for certificated staff and support hours and overtime for classified staff (i.e. extra services conference fees, master schedule, workshops, etcetera), including materials and supplies (i.e. books,	Utilizing a small part of budget for posters/banners - district picked up book budget with \$15,000.00 towards equity books covered by them - If we choose through Title I to host a form of an intervention program, then we can add that money here and design a focused	Supplemental/Concentration 14000	8000

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
banners, posters, etcetera) and technology support (i.e. projector screen, etcetera) and additional supports as needed for students socio-emotional needs.	program. Discussions centered around a school-within-a-school opportunity model rather than a Shield Room. Maximum of 18 students per State of CA. for effectiveness and fidelity		
Parent Development workshops/conferences (i.e. , Knights Parent University, CAFE) fees & educational materials.	Videos are sent home and views have happened for Knights Parent University. There have been an avg of 36 amount of views. Parent ELAC meetings have also been attempted online with little success. Family Knight happened in January to promote participation in ELAC and allow for cooperation with ELAC.	Supplemental/Concentration 5000	3975
Release time, extra services for certificated staff and support hours and overtime for classified staff (i.e. extra services conference fees, master schedule, workshops, etcetera), including materials and supplies (i.e. books, banners, posters, etcetera) and technology support (i.e. projector screen, etcetera) and additional supports as needed for students socio-emotional needs tied to initiating programs to support positive school culture (restorative justice focus on tardies, fighting, MTSS aligned focuses).	Armor Up Initiative was implemented at the beginning of the year. Students were also provided grade level assemblies. The clubs listed are in existence on campus. SHHS pins were provided to students as well. Two college and two career weeks were hosted throughout the year and we are currently hosting a mental awareness campaign.	Title I 76264	45000

## 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 8: Other Pupil Outcomes (Pupil Outcomes)

## Identified Need

The student learning outcomes should be aligned so that geography in the form of the room a student is in does not matter in their learning and achievement. Work on alignment within courses is ongoing and is the basis for Professional Learning Community (PLC) work, enabling movement into high performing groups. This alignment increases the opportunities for all students and allows teachers to learn from each other about what works best for our students

## 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	All =1.4 points above std. / Declined 27.9 points (Yellow) ELL's= 96 points below std. / Declined 40.3 points (Red) SWD = 143 points below std. / Declined 44.8 points (Red) HIS= 6.3 points below std. / Declined 27.7 points (Orange) SED=12.4 points below std. / Declined 27.6 points (Orange)	All = 22 points above standard ELLs = 59.8 points below standard SWD = 81 points below standard HIS = 12 points above standard SED = 5 points above standard White = 82 points above standard	All = 22 points above standard ELLs = 59.8 points below standard SWD = 81 points below standard HIS = 12 points above standard SED = 5 points above standard White = 82 points above standard	

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
	White=38.6 points above std./ Declined 33.7 points (Green)			
Academic Indicator Math: Distance from Standard	All =95.3 points below std. / Declined 5.6 points (Orange) ELL's =174.3 points below std./ Declined 7.2 points (Red) SWD =207.4 points below std./ Declined 9.4 points (Orange) HIS=103.7 points below std. / Declined 5.1 points (Orange) SED =110.4 points below std./ Declined 6 points (Orange) White - 62.5 points below std./Declined 19.5 points (Orange)	All = 78 points below standard ELLs = 132 points below standard SWD = 155 points below standard HIS = 85 points below standard SED = 98 points below standard White = 15 points below standard	All = 78 points below standard ELLs = 132 points below standard SWD = 155 points below standard HIS = 85 points below standard SED = 98 points below standard White = 15 points below standard	
English Learner Progress	Level 1 - 28.3% (Beginning Stage) Level 2 - 13.5% (Somewhat Developed) Level 3 - 25.7% (Moderately Developed) Level 4 32.5% (Well Developed)	65% making progress towards proficiency / Progress = High	65% making progress towards proficiency / Progress = High	

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

District  
District

**Action 2**

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

District  
District

**Action 3**

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

District  
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  
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 appropriate action plan to increase student achievement.

Title I Centralized Services  
Centralized Services

**Action 6**

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

District  
Centralized Services

**Action 7**

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

Title I Centralized Services  
District

**Action 8**

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

Title I Centralized Services  
Centralized Services



**Action 9**

Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework

District  
Centralized Services

**Action 10**

Provide support for early literacy and foundational skills to support students not meeting standards.

Title I Centralized Services  
District

**Action 11**

Extended learning opportunities for ALL students through support and assistance for a tutoring program as well as lunch time, after-school, or Saturday school enrichment and intervention. For data purposes, keep track of differentiation between: schoolwide, ELD program, and SPED program. This will include extra duty, over time, materials, technology and supplies.

Supplemental/Concentration  
  
12000

**Action 12**

Professional development, educational consultant fees, supplemental educational materials, technology applications, graphics, furniture, equipment, software & hardware to meet the needs of all student learners, as well as extra duty and overtime to plan a presentation for campus based on learning.

Supplemental/Concentration  
  
64989

**Action 13**

Certificated support staff (i.e. AP Coordinator, Instructional Coach, EL Coach, inclusion coach, attendance facilitator, etc.) for salary, extra services, and release time for working with teachers to support student learning and/or support staff through the coaching cycle.

Supplemental/Concentration  
  
21200

**Action 14**

Release time, extra services, substitutes, professional development during the academic school year and the summer for certificated staff and support hours and overtime for classified staff to support/develop essential learning outcomes and learning targets to horizontally and vertically align courses within site and with feeder school and for lesson planning, data analysis, creating assessments, calibration of learning rubrics, as well as parent reach out to the our community (i.e. translations, reports, research) and formatting effective PLC's.

Supplemental/Concentration  
  
45000

**Action 15**

Release time, extra services, extra duty, professional development for certificated staff to support/develop essential learning outcomes and learning targets to horizontally and vertically align courses within site and with feeder school and for lesson planning, data analysis, creating assessments, calibration of learning rubrics, as well as parent reach out to the our community (i.e. translations, reports, research) and formatting effective PLC's.

Title I

133500

# 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

Maintain overall student achievement in all indicators. In addition, identify choke points for A-G reviewing grading practices. SHHS will increase the College and Career Indicator, as measured by CA Dashboard; continue to increase FAFSA completion rate, AP Participation, and concurrent/articulated enrollment of COD courses. SHHS 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
Graduation Rate	Graduating Class (Fall 2018) 96.4% (Blue)		Maintain 96% or better	
CA Dashboard: College & Career Indicator	Graduating Class (Fall 2018) 54.1% (Green)		Increase by 9% and maintain status to remain at Blue	

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.

**Action 3**

Implement AVID structures/strategies to enhance student learning.

**Action 4**

Release time, extra services for certificated staff and support hours and overtime for classified staff for assessment support of all: CAASPP, ASVAB, and College Board assessments (NMQST, AP, PSAT, SAT) to ensure alignment with WASC and TRAC (i.e. Armor Up Initiative) and outreach to historically underrepresented student populations. Office materials, supplies, and field trips to help support promoting and publicizing assessments (i.e. Armor Up Initiative).

**Action 5**

Provide support for programs that support college and career readiness (i.e. AP, DE, Pre-AP, CTE, AVID) for marketing materials, technology/ software support, materials, supplies, professional development, field trips, student exam fees, student incentives and rewards, extra services for counselors/teachers and support staff as needed.

**Action 6**

Release time, extra services for certificated staff and support hours and overtime for classified staff to develop essential goals to work towards college, career, and community readiness for all learners and support parent involvement in college and career readiness.

**Action 7**

Provide 1/7ths to focusing on reducing classroom size, data analysis, program planning, academic conferencing, and coaching support.

District

District  
District

District  
District

Supplemental/Concentration  
16800

Supplemental/Concentration  
15500

Supplemental/Concentration  
5000

Supplemental/Concentration



36000

# 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 school year:  
 Shadow Hills High School will increase our knowledge and use of effective MTSS practices, trauma-informed instruction and social-emotional learning. Shadow Hills HS will also examine effective strategies and best practices in order to promote qualities of responsibility, respect and ethical behavior. Shadow Hills will implement PLC and data analysis with fidelity in order to support student A-G and rigor.

## 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	6.2% (Orange)		Decrease by 1% to achieve Medium Status and decline 1% in Change to achieve (Green) Status.	

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.

**Action 3**

Incorporate strategies to ensure a safe and positive environment

**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

**Action 5**

Implement processes aimed at positively impacting the school environment via but not limited to: athletic academic interventions, clubs and advisorships (i.e. Link Crew, Model UN, Debate/Mock Trial, Mecha, Journalism, AVID, etcetera), culturally responsive PBIS initiatives that align with WASC and TRAC (i.e. Armor Up Initiative) for resources, activities, consultant fees, incentives, registration fees, & refreshments & professional development (i.e. CADA, CSADA, AVID, etcetera).

**Action 6**

Provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations with respect to grounds, custodial and maintenance related projects & repairs, support site safety (i.e. helmets, site

District

District  
District

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District

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District

Supplemental/Concentration  
  
7500

Supplemental/Concentration  
  
30000

monitors), and provide resources for emergency preparedness drills (i.e. buckets, painting black top).

**Action 7**

Parent Development workshops/conferences (i.e. , Knights Parent University, CABE) fees & educational materials.

Supplemental/Concentration

5000

**Action 8**

Release time, extra services for certificated staff and support hours and overtime for classified staff (i.e. extra services conference fees, master schedule, workshops, etcetera), including materials and supplies (i.e. books, banners, posters, etcetera) and technology support (i.e. projector screen, etcetera) and additional supports as needed for students socio-emotional needs.

Supplemental/Concentration

9600

**Action 9**

Release time, extra services for certificated staff and support hours and overtime for classified staff (i.e. extra services conference fees, master schedule, workshops, etcetera) or as needed hiring of additional staff, including materials and supplies (i.e. books, banners, posters, etcetera) and technology support (i.e. projector screen, etcetera) and additional supports as needed for students socio-emotional needs tied to initiating programs to support positive school culture (restorative justice focus on tardies, fighting, MTSS aligned focuses).

Title I

84249



# 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)

## 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
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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: Shadow Hills 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	8/15/23-6/5/24	8,322	8,322	Title I
		<b>Total Estimated Cost: 8,322</b>		
District ELA Project Facilitator	8/15/23-6/5/24	9,493	9,493	Title I
		<b>Total Estimated Cost: 9,493</b>		
District Math Project Facilitator	8/15/23-6/5/24	9,982	9,982	Title I
		<b>Total Estimated Cost: 9,982</b>		
Site Instructional Coach	8/15/23-6/5/24	63,202	63,202	Title I
		<b>Total Estimated Cost: 63,202</b>		
Preschool to Elementary Transition	8/15/23-6/5/24	7,581	7,581	Title I
		<b>Total Estimated Cost: 7,581</b>		
Budget Support	8/15/23-6/5/24	1,086	1,086	Title I
		<b>Total Estimated Cost: 1,086</b>		
SFPO Project Facilitator	8/15/23-6/5/24	12,139	12,139	Title I
		<b>Total Estimated Cost: 12,139</b>		
Coordinator of Equity, Diversity, and Parent Engagement	8/15/23-6/5/24	7,719	7,719	Title I
		<b>Total Estimated Cost: 7,719</b>		
Foster and McKinney-Vento Liason	8/15/23-6/5/24	3,114	3,114	Title I
		<b>Total Estimated Cost: 3,114</b>		

**Total Cost For All Actions:** 122,638

*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:

**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	\$217,749.00	No
Total amount of federal categorical funds allocated to this school.	\$217,749.00	
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	\$268,589.00	No
Total amount of StateLocal categorical funds allocated to this school.	\$268,589.00	
Total amount of state and StateLocal categorical funds allocated to this school.	\$486,338.00	

# 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: Departmental Advisory Committee Other: Safety Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
David Dunn, Principal	
Toni Frazer, Assistant Principal, School Site Council and Departmental Advisory	
Lacey Aubrey, School Site Council and Departmental Advisory	
Greg Schuknecht, Departmental Advisory	
Liah Renteria, Student Representative, School Site Council	

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:05/04/2023.

Attested:

David Dunn

\_\_\_\_\_  
 Typed name of school principal

\_\_\_\_\_  
 Signature of school principal

\_\_\_\_\_  
 Date

Liah Renteria

\_\_\_\_\_  
 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
David Dunn	X				
Lacey Aubrey			X		
Esmeralda Renteria		X			
Curtis Hendricks		X			
Jana Lew		X			
Alexis Harding				X	
Victoria Jones				X	
Ana Hernandez				X	
Kelly Mathai				X	
Lia Renteria					X
Kylie Ragland					X
Lizeth Virgin					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>3</b>