

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
Summit High School (Continuation) Jose Ramirez, Ed.D. jose.ramirez@desertsands.us	33-67058-0114504	4/27/23	

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement
Schoolwide Program

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

This 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 goals.

2020-23 Plan Summary

The Story

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

Summit High School is one of two continuation high schools that provide Desert Sands Unified School District students with an opportunity to recover credits to meet their high school graduation credits on time and graduate with their graduating class. Summit High School is home to three programs. Our traditional continuation program supports nearly 200 credit deficient seniors and juniors. Most of the students that enroll are from La Quinta High School and Palm Desert High School. Summit has extended its access to curriculum via a web-based learning management system that allows students to access their curriculum from anywhere.

Additionally, Summit offers an independent virtual program where students have an opportunity to recover credits and move toward graduation. Our independent virtual program serves three distinct populations. First, there are students that

need flexibility in their schedule due to personal circumstances. Since we serve a large population of socially and economically disadvantaged families, some of our students maintain jobs that are integral to their family's well-being. The ability to work throughout the week, complete the educational process in the evening and meet with their teacher once a week for one hour is invaluable to their family and their ability to continue their education. Lastly, the virtual program offers opportunities for students who may be suffering from social anxiety and other health issues. Students are able to avoid large crowds, receive one-to-one attention

Summit High School is also home to an additional program providing specialized support to help students meet behavioral goals and address social and emotional challenges due to emotional disturbances. This is set up in a self contained classroom setting with a certificated teacher, behavior assistance, additional paraeducators when needed, and regularly scheduled individual and group therapy sessions.

SPSA Highlights

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

This year's SPSA will have the following areas of focus: absenteeism, graduation rate, academic achievement, and college and career readiness. As we have made gains based on preliminary data concerning chronic absenteeism, Summit High School must continue to focus on reducing this number.

Second, Summit High School is receiving CSI support due to its 62% graduation rate from the 2019-2020 school year. It has shown some gains, Summit High School's preliminary graduation rate for the 2020-2021 school year was 73%. The graduation rate for the 2021-2022 school year was 85.6%. It will be a priority for Summit's staff to continue to address this state indicator.

Third, Summit High School must incorporate additional avenues for students to move toward and meet the standards set out by the state representing progress toward students becoming College and Career ready.

Last, there will be a focus on increasing our students' academic achievement in ELA, Math, and Science as reflected in local and state assessments.

Insight into achieving these goals will be provided by our School Site Council, our MTSS team, and the School Leadership Team.

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

Realized growth in ELA and Math from 18/19

ELA

Increased 22.8 Points (all students)

Hispanics increased 15.6 points

Socioeconomically Disadvantaged increased 5.4 points

School Plan for Student Achievement (SPSA) Summit High School (Continuation)

State indicator changed from orange to yellow

No performance colors for African American, English Learners, Foster Youth, Student with Disabilities, and White Math

Overall increase of 15.5 points

Hispanic student increase of 9.9 points

State indicator moved from orange to yellow

Socioeconomically Disadvantaged students maintained

No performance colors for African American, English Learners, Foster Youth, Student with Disabilities, and White EL Learner Progress:

41.4% making progress towards English language proficiency

61% of those making progress are performing at the highest rate 14 students reclassified

Graduation Rate:

Graduation rate for all students for the 2022 school year 85% Graduation rate for all Students for 2021 was 75.5%. That was a significant increase from 43.5% in 2020. Graduation rate for ELL was 70.8% (an increase from 48%)

Graduation rate for SED was 74.3% (an increase from 43.9%)

Graduation rate for Hispanic was 74.8% (an increase from 40%)

Graduation rate for White was 92.9% (an increase from 53.6%)

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?

Summit needs to specifically address our EL population. EL CAASPP scores declined 12.7 points and Math declined 20.9 points.

Summit must also work diligently to move the state’s College and Career Indicator.

Summit is identified as a CSI school due to a low graduation rate. Summit graduated only 64.9% of its seniors, below the required 67%. Summit has transitioned to a quarter system where there is more structure to the students’ schedule and it allows students to earn up to 100 credits each school year.

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?

Summit High School is a DASS school. This population of students have struggled academically; their performance has fluctuated between the red and yellow indicators. Although school-wide growth was realized, Summit’s EL students’ performance on CAASPP decreased 12.7 points in ELA and 20.9 points in Math.

To address this concern, we have created a section of ELD to provide additional support to English Language Learners. Strategies that we will use are: monitoring of their attendance and having the Community Tech Bilingual contact families to discuss concerns and offer resources, Has a designated ELD class where the teacher provides support. Early involvement in and awareness of our incentive process will assist in addressing their needs and motivating them to excel.

Graduation Rate

We increased Graduation Rate from 75.5% to at 85 percent.

Transition into a quarter system that provides structure and an enrollment window to monitor students; Establish communication protocols to increase school-to-home communication; for example, designate an office staff to assist in sending progress reports, newsletters, and letters about upcoming events.

Provided additional clerical support (community technician bilingual). Extended Summer school to July 17, 2022
College and Career

We need to increase our current percentage of students that are College and Career

We will be adding a Certificated Intervention Instructor to support with FAFSA, college and technical school visits, presentations and other career related events.

Ready Implemented additional College and Career courses and sequences

Collaborate with Elite Cosmetology to offer a barbering and cosmetology program and increase the student population from 24 to 48.

Start a welding program with College of the Desert for a group of 20 students.

A-G Approval for some of the Core Content Areas

In the process

ASVAB administration to 30 students

Monitor graduating senior post-graduation status

College of the Desert Pledge program: college information and resources.

Offer FAFSA completion workshops in partnership with College of the Desert and during senior studies Look into expanding student involvement in both COD's CTE programs and programs offered at comprehensive high schools

Climate/Suspensions

Looked at alternative means of correction in lieu of suspension The number of days of suspension decreased substantially

Most of the suspensions were not the result of classroom referrals

Changed referral matrix via MTSS process

Committee to review incoming students during an enrollment period

*Summit must address deficits in their Graduation Rate, College and Career Readiness, and School Climate indicators according to CA Dashboard data.

Resource Inequities

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

Summit has been provided with funding (CSI and Supplemental Concentration) to address resource inequities. A resource inequity that existed was the need to provide additional academic counseling support to help monitor and coach students. We anticipate an additional counselor to help assist in supporting and monitoring student academic progress.

A second resource inequity is the lack of before and after school interventions to help all students recover additional credits.

A third resource inequity is the lack of access and exposure to a variety of careers. In addition, there is a need to continue to expand our course offerings that: 1) help prepare students beyond high school 2) meet college entrance requirements (i.e. A-G) for students who may choose to go to a four year college.

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)

Our Tier I and Tier II days provided much needed input from our teachers. The teachers had the largest voice in populating our SPSA and creating goals for the upcoming school year. We've had invaluable input from our District Advisory Committee, School Site Council (five scheduled dates), TRAC team meetings (two), students (Panorama Survey), Safety Meeting (annual meeting), Panorama surveys that helped to drive the goals and direction of our SPSA. We also meet monthly with department coordinators to monitor our students' academic growth.

Impact on the SPSA and the Annual Evaluation

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

Panorama data, DASS data, teacher input, DAC input and student responses drove the goals and direction of our SPSA.

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:	\$24,720
Total Centralized Services:	\$136,974
Total Supplemental Concentration Funds	\$72,027
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$266,735.00

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.

- *Adding a College of the Desert course: College 001 to address the following: FAFSA, resumes, CCGI, resumes, etc.
- *Offer students credit for work experience: up to 20 credits a school year (elective credits toward graduation). *College and career focused field trips focused on promoting post high school careers: Pomona Racetrack in conjunction with the military w/math concepts; I-Fly indoor skydiving in Ontario, California with a STEM focus; Visiting College of the Desert for graduating seniors to enhance graduation rate
- *Incentive field trip for students earning a prescribed amount of credits in their core areas; this will contribute to our graduation rate
- *Incentive field trips for CAASPP students; students earning a 3 or 4 and/or for those who have moved up a level *6th period for students who need a flex schedule
- *Zero and Sixth period credit recovery opportunities for students to earn additional credits;
- *Extra-duty time for certificated or classified employees to monitor the attendance, credit production and participation of our EL population (area of deficiency on state test)

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	0.5%	%	0.5%	1		1
African American	0.5%	1.26%	1.01%	1	2	2
Asian	0.5%	0.63%	0.5%	1	1	1
Filipino	0.5%	%	0.5%	1		1
Hispanic/Latino	83.4%	80.50%	77.89%	176	128	155
Pacific Islander	%	%	0%			0
White	11.9%	16.35%	16.08%	25	26	32
Multiple/No Response	0.5%	1.26%	2.51%	1	2	5
Total Enrollment				211	159	199

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 11	61	43	80
Grade 12	150	116	119
Total Enrollment	211	159	199

Conclusions based on this data:

1. Enrollment decreased due to the implementation of a quarter system that includes an enrollment window and enrollment numbers matching attendance rates
2. 83% of students are Hispanic

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	27	16	30	12.80%	10.1%	15.1%
Fluent English Proficient (FEP)	75	46	52	35.50%	28.9%	26.1%
Reclassified Fluent English Proficient (RFEP)	9			33.3%		

Conclusions based on this data:

1. The number of reclassified students in 2019-2020 was zero due to COVID-19. Students did not receive ELPAC testing. There were 9 student reclassified for the 2021-2022 school year.

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	102	113		69	107		68	107		67.6	94.7	
All Grades	102	113		69	107		68	107		67.6	94.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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	2529.	2507.		1.47	3.74		26.47	23.36		42.65	28.04		29.41	44.86	
All Grades	N/A	N/A	N/A	1.47	3.74		26.47	23.36		42.65	28.04		29.41	44.86	

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	10.45	11.21		64.18	58.88		25.37	29.91	
All Grades	10.45	11.21		64.18	58.88		25.37	29.91	

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	1.54	6.54		55.38	44.86		43.08	48.60	
All Grades	1.54	6.54		55.38	44.86		43.08	48.60	

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	1.49	5.61		82.09	70.09		16.42	24.30	
All Grades	1.49	5.61		82.09	70.09		16.42	24.30	

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	11.76	2.80		69.12	67.29		19.12	29.91	
All Grades	11.76	2.80		69.12	67.29		19.12	29.91	

Conclusions based on this data:

1. Overall, we had an increase students at or near standard. There were less students above standard. There was an increase of students below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	102	112		72	105		71	105		70.6	93.8	
All Grades	102	112		72	105		71	105		70.6	93.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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	2472.	2453.		0.00	0.00		2.82	2.86		21.13	12.38		76.06	84.76	
All Grades	N/A	N/A	N/A	0.00	0.00		2.82	2.86		21.13	12.38		76.06	84.76	

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	1.41	1.90		26.76	18.10		71.83	80.00	
All Grades	1.41	1.90		26.76	18.10		71.83	80.00	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	2.86		59.15	55.24		40.85	41.90	
All Grades	0.00	2.86		59.15	55.24		40.85	41.90	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	0.00		71.83	49.52		28.17	50.48	
All Grades	0.00	0.00		71.83	49.52		28.17	50.48	

Conclusions based on this data:

1. CAASPP was suspended during the 2019-2020 school year; there were fewer 11th grade students on campus due to an increase of 12th grade students that needed credit recovery. Also, in mathematics, our school’s participation

rate dropped from 92% to 70.6%. We saw an upward trend in student overall achievement on the mean scale For the 2021-2022 the participation increased to 93.8

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
11	*	1556.1		*	1547.4		*	1564.3		8	14	
12	*	*		*	*		*	*		10	8	
All Grades										18	22	

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
11	*	21.43		*	42.86		*	14.29		*	21.43		*	14	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	22.73		52.94	45.45		35.29	18.18		11.76	13.64		17	22	

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
11	*	42.86		*	28.57		*	14.29		*	14.29		*	14	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	35.29	45.45		41.18	31.82		17.65	13.64		5.88	9.09		17	22	

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
11	*	7.14		*	28.57		*	42.86		*	21.43		*	14	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	4.55		29.41	40.91		47.06	31.82		23.53	22.73		17	22	

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
11	*	0.00		*	71.43		*	28.57		*	14	
12	*	*		*	*		*	*		*	*	
All Grades	0.00	0.00		76.47	77.27		23.53	22.73		17	22	

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
11	*	71.43		*	14.29		*	14.29		*	14	
12	*	*		*	*		*	*		*	*	
All Grades	76.47	81.82		17.65	9.09		5.88	9.09		17	22	

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
11	*	7.14		*	57.14		*	35.71		*	14	
12	*	*		*	*		*	*		*	*	
All Grades	0.00	13.64		70.59	50.00		29.41	36.36		17	22	

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
11	*	21.43		*	57.14		*	21.43		*	14	
12	*	*		*	*		*	*		*	*	
All Grades	12.50	22.73		68.75	63.64		18.75	13.64		16	22	

Conclusions based on this data:

1. There was an increase in student scoring in the well developed. There was a slight decrease in somewhat/moderately.

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
159	78.0	10.1	0.6
Total Number of Students enrolled in Summit High School (Continuation).	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	16	10.1
Foster Youth	1	0.6
Homeless	5	3.1
Socioeconomically Disadvantaged	124	78.0
Students with Disabilities	9	5.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1.3
American Indian		
Asian	1	0.6
Filipino		
Hispanic	128	80.5
Two or More Races	2	1.3
Pacific Islander		
White	26	16.4

Conclusions based on this data:

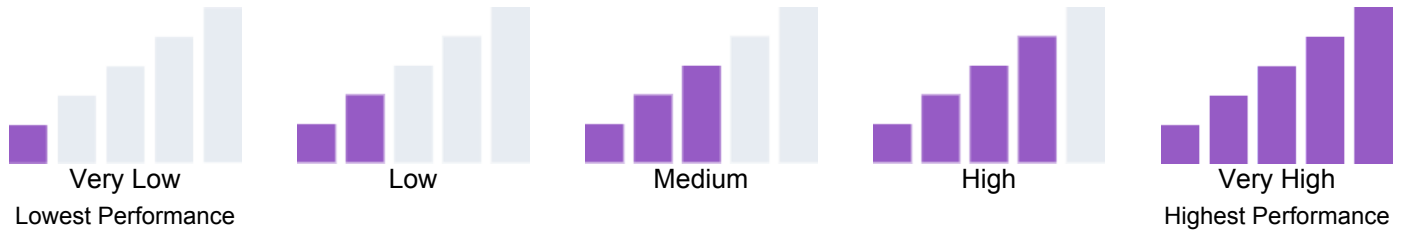
1. We have a significant number of Socially and Economically Disadvantaged students 78%; that is an increase from the previous year which was at 72.7%.
2. We had an increase percentage of students with disabilities at 5.7%;

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	Graduation Rate Medium	Suspension Rate High
Mathematics Very Low		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

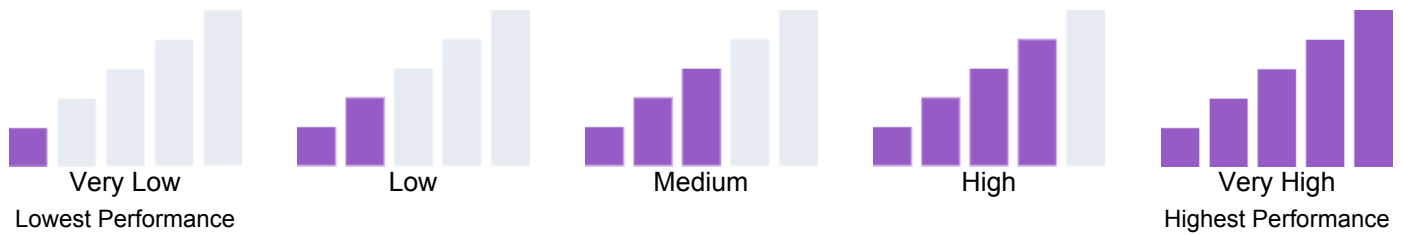
1. Areas for growth: Graduation Rate/Suspension Rate, Language Arts, and Mathematics
2. College/Career Readiness: Not reported for the 2021-2022 school year

School and Student Performance Data

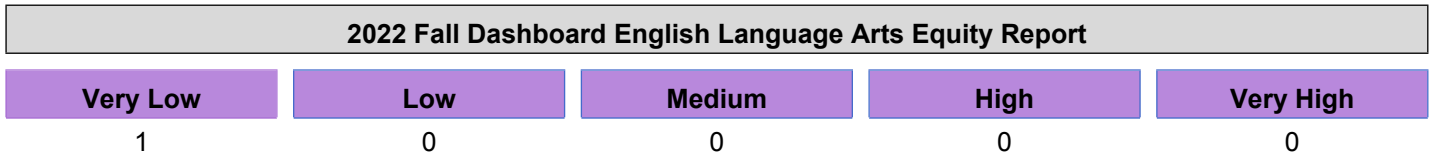
Academic Performance English Language Arts

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](#).

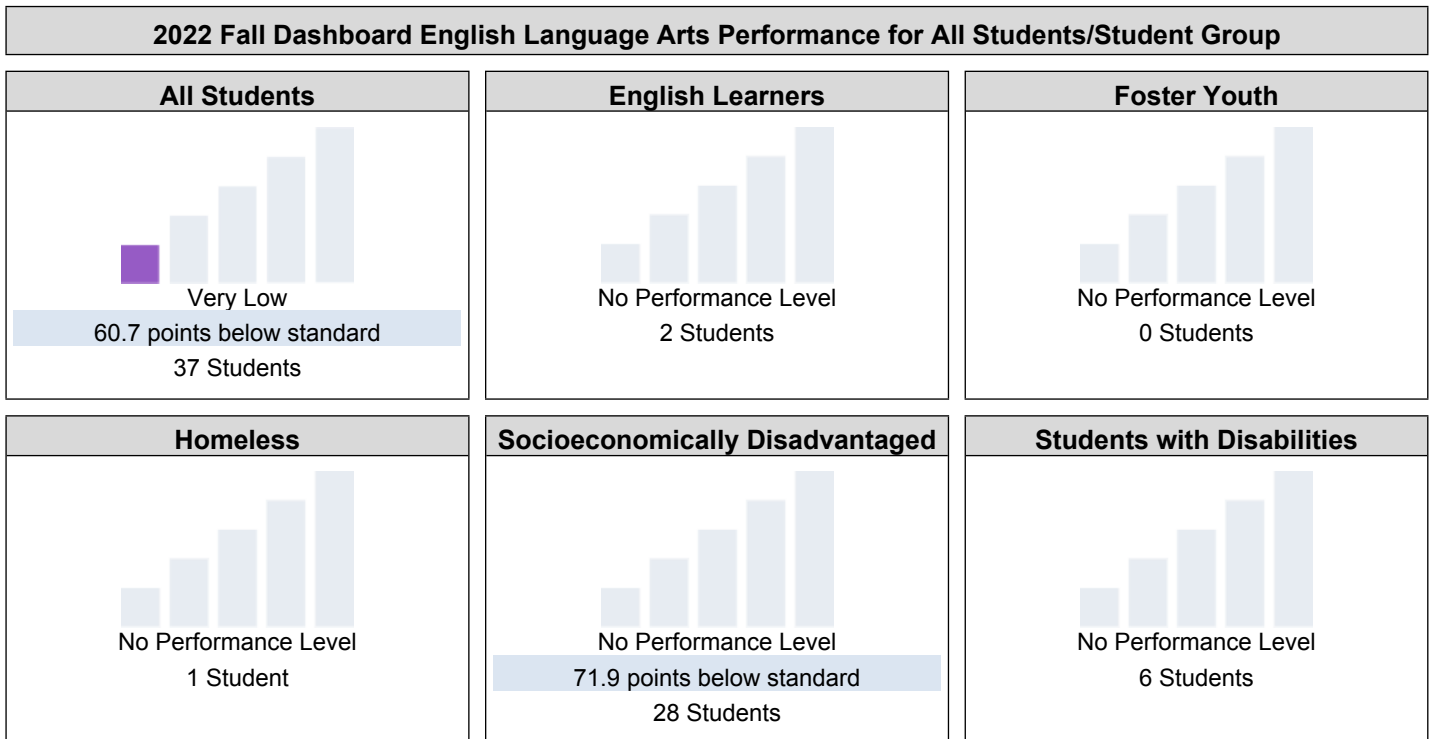
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



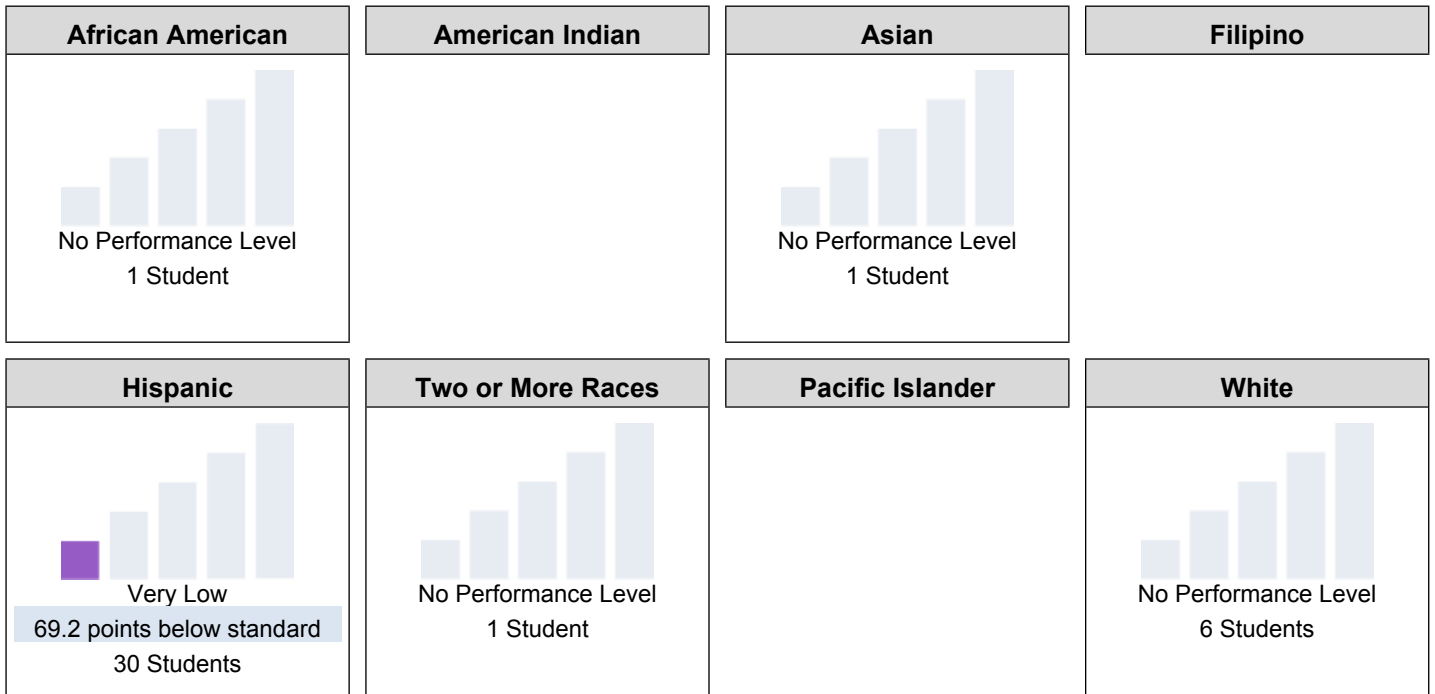
This section provides number of student groups in each level.



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
1 Student	1 Student	82.4 points below standard 26 Students

Conclusions based on this data:

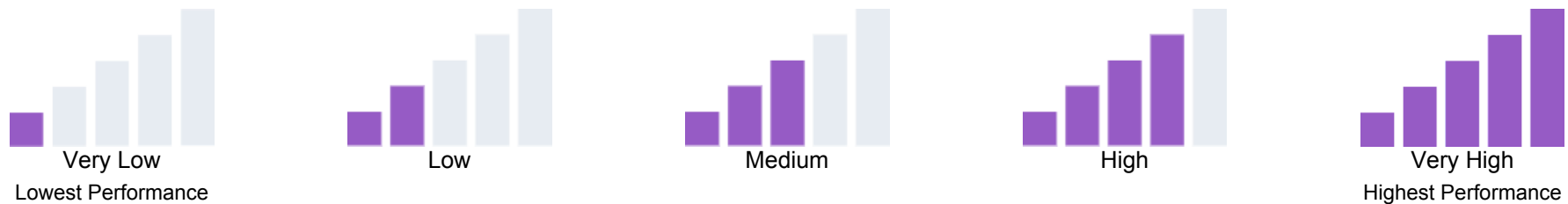
1. CAASPP suspended during the 2019-2020 school year
2. The progress in ELA is significant across all subgroups

School and Student Performance Data

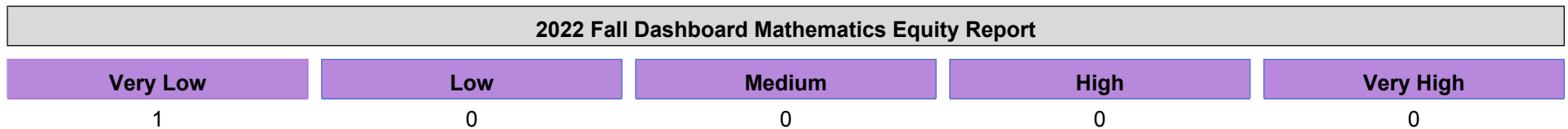
Academic Performance Mathematics

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).

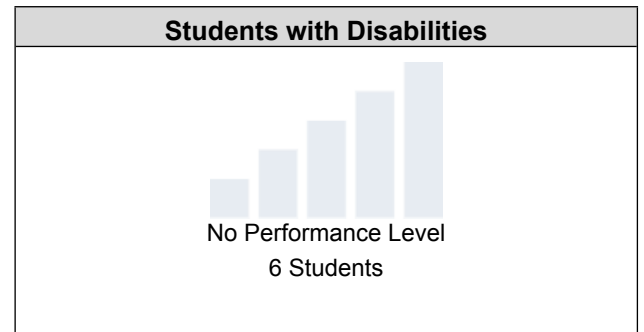
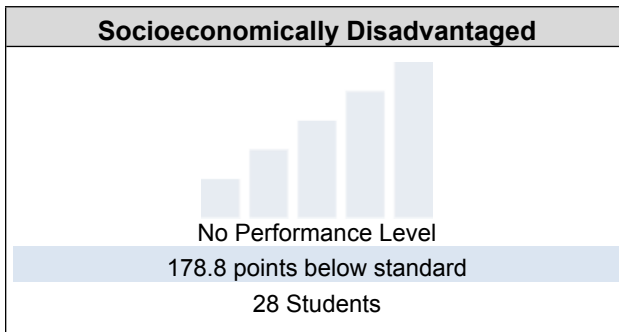
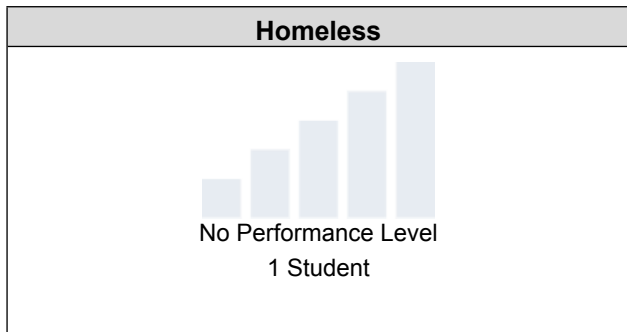
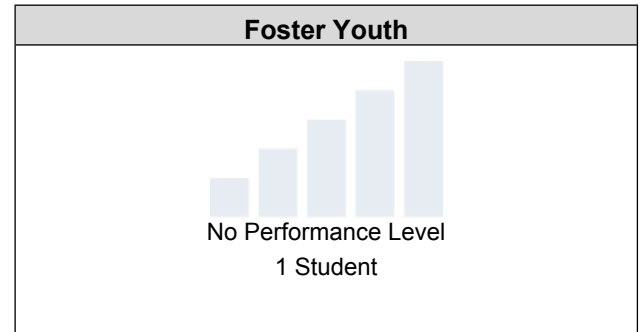
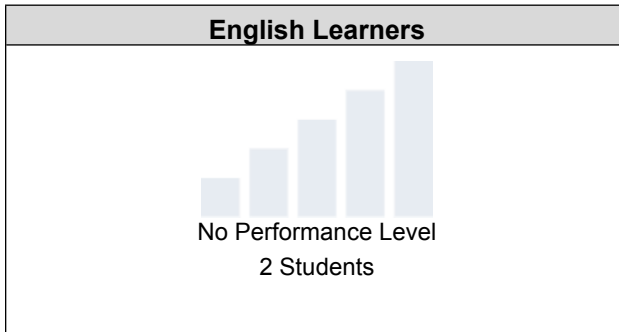
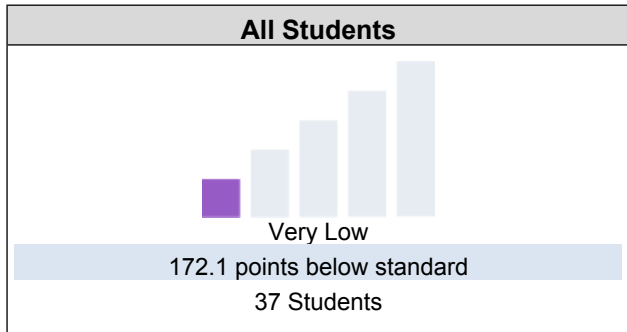


This section provides number of student groups in each level.

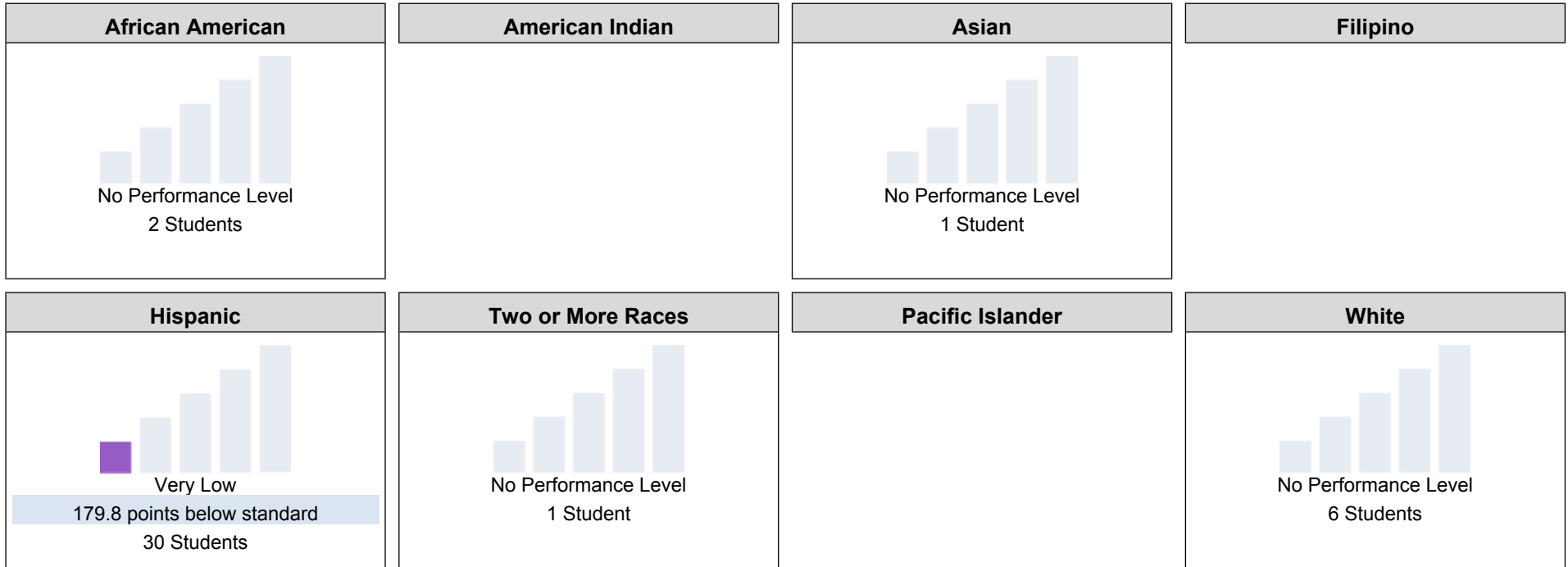


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group



2022 Fall Dashboard Mathematics 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 mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1 Student	1 Student	162.0 points below standard 27 Students

Conclusions based on this data:

- CAASPP suspended during the 2019-2020 school year
- Overall, math has increased by 15 points, increase significantly. SED maintained, and English learners declined significantly

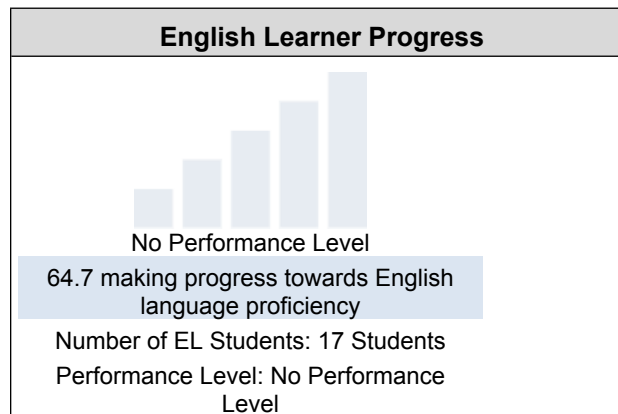
School and Student Performance Data

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
5.9%	29.4%	5.9%	58.8%

Conclusions based on this data:

1. ELPAC testing was suspended during the 2019-2020 school year due to COVID-19
2. ELPAC testing was given in 2020-2021 however only individual data provided; 41.4 percent of EL are making progress toward English Language Proficiency

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. College and Career Readiness remains a priority for Summit; only one student completed CTE and one student completed a college course. No student met A-G requirements; Summit has also started offering a college course: College 001 and plans to offer Counseling 12; students will have the opportunity to take two college courses and meet the dashboard requirement. We are also adding three Welding classes at Summit HS for the next school year.

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:

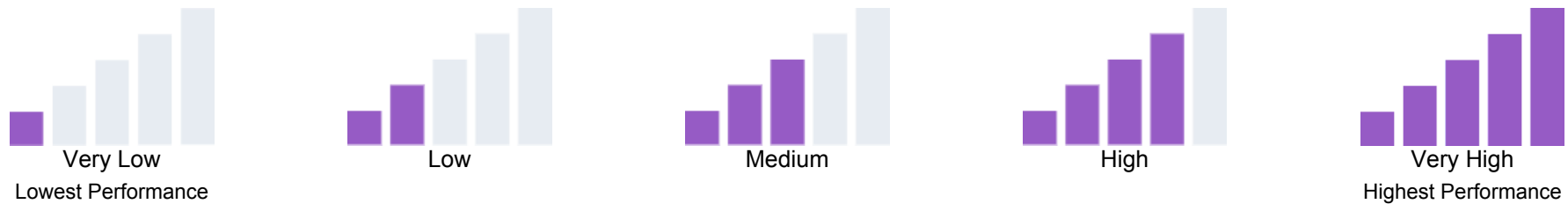
1. Due to the COVID-19 pandemic, the CA Dashboard does not have updated information

2. The staff at Summit continues to address attendance with students and their families

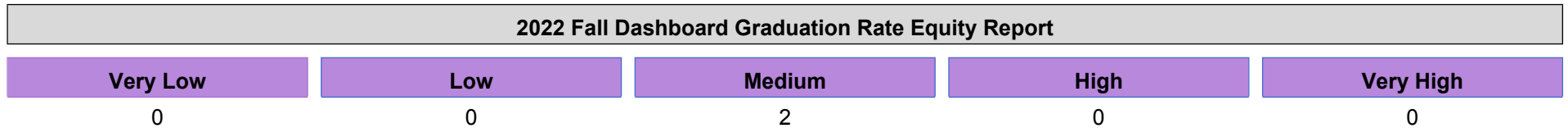
School and Student Performance Data

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](#).

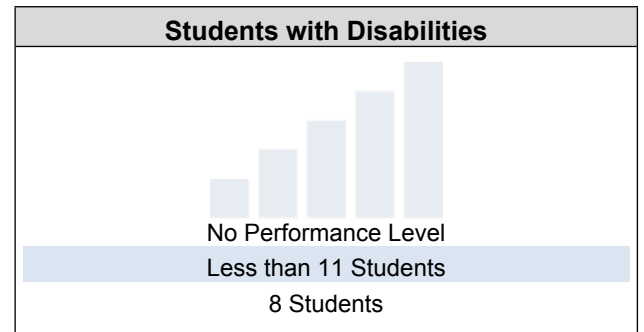
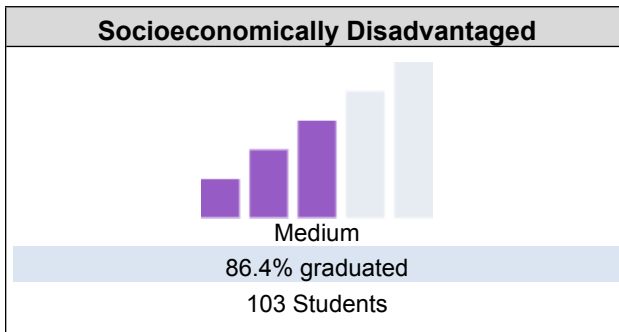
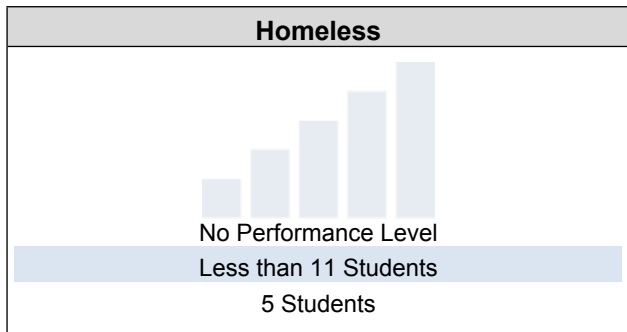
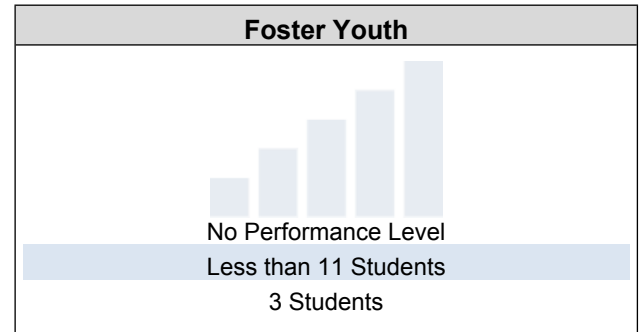
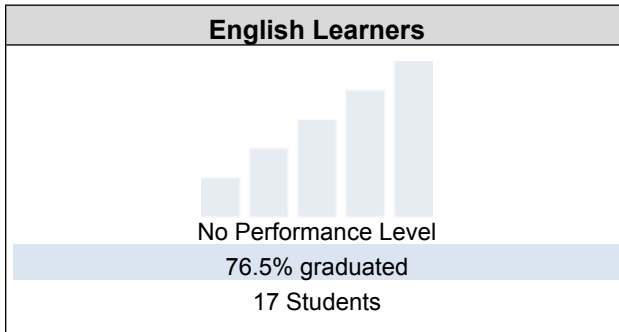
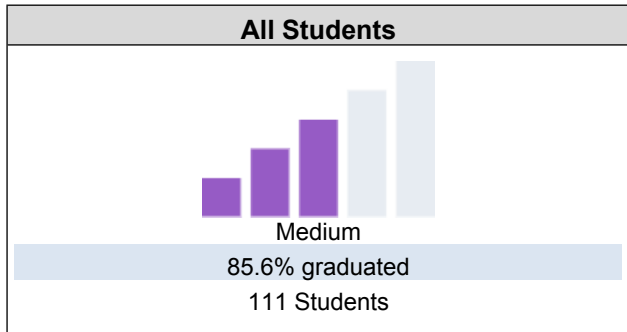


This section provides number of student groups in each level.

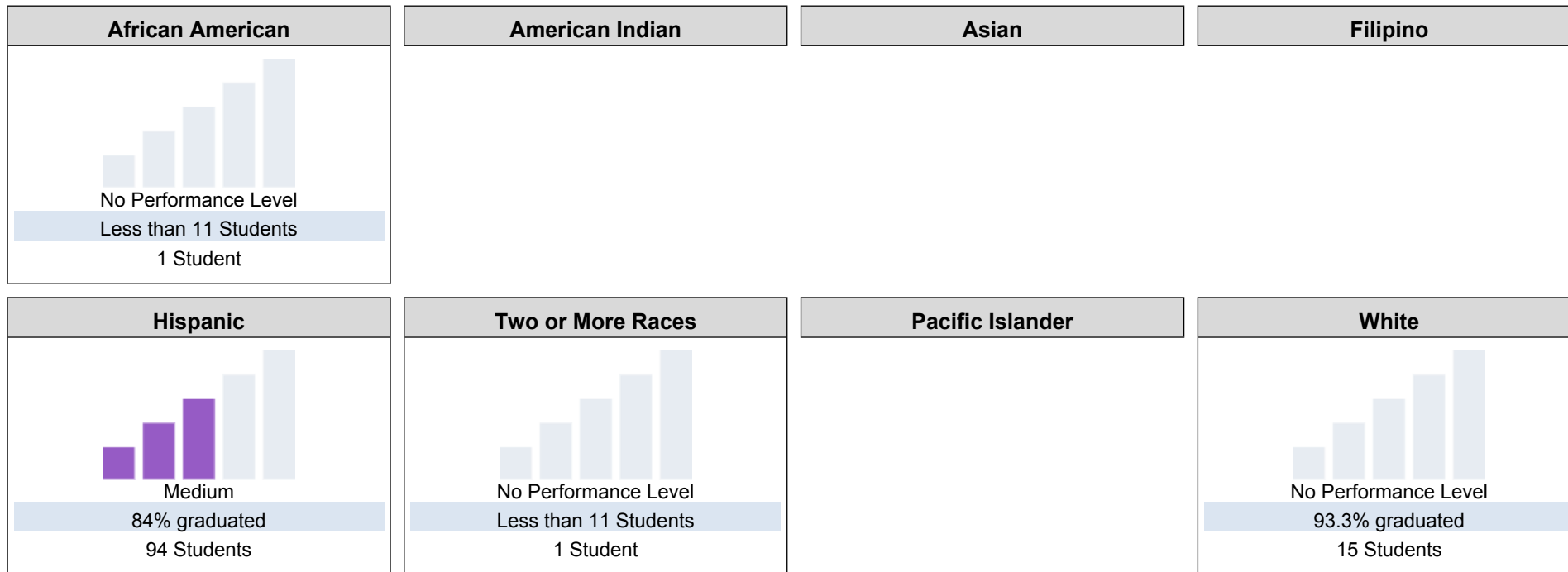


This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

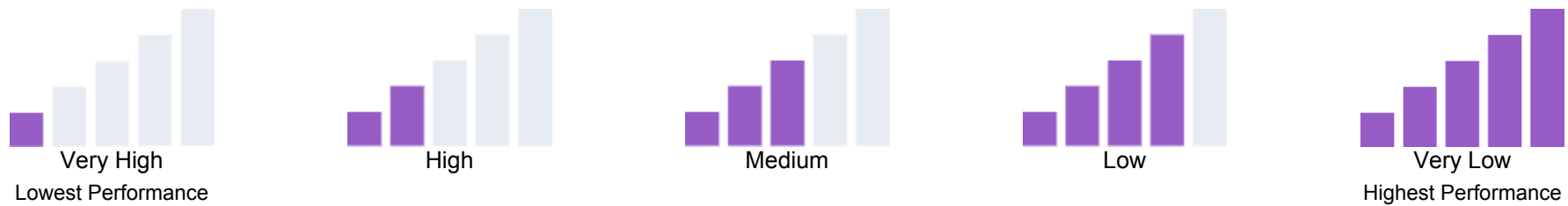
1. Graduation rate increased from 75.5 % to 85.6%

School and Student Performance Data

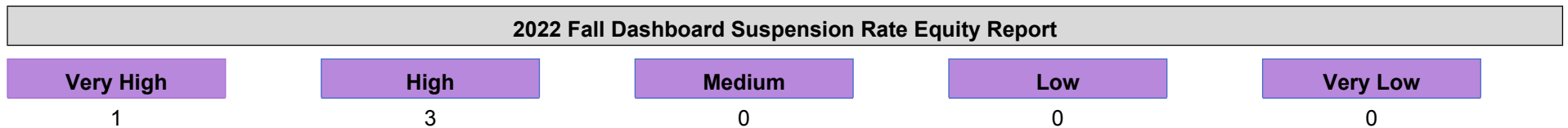
Conditions & Climate Suspension Rate

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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).

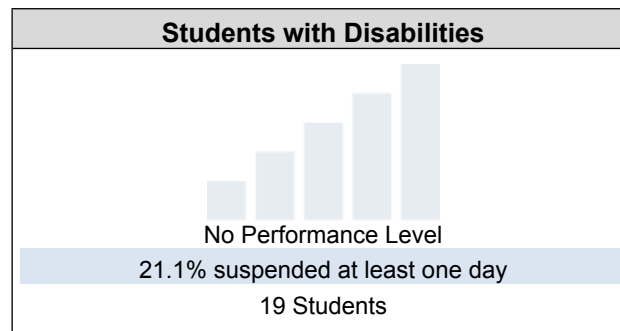
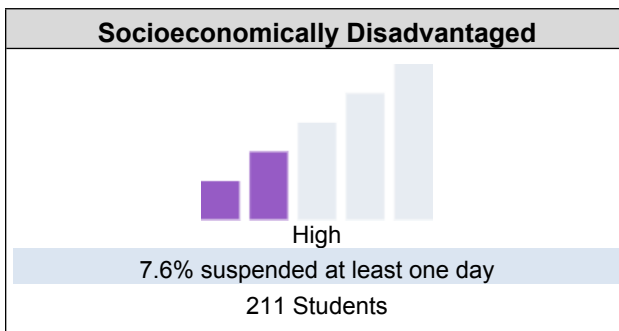
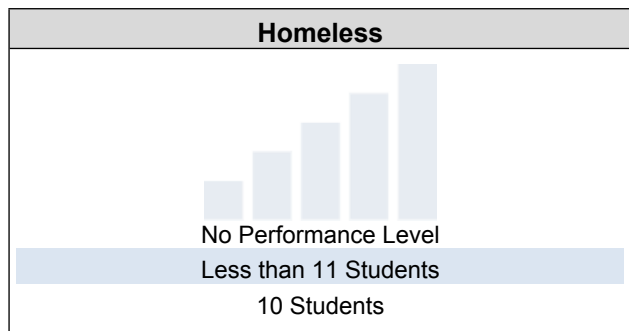
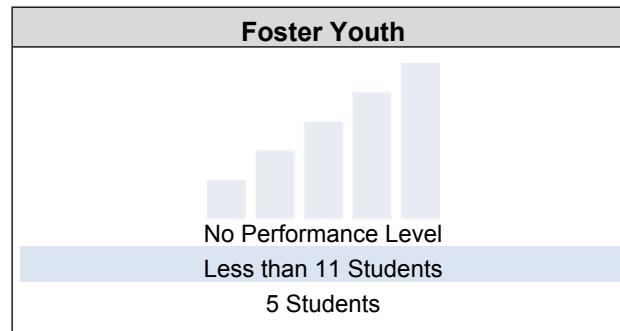
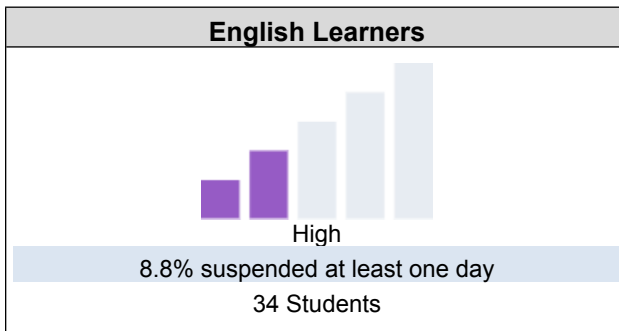
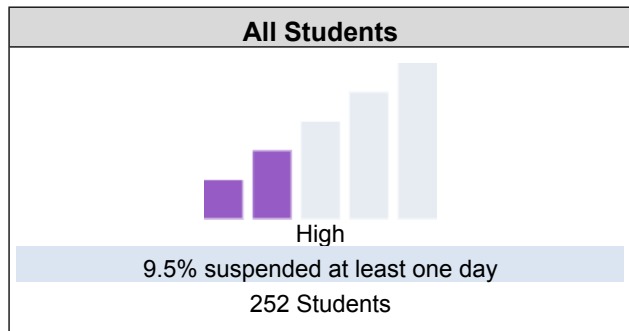


This section provides number of student groups in each level.

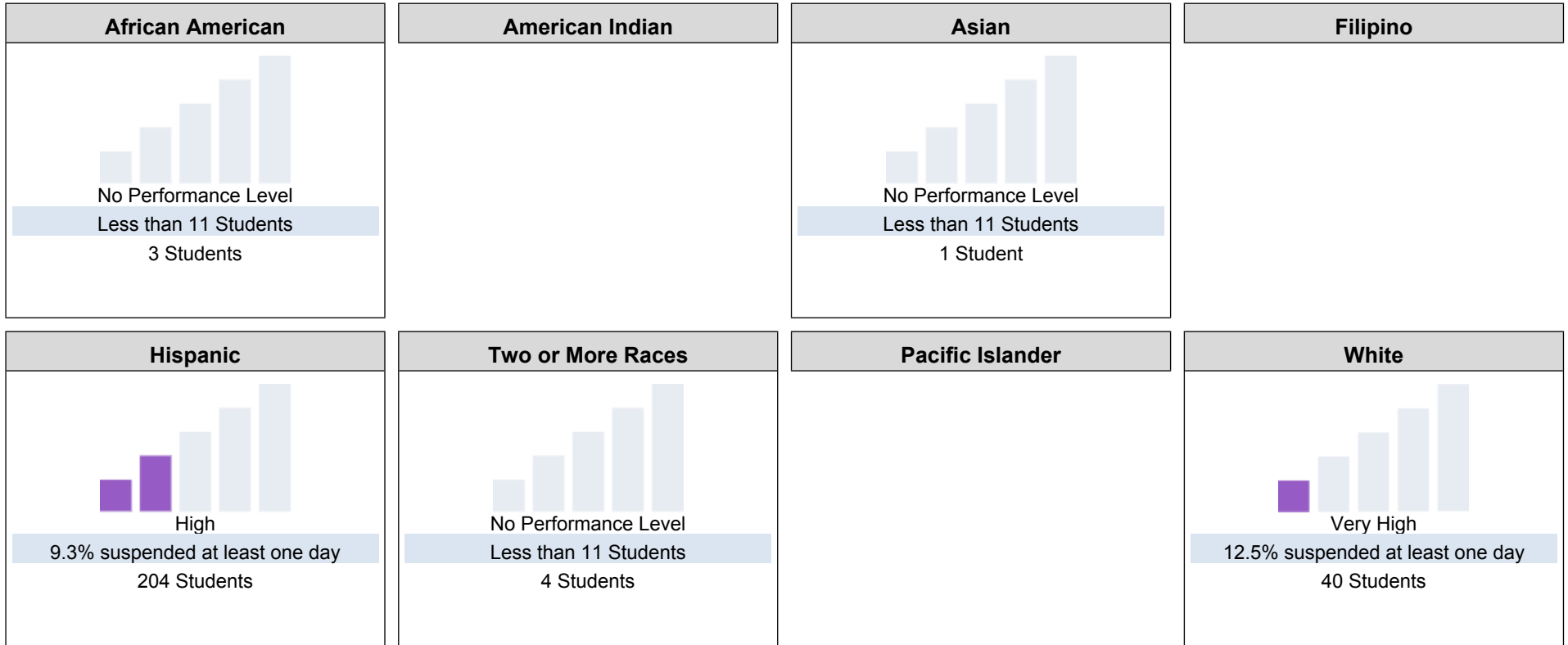


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Suspension rate is an area of focus at Summit. It is currently at 9.5% for all students. The demographic with the most students suspended is students with disabilities with 21.5%
- Teachers and staff receive ongoing MTSS training to support students; the MTSS leadership team is developing handbooks to better communicate to school community school wide expectations and have them easily accessible for reference. We are looking at participating in safe schools conferences and in workshops emphasizing restorative practice to address student behavior. Most of the suspension are due to drug offenses, not disruption or behavior.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

State Priorities addressed by this goal:

- State Priorities:
- Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

Actual Outcomes

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will receive instruction using standards-based State/District adopted core programs.			
All classroom teachers are appropriately assigned and fully credentialed			
All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
all content areas. Designated ELD provides specialized attention to building language proficiency in English			
Staff will receive additional support from Educational Services division to enhance student success through systematic professional development opportunities, support from district facilitators and participation in Tier I Leadership trainings/meetings.	Staff will received additional support from Educational Services division to enhance student success through systematic professional development opportunities, support from district facilitators and participation in Tier I Leadership trainings/meetings.	CSI 2,000	CSI 0
Teachers will use data tools to analyze and monitor student progress		Centralized Services	
Site leadership will participate in the District TRAC process to address identified school wide and district instructional goals		Centralized Services	
Provide Before/During/After school reading and math interventions for students not meeting standards		District	
Teachers will continue to receive professional development on effective research-based strategies to support all learners			
Provide an instructional coach to support teachers in best first instruction, intervention and enrichment			
Provide temporary staff to facilitate and supervise (ie: group and schoolwide monitoring) MTSS tiered intervention, SSTs, mediation, and individual communication and support	Provided temporary staff to facilitate and supervise (ie: group and schoolwide monitoring) MTSS tiered intervention, SSTs, mediation, and individual communication and support	CSI 7,000	CSI 0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS process			
Provide support for early literacy and continued support for students below grade level			
Provide computer related equipment, technology services, hardware and software for tiered intervention programs for at-risk students to become academically proficient. Provide instructional furniture that is integral to the workspace. As well as provide materials/supplies needed for a counseling/wellness center for students.	Provided computer related equipment, technology services, hardware and software for tiered intervention programs for at-risk students to become academically proficient. Provided instructional furniture that is integral to the workspace. As well as provided materials/supplies needed for a counseling/wellness center for students.	Supplemental/Concentration 1,000	Supplemental/Concentration
		CSI 5,000	CSI 2,283.70
Provide students with various activities and field trips to apply and learn content knowledge to real world applications. Students' eligibility will be determined based on student participation and/or growth on i-Ready, CAASPP and other local assessments.	Provided students with various activities and field trips to apply and learn content knowledge to real world applications.	Supplemental/Concentration 5,000	Supplemental/Concentration 1,174.24
		CSI 161	CSI 0
Extra duty hours for staff to provide students with intervention in ELA & Math. (ie: tutoring, monitoring student progress, communication with families regarding progress, etc.)	Provided extra duty hours for staff to provide students with intervention in ELA & Math. (ie: tutoring, monitoring student progress, communication with families regarding progress, etc.)	CSI 567	
Provide 1/7ths for teachers to reduce class size, cover coverage in sections, and provide additional support for at-promise students. Intervention courses (zero and	Provided 1/7ths for teachers to reduce class size, cover coverage in sections, and provide additional support for at-promise students. Intervention courses (zero and	Supplemental/Concentration 8,000	Supplemental/Concentration
		CSI 23,939	CSI 20,377.26

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>sixth-period intervention) to improve attendance, credit attainment, and increase the graduation rate. (Extra duty & sub coverage) Also, extra duty hours to monitor CTE courses and sequences to help improve College and Career Readiness indicator. This includes providing Before/During/After school reading and math interventions for students not meeting standards. And includes hiring tutors to help with intervention.</p>	<p>sixth-period intervention) to improve attendance, credit attainment, and increase the graduation rate.</p>		
<p>Provide research-based supplemental instructional materials, hardware, software, books, and supplies for classrooms to support students in meeting grade level standards in ELA, Math, Reading & Math intervention, Science, Social Science and ELD. This includes but is not limited to technology replacement and upgrades, instructional furniture, etc.</p>	<p>Provided research-based supplemental instructional materials, hardware, software, books, and supplies for classrooms to support students in meeting grade level standards in ELA, Math, Reading & Math intervention, Science, Social Science and ELD.</p>	<p>Supplemental/Concentration 9,000</p>	<p>Supplemental/Concentration</p>
<p>Support activities designed to improve school climate and culture through enrichment activities with a focus on social-emotional well-being. This includes Extra Duty Hours for staff and purchasing supplies needed to address students' social and emotional concerns.</p>	<p>Supported activities designed to improve school climate and culture through enrichment activities with a focus on social-emotional well-being. This included Extra Duty Hours for staff and purchasing supplies needed to address students' social and emotional concerns.</p>	<p>Supplemental/Concentration 2,000 CSI 12,590</p>	<p>Supplemental/Concentration 288.02 CSI 11,633.55</p>
<p>Extra duty hours to address chronic absenteeism and work with students to set goals for credit</p>	<p>Provided extra duty hours to address chronic absenteeism and work with students to set goals for</p>	<p>CSI 15,149</p>	<p>CSI 6,729.87</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
completion and graduation. An opportunity, via contract, to monitor seniors, 5th year seniors and incoming tenth graders.	credit completion and graduation. An opportunity, via contract, to monitor seniors, 5th year seniors and incoming tenth graders.		
Purchase relevant and current reading material for students to encourage outside reading and increase their connection to our school's library services. Monies will also be used to purchase any other materials/resources and extra duty hours to support all library functions. (includes but is not limited to: technology upgrades, library furniture, books, etc.)	Purchased relevant and current reading material for students to encourage outside reading and increase their connection to our school's library services.	Supplemental/Concentration 3,000	Supplemental/Concentration 1,572.18
		CSI 3,600	CSI 3,600
Provide additional Clerical Support and a counselor (CE specialist) to provide parent/student communication to develop positive student/parent relationships, address chronic absenteeism and work with students to set goals for credit completion and graduation.	Provided additional Clerical Support and a counselor (CE specialist) to provide parent/student communication to develop positive student/parent relationships, address chronic absenteeism and work with students to set goals for credit completion and graduation.	CSI 25,000	CSI 12,439
Provided classified extra-duty for technological support and maintenance of student Chromebooks.			

Evaluation

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

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

Most of the services actions were implemented effectively and with fidelity.

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

Student growth as measured by federal, state and district assessment continues to be an area of focus at Summit. This past school year saw a number of systems and structures put in place with effective results. We have implemented a quarter system to provide structure to teaching staff and students, where students can earn up to 100 credits towards graduation. All students were in an ELA and a Math class for the entire school year (all four quarters). We have also expanded elective opportunities for students, which has been a limitation in the past. Summit has also continued to refine it's PLC process and revisited our MTSS leadership roles. We have updated our schoolwide learner outcomes (PRIDE) and implemented opportunities to celebrate student achievement. Some of our courses have been revised and approved to meet A-G requirements.

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

There were several reasons for the difference between Budgeted Expenditures for Categorical; many of the actions were address by other funding sources and funds were not fully expended.

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.

Transitioning to a quarter system and ensuring that all 11th grade students in ELA and math for the year provided students with the best chance of acquiring content skills in ELA and math. In addition, all ELL were enrolled in a language support class for the entire year (as their elective course).

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2



State Priorities addressed by this goal:

- State Priorities:
- Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

Actual Outcomes

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support enrichment activities designed to develop, refine and increase school climate and culture with a focus on social-emotional well-being and the student connection to school. Activities include enrichment activities, rewards/incentives, and other MTSS activities. (ie: extra duty hours, college CTE opportunities, FAFSA workshops, motivational speakers (and associated fees), college/university visits, lunchtime	Supported enrichment activities designed to develop, refine and increase school climate and culture with a focus on social-emotional well-being and the student connection to school.	Supplemental/Concentration CSI 12,371	CSI 6,515.93

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
activities, equipment and supplies, etc.)			
Provide students with various activities and field trips to apply and learn content knowledge to real world applications. Students eligibility will be will be determined based student participation and/or growth on i-Ready, CAASPP and other local assessments.	Provided students with various activities and field trips to apply and learn content knowledge to real world applications.	Supplemental/Concentration 1,000	Supplemental/Concentration 0
Provide extra-duty hours for staff, to help increase school to home communication in regards to student production, attendance and achievement. These efforts will support our Dashboard goals in increasing the number of College and Career Ready students, students who are chronically absent, and the number of parent engagement participants.	Provided extra-duty hours for staff, to help increase school to home communication in regards to student production, attendance and achievement.	CSI 17,000	CSI 6,850.13
Support ongoing Professional Development and collaboration with training fees, conferences, webinars/seminars, and materials. (ie: topics of trauma-informed instruction, social emotional learning, MTSS, & other topics that center on supporting all learners.)	Supported ongoing Professional Development and collaboration with training fees, conferences, webinars/seminars, and materials.	Supplemental/Concentration 4,000	Supplemental/Concentration 3,819.94
Instructional support materials will be purchased to provide equal access for all students enrolled in our PE, Music, Art, and Elective classes.	Provided instructional support materials will be purchased to provide equal access for all students enrolled in our PE, Music, Art, and Elective classes.	Supplemental/Concentration 29,292	Supplemental/Concentration 29,291.32
Provide extra duty hours & sub coverage for certificated and	Provided extra duty hours & sub coverage for certificated and	Supplemental/Concentration	CSI 2,000 CSI 1,822.89

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>classified staff to meet to support student achievement & progress towards graduation. Provide extra duty hours for the school counselor to discuss graduation requirements/expectations to promote student achievement.</p>	<p>classified staff to meet to support student achievement & progress towards graduation.</p>	<p>CSI 9,231</p>	<p>CSI 8,399.73</p>
<p>Summer School opportunity to increase graduation rate and provide opportunity for continuation students who had not been successful in the traditional summer school venues Summer of 2023</p> <ul style="list-style-type: none"> Administrator, teachers and classified staff will work in concert to create a summer school opportunity for all students to earn summer credits 		<p>Supplemental/Concentration</p>	
<p>Provide computer related equipment, technology services, hardware and software for tiered intervention programs for at-risk students to become academically proficient. Provide instructional furniture that is integral to the workspace. As well as provide materials/supplies needed for a counseling/wellness center for students.</p>	<p>Provided computer related equipment, technology services, hardware and software for tiered intervention programs for at-risk students to become academically proficient.</p>	<p>Supplemental/Concentration 7,000</p>	<p>Supplemental/Concentration 5,981.04</p>
		<p>CSI 14,000</p>	<p>CSI 12,549.25</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.

We have been able to get more courses approved on the A-G list in all categories. We offered cosmetology in collaboration with Elite Cosmetology, to provide CTE pathways for our students.

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

We had an increase in graduation rate; we have also had more students earn more credits at the 11th grade level. We still need to improve of college and career readiness indicators..

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

Summit High School did not exceed spending funds this school year. Extra duty funds in goal 2 that were not fully expensed are due primarily to the availability of other funding.

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.

Summit High School will start to offer students dual/concurrent enrollment courses and offer career pathways. Our focus to maintain the highest levels on the College and Career Indicator will be evident in how we use our resources in our SPSA. Additional activities, events, and experiences will work on reconnecting our students and families to a college, career, and life ready pathway.

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 6: School Climate (Engagement)

Annual Measurable Outcomes

Expected Outcomes

Actual Outcomes

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide activities and protocols for improving attendance		District	
Provide strategies to support the work of MTSS to address school climate and culture		District	
Implement AVID structure/strategies to support student learning		District	
Provide staffing, training, and supplies to help incorporate strategies that will ensure a safe and positive school environment. (ie: temporary staff, extra duty,	Provided staffing, training, and supplies to help incorporate strategies that will ensure a safe and positive school environment.	Supplemental/Concentration 1,500	Supplemental/Concentration 1,057.60
		CSI 3,000	CSI 0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
equipment/supplies, technology upgrades, sub coverage for training, training/seminar fees, etc.)			
Extra-duty time for classified staff to reach out to parents/stakeholders to increase communication, provide translation services, support parents using Parent VUE during family engagement nights, etc.			
Teacher/staff collaborations to support professional development and staff cohesiveness to increase student achievement. Include a consultant - to increase engagement and improve school climate for the staff and students.	Provided teacher/staff collaborations to support professional development and staff cohesiveness to increase student achievement.	Supplemental/Concentration	
		CSI 17,761	CSI 14,423.89
Provide resources (table settings, awards, food, etc.) to support increased parent/stakeholder engagement and education activities, staff meetings/trainings, etc.	Provided resources (table settings, awards, food, etc.) to support increased parent/stakeholder engagement and education activities, staff meetings/trainings, etc.	Supplemental/Concentration 3,500	Supplemental/Concentration 2,271.70

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.

Summit was able to accomplish a number of positive programs to promote a school year safe, clean and orderly learning environment. As a result of the actions and resources to support in goal 3, Summit High School looks to have a reduction of the overall suspension rate at our school. Chronic absenteeism continues to be a challenge at our school as well as a significant number of students that arrive late to school.

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

Summit High School looks to have a reduction of the overall suspension rate at our school. Chronic absenteeism continues to be a challenge at our school as well as a significant number of students that arrive late to school.

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

Summit High School did not exceed spending funds this school year. Those funds in goal 3 that were not fully expensed are due primarily to other fund availability.

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

We will continue to work as an MTSS team to come up with creative, evidence based practices that help increase our student participation and promote a safe learning environment.

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

Make improvements on the ELA and Math Academic Indicators. By the end of the 19/20 school year, time will be provided for teachers to develop relevant curriculum, assessments and student access to Math II classes. These efforts will help decrease the number of students not meeting standards in Math.

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	-58.3 points below standard	<ul style="list-style-type: none"> 18 points below standard (10%) (all students) 69 points below standard (10%) (EL students) <p>Increase students who decreased at least one ELPI</p>	30 points below standard (all students)	30 points below standard

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		level from 27.9% to 25.1% (10% increase)		
Academic Indicator Math: Distance from Standard	-181.2 points below standard	<ul style="list-style-type: none"> 103.9 below standard (10%) (all students) 179.8 below standard (10%) (EL students) 	150 points below standard	120 points below standard

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

Action 2

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

District

Action 3

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

District

Action 4

Staff will receive additional support from Educational Services division to enhance student success through systematic professional development opportunities, support from district facilitators and participation in Tier I Leadership trainings/meetings.

Title I Centralized Services

Action 5

Through the District MTSS process, the Tier I Leadership TEAM/Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.

Title I Centralized Services

Action 6

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

District

Action 7

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

Title I Centralized Services

Action 8

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

Title I Centralized Services

Action 9

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

District

Action 10

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

Title I Centralized Services

Action 11

Provide temporary staff to facilitate and supervise (ie: group and schoolwide monitoring) MTSS tiered intervention, SSTs, mediation, and individual communication and support.

Supplemental/Concentration

CSI

7,000

Action 12

Provide computer related equipment, technology services, hardware and software for tiered intervention programs for at-risk students to become academically proficient. Provide instructional furniture that is integral to the workspace. As well as provide materials/supplies needed for a counseling/wellness center for students.

Supplemental/Concentration

CSI

5,000

Action 13

Provide students with various activities and field trips to apply and learn content knowledge to real world applications. Students' eligibility will be determined based on student participation and/or growth on i-Ready, CAASPP and other local assessments.

Supplemental/Concentration

5,128

Action 14

Extra duty hours for staff to provide students with intervention in ELA & Math. (ie: tutoring, monitoring student progress, communication with families regarding progress, etc.)

Supplemental/Concentration

Title I

10,719

Action 15

Provide 1/7ths for teachers to reduce class size, cover overage in sections, and provide additional support for at-risk students. Intervention courses (zero and sixth-period intervention) to improve attendance, credit attainment, and increase the graduation rate. (Extra duty & sub coverage) Also, extra duty hours to monitor CTE courses and sequences to help improve College and Career Readiness indicator. This includes providing Before/During/After school reading and math interventions for students not meeting standards. And includes hiring tutors to help with intervention.

Action 16

Supplemental/Concentration
CSI
23,939

Provide research-based supplemental instructional materials, hardware, software, books, and supplies for classrooms to support students in meeting grade level standards in ELA, Math, Reading & Math intervention, Science, Social Science and ELD. This includes but is not limited to technology replacement and upgrades, instructional furniture, etc.

Action 17

Supplemental/Concentration
5,000

Support activities designed to improve school climate and culture through enrichment activities with a focus on social-emotional well-being. This includes Extra Duty Hours for staff and purchasing supplies needed to address students' social and emotional concerns.

Action 18

Supplemental/Concentration
5,000
Title I
6,870
CSI
12,590

Extra duty hours to address chronic absenteeism and work with students to set goals for credit completion and graduation. An opportunity, via contract, to monitor seniors, and incoming tenth graders.

Action 19

Supplemental/Concentration
10,719
CSI
16,000

Purchase relevant and current reading material for students to encourage outside reading and increase their connection to our school's library services. Monies will also be used to purchase any other materials/resources and extra duty hours to support all library functions. (includes but is not limited to: technology upgrades, library furniture, books, etc.)

Supplemental/Concentration

Action 20

Provide additional Clerical Support and a counselor (Certificated Intervention Instructor) to provide parent/student communication to develop positive student/parent relationships, address chronic absenteeism and work with students to set goals for credit completion and graduation.

Supplemental/Concentration

CSI

30,000

Action 21

Provided classified extra-duty for technological support and maintenance of student Chromebooks.

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

Identified Need

Family Engagement Specialist will provide individual support to students and families addressing options after high school, graduation, chronic absenteeism, and opportunities to receive social-emotional support.

Expected Annual Measurable Outcomes

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

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
College and Career Readiness	2.3% prepared	13.5% prepared (10% increase)	18.5% prepared (5% percent increase)	23.5% prepared (5 percent increase)
Graduation Rate	64.9%	74.4% (5% increase)	79.4% (5% increase)	84.4% increase (5% increase)

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 and experiences.

District

Action 2

Provide enrichment opportunities for all students.

District

Action 3

Implement AVID structures/strategies to enhance student learning.

District

Action 4

Support ongoing Professional Development and collaboration with training fees, conferences, webinars/seminars, and materials. (ie: topics of trauma-informed instruction, social emotional learning, MTSS, & other topics that center on supporting all learners.)

Supplemental/Concentration
11,937
Title I
6,500
CSI
25,000

Action 5

Extra duty hours and instructional support materials will be purchased to provide equal access for all students enrolled in our PE, Music, Art, and Elective classes.

Supplemental/Concentration
5,000
CSI
2,000

Action 6

Provide extra duty hours & sub coverage for certificated and classified staff to meet to support student achievement & progress towards graduation. Provide extra duty hours for the school counselor to discuss graduation requirements/expectations to promote student achievement.

Supplemental/Concentration

2,306

CSI

9,231

Action 7

Summer School opportunity to increase graduation rate and provide opportunity for continuation students who had not been successful in the traditional summer school venues
Summer of 2024

Supplemental/Concentration

Action 8

Support enrichment activities designed to develop, refine and increase school climate and culture with a focus on social-emotional well-being and the student connection to school. Activities include enrichment activities, rewards/incentives, and other MTSS activities. (ie: extra duty hours, college CTE opportunities, FAFSA workshops, motivational speakers (and associated fees), college/university visits, lunchtime activities, equipment and supplies, etc.)

Supplemental/Concentration

5,000

Title I

631

CSI

12,500

Action 9

Provide extra-duty hours for staff, to help increase school to home communication in regards to student production, attendance and achievement. These efforts will support our Dashboard goals in increasing the number of College and Career Ready students, students who are chronically absent, and the number of parent engagement participants.

Supplemental/Concentration

6,937

CSI

20,000

Action 10

Provide computer related equipment, technology services, hardware and software for tiered intervention programs for at-risk students to become academically proficient. Provide instructional furniture that is integral to the workspace. As well as provide materials/supplies needed for a counseling/wellness center for students.

Supplemental/Concentration

10,000

CSI

6,728

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

Provide support to decrease suspension rates, support school's MTSS process and student connectedness, and social-emotional support for identified 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
Suspension Rate	7.7% suspended at least once	6.7%	5.7%	4.5%

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

District

Action 2

Provide multi-tiered tools, strategies and supports to address school climate and culture.

District
District

Action 3

Incorporate strategies to ensure a safe and positive environment

District
District

Action 4

Provide staffing, training, and supplies to help incorporate strategies that will ensure a safe and positive school environment. (ie: temporary staff, extra duty, equipment/supplies, technology upgrades, sub coverage for training, training/seminar fees, etc.)

District

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

Provide staffing, training, and supplies to help incorporate strategies that will ensure a safe and positive school environment. (ie: temporary staff, extra duty, equipment/supplies, technology upgrades, sub coverage for training, training/seminar fees, etc.)

Supplemental/Concentration

2,000

Action 6

Teacher/staff collaborations to support professional development and staff cohesiveness to increase student achievement. Include a consultant - to increase engagement and improve school climate for the staff and students.

Supplemental/Concentration

Action 7

Provide resources (table settings, awards, food, etc.) to support increased parent/stakeholder engagement and education activities, staff meetings/trainings, etc.

Supplemental/Concentration

3,000

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

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

Total Cost For All Actions: 136,974

Note: Centralized services may include the following direct services:

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

Centralized services do not include administrative costs.

Programs Included in this Plan

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

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

Select from: This site operates a SWP but does not consolidate its funds as part of operating a SWP.

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

<p>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.</p>

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?
CSI	\$169,988.00	No
Title I	\$24,720.00	No
Total amount of federal categorical funds allocated to this school.	\$194,708.00	
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	\$72,027.00	No
	\$	No
Total amount of StateLocal categorical funds allocated to this school.	\$72,027.00	
Total amount of state and StateLocal categorical funds allocated to this school.	\$266,735.00	

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: English Learner Advisory Committee Departmental Advisory Committee Other: ASB	
[Enter name of consulted group or committee]	[Signature of authorized person]
School Site Council-Dennis Chavez	

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:04/27/23.

Attested:

Dr. Jose Ramirez		
Typed name of school principal	Signature of school principal	Date

Dennis Chavez		
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
Dr. Jose Ramirez	X				
Mr. Moreno		X			
Ms. Boydston			X		
Nataly Lupian					X
Ms. Britton		X			
Ms. Kauber		X			
Mr. Hollenbeck		X			
Numbers of members of each category:	1	5	1		1