



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Albany High School	01-61127-0130450	April 20, 2023	September 19, 2023

Purpose and Description

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

Schoolwide Program

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

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Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Albany High School went through an extensive self-study WASC process in 2018-2019. This afforded staff, students and family stakeholders the opportunity to examine site goals, student data and academic achievement factors in areas where we thrive and where we still have challenges. Beginning in the spring of 2018 and continuing up to the WASC visit in March of 2019, the school improvement goals, which are aligned with AUSD LCAP and strategic plan, were reviewed by staff and our School Site Council, PTSA and Instructional Improvement Council. During the Spring of 2022 AHS went through the mid-cycle WASC review, which included reporting on goal progress and soliciting additional feedback from stakeholders. The feedback from the mid-cycle visiting committee was incorporated into the goals and action steps for the SPSA.

During this school year the SPSA was developed primary with input from the School Site Council. School performance data was also reviewed by AHS faculty as part of the annual review.

Resource Inequities

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

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	0.2%	0.08%	0.17%	2	1	2
African American	3.1%	4.63%	3.65%	36	55	42
Asian	30.5%	29.82%	30.23%	360	354	348
Filipino	0.8%	1.10%	1.22%	9	13	14
Hispanic/Latino	16.2%	16.01%	15.73%	192	190	181
Pacific Islander	0.3%	0.17%	0.09%	3	2	1
White	34.0%	31.42%	30.58%	402	373	352
Multiple/No Response	11.6%	13.23%	13.55%	137	157	156
Total Enrollment				1,182	1187	1151

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	291	305	306
Grade 10	294	287	295
Grade 11	308	291	272
Grade 12	289	304	278
Total Enrollment	1,182	1,187	1,151

Conclusions based on this data:

1. Enrollment has been consistent over the last several years.
2. AHS is a racially diverse school with students of many backgrounds.

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	85	86	80	7.2%	7.2%	7.0%
Fluent English Proficient (FEP)	406	400	385	34.3%	33.7%	33.4%
Reclassified Fluent English Proficient (RFEP)	2			2.4%		

Conclusions based on this data:

1. While only 7% of students are currently English Learners, one-third of our students have been in the past.
2. The number of students who have been reclassified has been very low the past several years, likely due to the effects of the pandemic on student learning.

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	306	290		217	236		216	236		70.9	81.4	
All Grades	306	290		217	236		216	236		70.9	81.4	

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	2715.	2674.		70.37	54.66		20.83	25.00		6.02	12.71		2.78	7.63	
All Grades	N/A	N/A	N/A	70.37	54.66		20.83	25.00		6.02	12.71		2.78	7.63	

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	62.50	50.85		34.26	43.22		3.24	5.93	
All Grades	62.50	50.85		34.26	43.22		3.24	5.93	

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	68.06	49.58		26.39	41.10		5.56	9.32	
All Grades	68.06	49.58		26.39	41.10		5.56	9.32	

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	34.26	27.54		63.89	65.25		1.85	7.20	
All Grades	34.26	27.54		63.89	65.25		1.85	7.20	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	63.89	41.53		34.26	50.42		1.85	8.05	
All Grades	63.89	41.53		34.26	50.42		1.85	8.05	

Conclusions based on this data:

1. The exam was very different in the Spring of 2021, which likely skewed results. However, participation levels were higher last year.
2. More than half of AHS students exceed the standards in ELA, while only 8% do not meet standards.
3. Students are relatively weaker in the "Writing" area as compared to the other areas that were evaluated.

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	306	290		219	226		218	226		71.6	77.9	
All Grades	306	290		219	226		218	226		71.6	77.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2732.	2683.		58.72	47.79		24.77	23.89		9.63	10.62		6.88	17.70	
All Grades	N/A	N/A	N/A	58.72	47.79		24.77	23.89		9.63	10.62		6.88	17.70	

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	66.97	55.56		26.61	25.78		6.42	18.67	
All Grades	66.97	55.56		26.61	25.78		6.42	18.67	

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	55.50	43.36		37.61	47.35		6.88	9.29	
All Grades	55.50	43.36		37.61	47.35		6.88	9.29	

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	60.09	45.58		35.78	46.02		4.13	8.41	
All Grades	60.09	45.58		35.78	46.02		4.13	8.41	

Conclusions based on this data:

1. The exam was very different in the Spring of 2021, which likely skewed results. However, participation levels were higher last year.

2. Nearly half of students scored above grade-level, while almost 18% did not meet standards.
3. Students are particularly split in their performance on the "Concepts & Procedures" area, with more students in the "Above Standard" as well as "Below Standard" as compared to other areas.

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
9	1579.6	1577.5		1551.7	1575.8		1607.2	1578.4		15	21	
10	1577.3	1597.3		1550.9	1604.5		1603.0	1589.6		16	13	
11	*	1583.7		*	1576.3		*	1590.6		9	20	
12	*	*		*	*		*	*		6	7	
All Grades										46	61	

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
9	40.00	33.33		33.33	23.81		26.67	33.33		0.00	9.52		15	21	
10	25.00	30.77		50.00	61.54		6.25	7.69		18.75	0.00		16	13	
11	*	21.05		*	47.37		*	15.79		*	15.79		*	19	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	34.78	30.00		39.13	41.67		17.39	20.00		8.70	8.33		46	60	

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
9	33.33	52.38		40.00	14.29		20.00	14.29		6.67	19.05		15	21	
10	37.50	30.77		37.50	61.54		6.25	7.69		18.75	0.00		16	13	
11	*	52.63		*	26.32		*	5.26		*	15.79		*	19	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	39.13	46.67		36.96	31.67		13.04	10.00		10.87	11.67		46	60	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	33.33	28.57		26.67	19.05		26.67	33.33		13.33	19.05		15	21	
10	37.50	7.69		37.50	53.85		12.50	38.46		12.50	0.00		16	13	
11	*	10.53		*	36.84		*	31.58		*	21.05		*	19	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	28.26	18.33		32.61	36.67		28.26	30.00		10.87	15.00		46	60	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	26.67	14.29		73.33	76.19		0.00	9.52		15	21	
10	31.25	23.08		62.50	76.92		6.25	0.00		16	13	
11	*	21.05		*	57.89		*	21.05		*	19	
12	*	*		*	*		*	*		*	*	
All Grades	26.09	18.33		69.57	70.00		4.35	11.67		46	60	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	42.86	61.90		42.86	19.05		14.29	19.05		14	21	
10	56.25	69.23		25.00	23.08		18.75	7.69		16	13	
11	*	73.68		*	10.53		*	15.79		*	19	
12	*	*		*	*		*	*		*	*	
All Grades	51.16	70.00		32.56	16.67		16.28	13.33		43	60	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	46.67	33.33		40.00	47.62		13.33	19.05		15	21	
10	56.25	30.77		25.00	69.23		18.75	0.00		16	13	
11	*	10.53		*	73.68		*	15.79		*	19	
12	*	*		*	*		*	*		*	*	
All Grades	45.65	25.00		39.13	61.67		15.22	13.33		46	60	

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
9	20.00	4.76		80.00	80.95		0.00	14.29		15	21	
10	6.25	0.00		87.50	100.00		6.25	0.00		16	13	
11	*	26.32		*	42.11		*	31.58		*	19	
12	*	*		*	*		*	*		*	*	
All Grades	17.39	15.00		80.43	70.00		2.17	15.00		46	60	

Conclusions based on this data:

1. AHS' English Learner population increased from 46 to 60 students, a 30% increase.
2. Though numbers are small, so it is difficult to see clear trends, more students showing need for support in the writing domain.

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
1,187	26.1	7.2	0.1
Total Number of Students enrolled in Albany High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	86	7.2
Foster Youth	1	0.1
Homeless	2	0.2
Socioeconomically Disadvantaged	310	26.1
Students with Disabilities	102	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	55	4.6
American Indian	1	0.1
Asian	354	29.8
Filipino	13	1.1
Hispanic	190	16.0
Two or More Races	157	13.2
Pacific Islander	2	0.2
White	373	31.4

Conclusions based on this data:

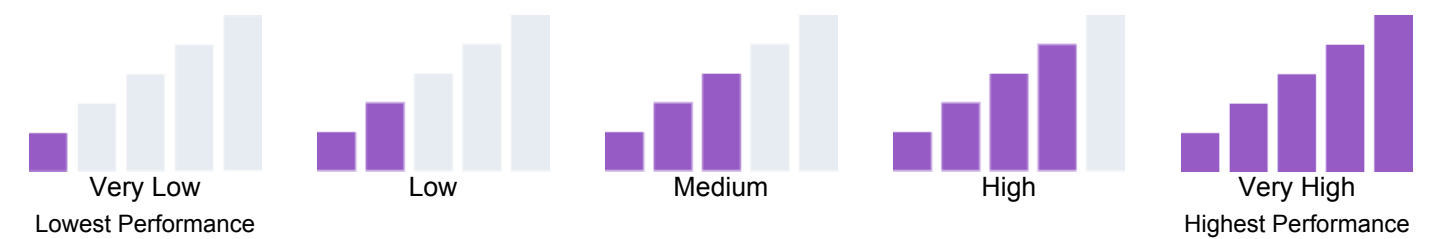
1. Albany High is a racially and ethnically diverse school with no group representing more than 32% of the student body.
2. The number of socio-economically disadvantaged students has increased significantly over the course of the pandemic.
3. Enrollment and enrollment trends have been stable over the past few years.

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
<div>English Language Arts</div> <div>High</div>	<div>Graduation Rate</div> <div>High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>High</div>	<div>Chronic Absenteeism</div> <div>No Performance Level</div>	
<div>English Learner Progress</div> <div>Low</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

Conclusions based on this data:

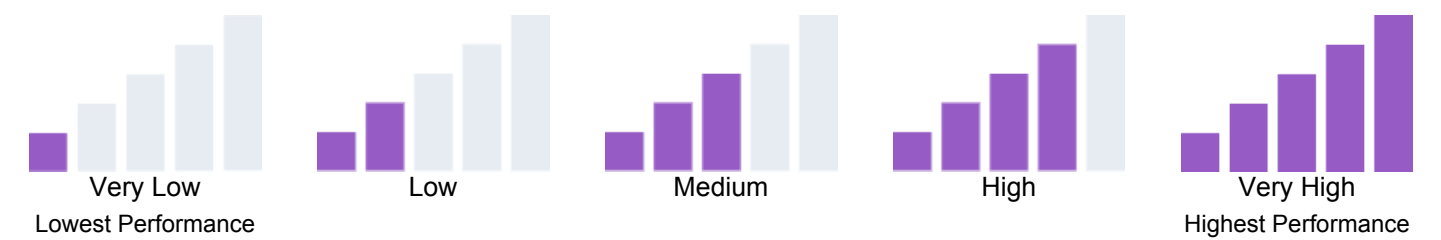
- 1. Students perform well on ELA and Mathematics assessments, even with the effects of the COVID pandemic.
- 2. The suspension rate indicates an increase in student behavior concerns last year after the return from remote learning.
- 3. English Learner progress has decreased from previous years.

School and Student Performance Data

Academic Performance English Language Arts

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

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



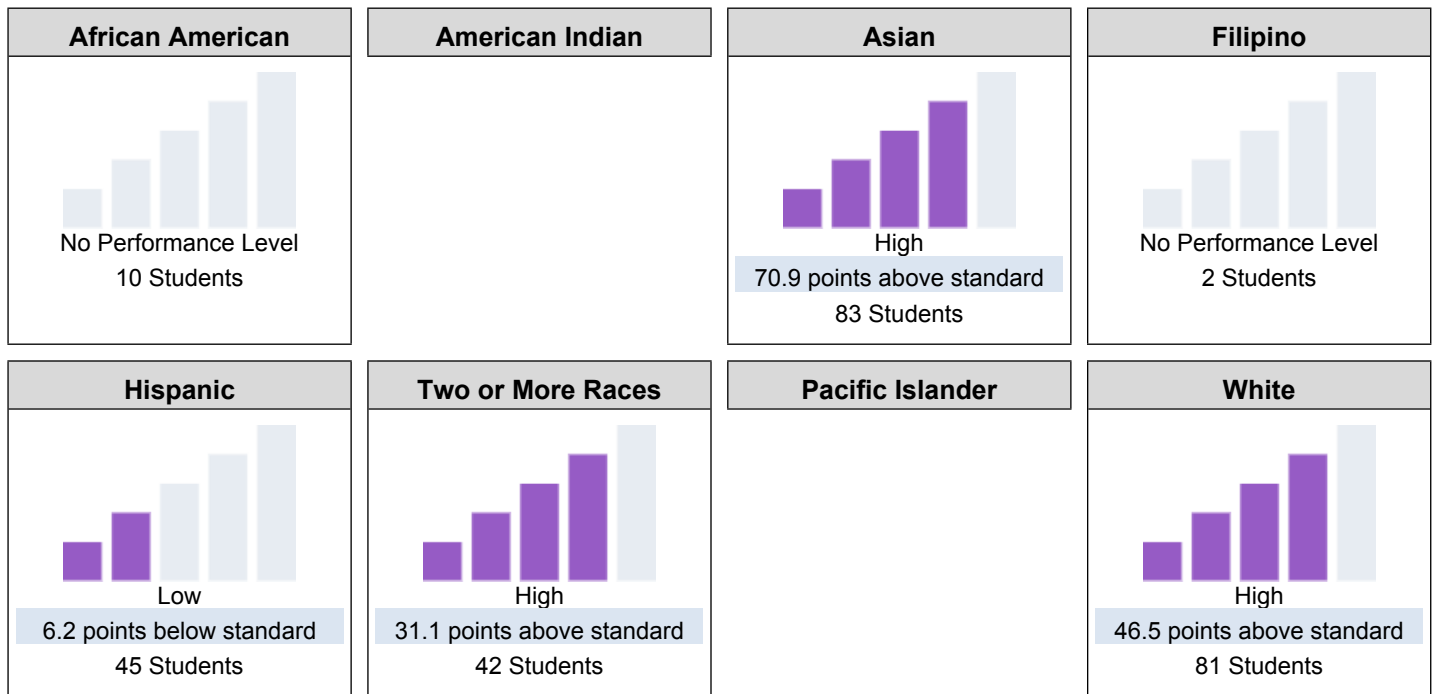
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	1	1	3	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div>High</div> <div>42.8 points above standard</div> <div>269 Students</div>	<div>English Learners</div> <div>Very Low</div> <div>87.6 points below standard</div> <div>37 Students</div>	<div>Foster Youth</div>
<div>Homeless</div>	<div>Socioeconomically Disadvantaged</div> <div>Medium</div> <div>16.0 points above standard</div> <div>81 Students</div>	<div>Students with Disabilities</div> <div>No Performance Level</div> <div>119.2 points below standard</div> <div>29 Students</div>

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
153.1 points below standard	18.4 points below standard	48.1 points above standard
19 Students	18 Students	139 Students

Conclusions based on this data:

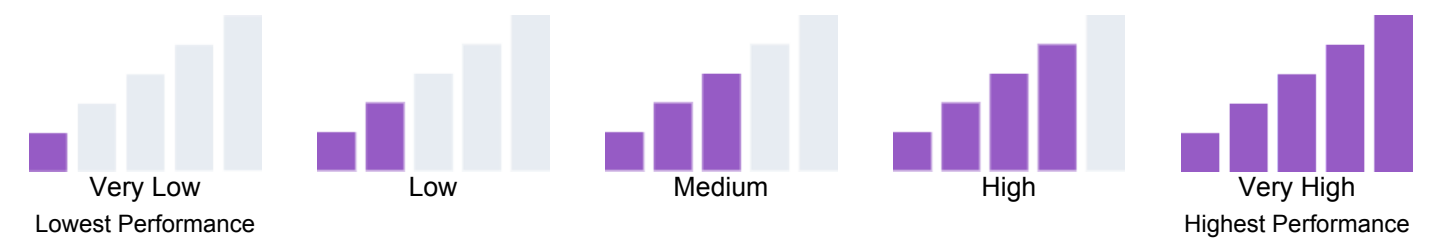
- Overall, students are scoring above the grade-level standard. Comparing with 8th grade for the same cohort shows similar performance to 3 years ago for the same students.
- Achievement gaps exist between different student populations, especially Latino students and English Learners.

School and Student Performance Data

Academic Performance Mathematics

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

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



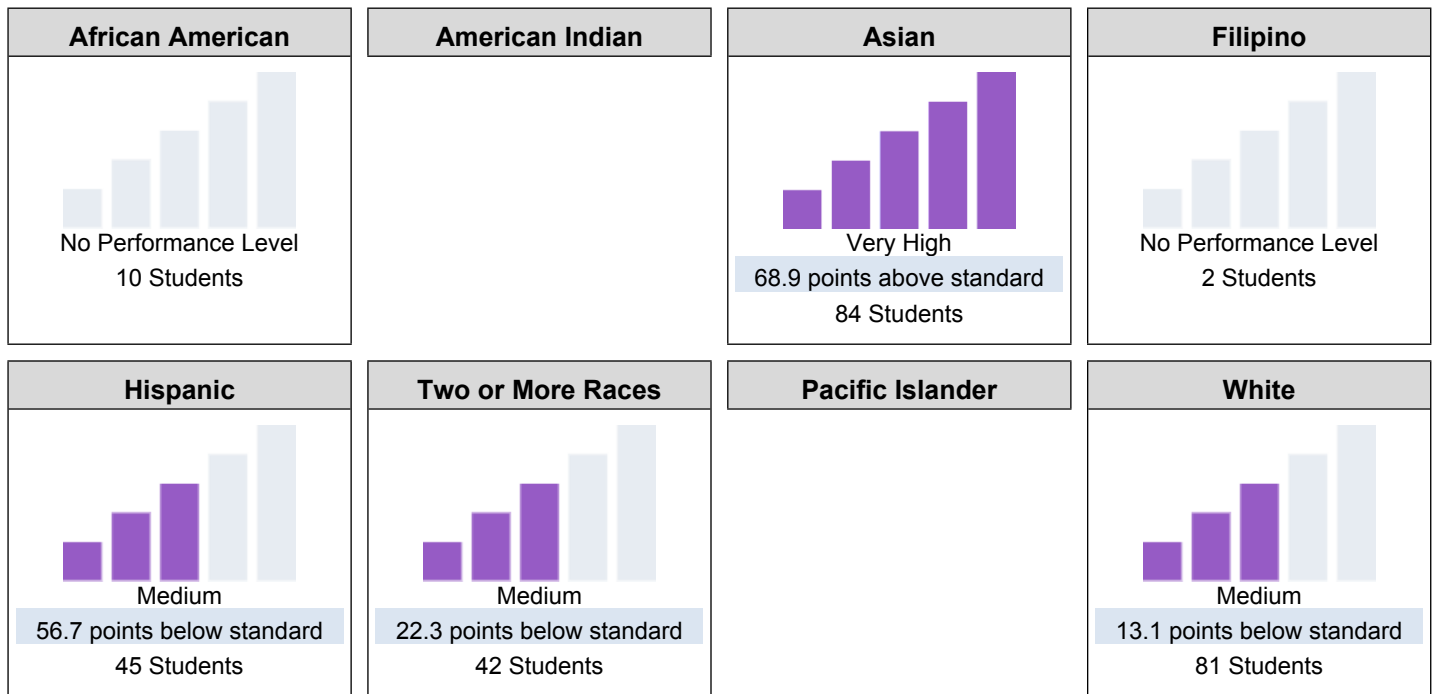
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	1	4	0	1

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		
<div>All Students</div> <div>High</div> <div>4.3 points above standard</div> <div>270 Students</div>	<div>English Learners</div> <div>Low</div> <div>102.4 points below standard</div> <div>38 Students</div>	<div>Foster Youth</div>
<div>Homeless</div>	<div>Socioeconomically Disadvantaged</div> <div>Medium</div> <div>21.0 points below standard</div> <div>82 Students</div>	<div>Students with Disabilities</div> <div>No Performance Level</div> <div>170.0 points below standard</div> <div>29 Students</div>

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
149.8 points below standard 20 Students	49.9 points below standard 18 Students	10.6 points below standard 139 Students

Conclusions based on this data:

- Overall student performance is high, with students also performing similarly to 8th grade, indicating only minor learning loss from COVID overall, though there have been different impacts to different groups.
- There continues to be achievement gaps between different student populations, most notably Latino and African American students and their peers.

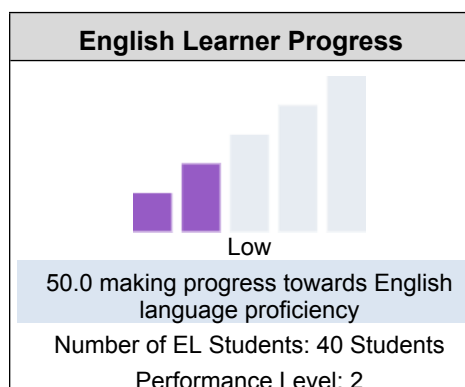
School and Student Performance Data

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
22.5%	27.5%	7.5%	42.5%

Conclusions based on this data:

1. This is the first set of results on EL progress since COVID, and indicates that those students saw significant impacts from the pandemic.
2. While 42.5% of students progressed in their English acquisition, 35% only maintained their current levels of English knowledge, while 22.5% saw decreases
3. We need to continue to monitor the EL population and devote additional resources as needed.

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:

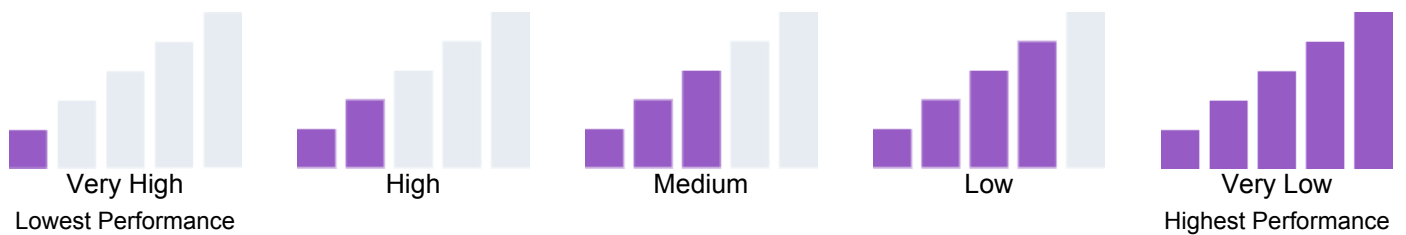
1. Indicator data is not available for the most recent school year.

School and Student Performance Data

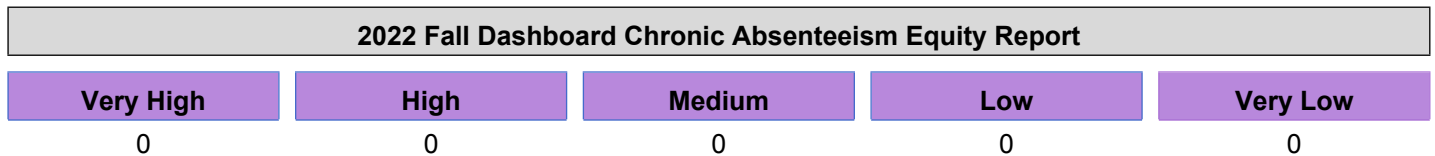
Academic Engagement Chronic Absenteeism

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](#).

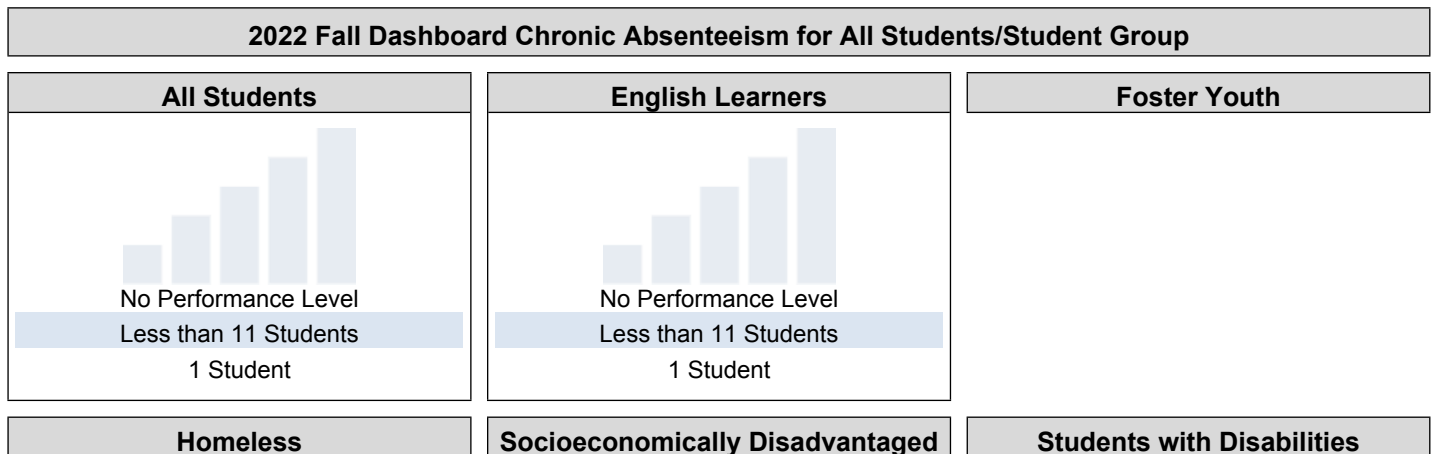
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



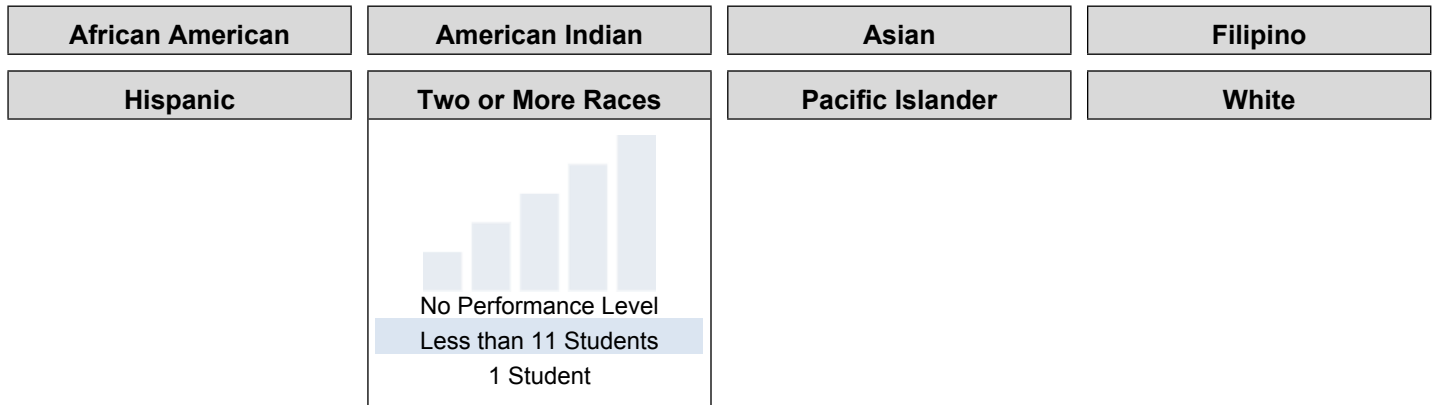
This section provides number of student groups in each level.



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 by Race/Ethnicity



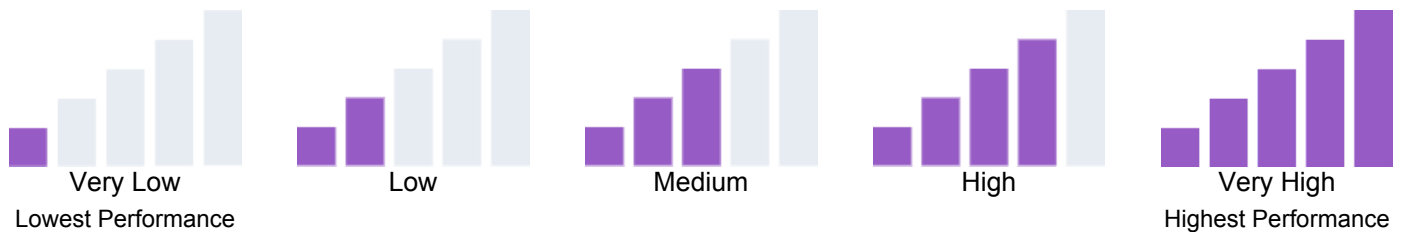
Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

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



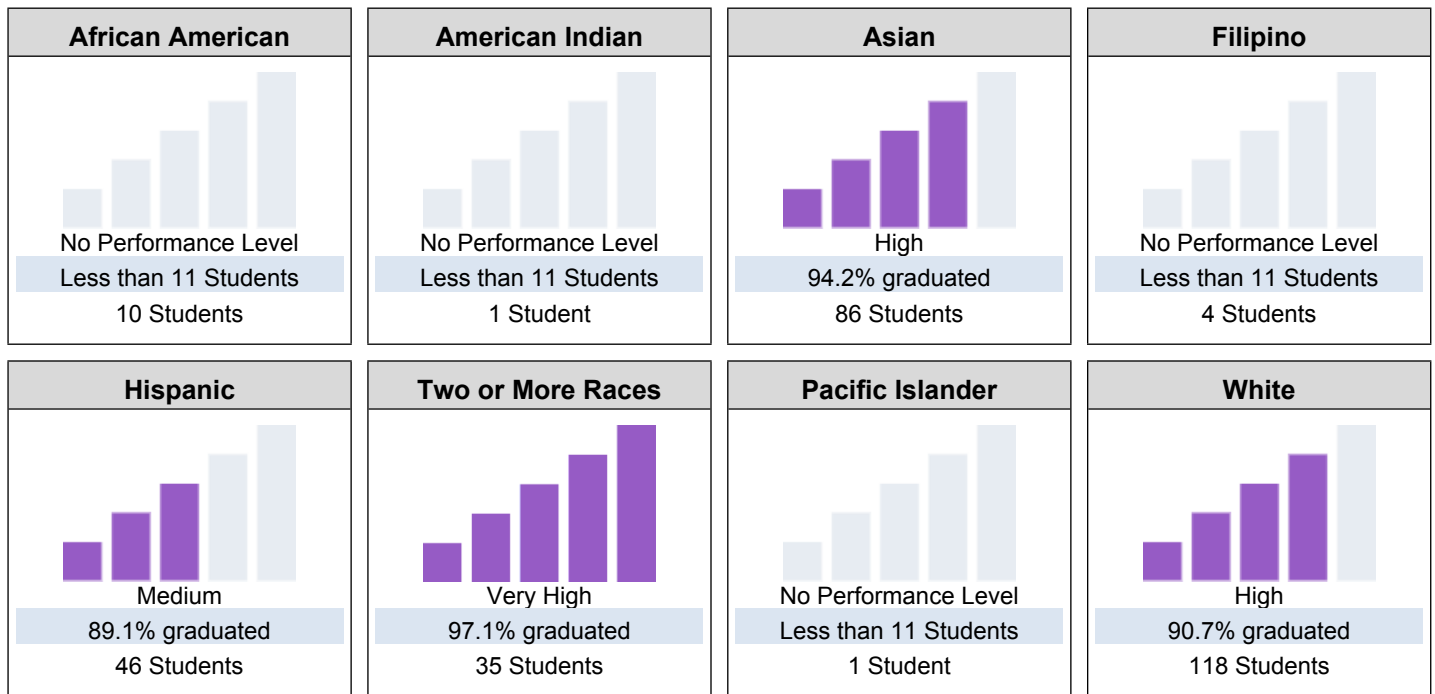
This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>High</p> <p>91.6% graduated</p> <p>310 Students</p>	<p>No Performance Level</p> <p>81.3% graduated</p> <p>16 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Medium</p> <p>88.2% graduated</p> <p>85 Students</p>	<p>No Performance Level</p> <p>83.3% graduated</p> <p>24 Students</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

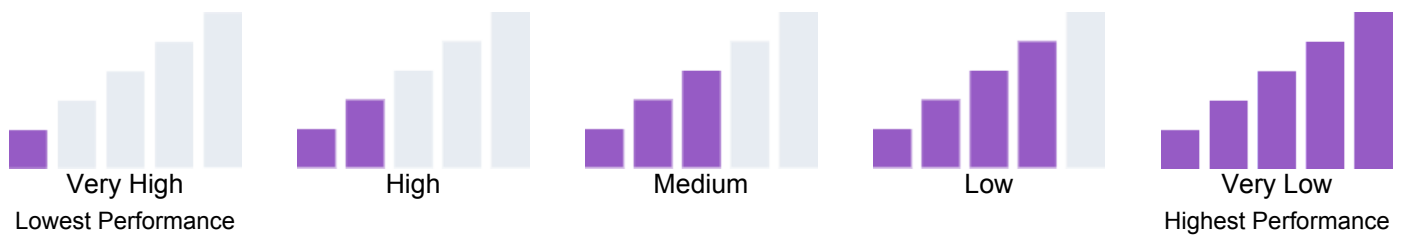
1. The percentages among the groups is high across the board. At the same time, our internal calculations show a higher rate. We are working with CDE to understand their calculations.
3. Hispanic students are graduating at similar levels to the rest of AHS students.

School and Student Performance Data

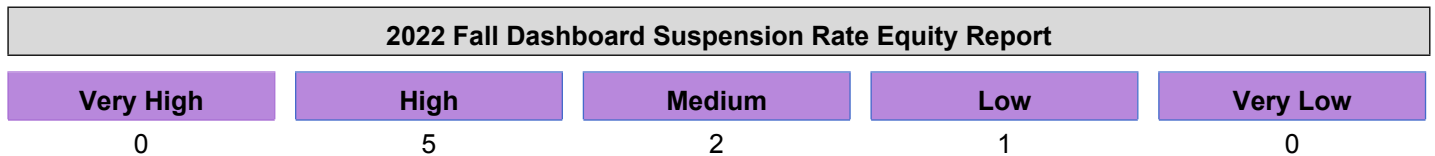
Conditions & Climate Suspension Rate

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

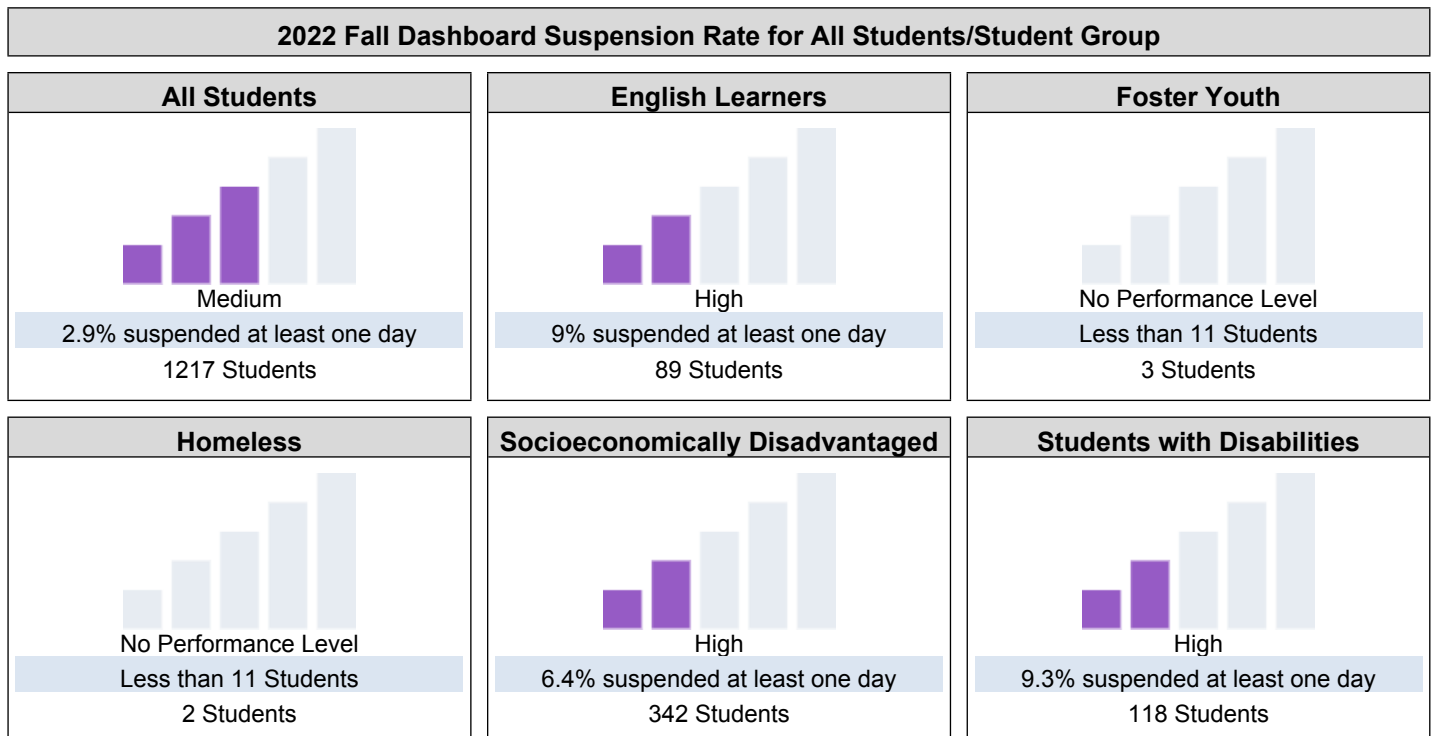
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



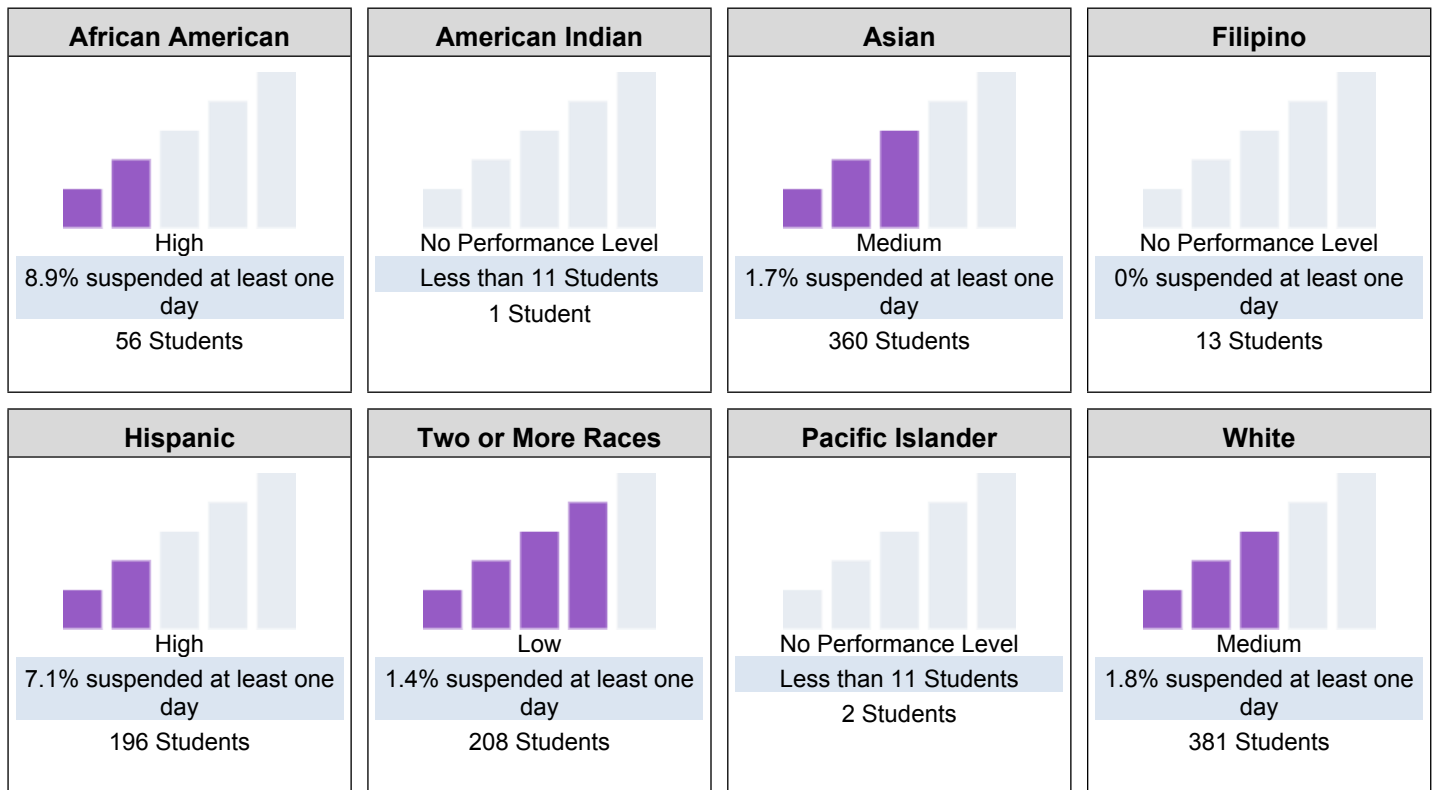
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

1. Suspension rates are low in general but may have declined from 2016-2018 due to the new behavior matrix instituted at AHS.
2. We noticed that students with disabilities had the highest rate of suspension but the numbers have gone down which is good.
3. We are missing the attendance data but are curious to see if there is a correlation between suspensions and attendance rate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Organization - Vision and Purpose, Governance, Leadership, Staff, and Resources

LEA/LCAP Goal

AUSD Strategy #1.12 We will collaboratively plan professional development to include district-wide professional development days and Wednesday collaboration time.

AUSD Strategy #2: We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.

AUSD Strategy #2.4 Provide all students with schools that maintain a safe, inclusive and positive climate.

AUSD Strategy #3: All stakeholders will collaborate and communicate about decisions that guide the sites and district

AUSD LCAP Action 1.2: Provide intervention

Goal 1

Review and revise the school's mission and vision statements to better reflect Social-Emotional Learning (SEL) and serving all students. Create and align Student Learning Outcomes with revised mission and vision statements. Ensure ongoing staff training towards accomplishing the school mission, especially in regards to serving all students.

Identified Need

AHS needs to have a unified vision and mission for serving all students to anchor the school's programs and ongoing improvement efforts. The school also needs to ensure that it prepares students for post-high school success beyond academic preparation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Learning Outcomes (SLO)	Current Expected Student Learning Results (ESLR)	Revised SLO agreement published within the AHS community that includes Social-emotional/Social Justice competencies.
Professional Development plan for Albany High staff.	District focus on SE/SJ PD in collaboration with CCSS/NGSS training.	Increased awareness and identification of SE/SJ competencies in the classroom and in the greater school community.
Social emotional and academic data from CHKS, local indicators and CA Dashboard regarding school climate factors.	COVID pandemic has increased students' disconnection from school	A decrease in students reporting a disconnect with school and an increase of SE/SJ competencies and positive behaviors.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Update school mission and vision statements.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Revise Expected Schoolwide Learning Results (ESLRs) into Student Learning Outcomes (SLOs) aligned with updated mission and vision statements.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

In alignment with the district, implement Professional Learning to ensure support for all students. (e.g. Multi-tiered Systems of Support, Universal Design for Learning, Culturally Responsive Practices)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students underserved by AHS

Strategy/Activity

Regularly review school and district data to identify underserved students and implement systems to support those students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Collect academic and SEL data including post-graduation trends, longitudinal, elementary and middle school trends and commit the time needed to interpret data and plan responses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The school is undergoing a broad continuous improvement effort to identify the areas of need that we have, and develop strategies to address those needs. The school's mission and vision statements have not been revisited in quite some time, and the ESLRs are left over from a previous WASC review. We have begun the process this year of revising the schools mission and vision statements, and also updating the ESLRs into the SLOs. Those processes should be finished in the Fall of 2023.

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

This goal and associated actions have been revised to focus on larger questions of what we do as a school, and the steps we are taking to address the needs of our students and community. Previously, this area also included steps related to the SEL/SJ competencies, such as greater awareness, and has been revised to be more focused on adopting more student-centered practices.

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

This goal has been revised to include updates to various school guiding statements and collecting more information regarding the needs of students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Standards-based Student Learning - Curriculum

LEA/LCAP Goal

AUSD Strategy #1: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will meet or exceed grade level standards.
AUSD Strategy #3: All stakeholders will collaborate and communicate about decisions that guide the sites and district
AUSD LCAP Action 1.1 Implement CA (CCSS/NGSS) standards
AUSD LCAP Action 1.5 Provide Career Technical Education
AUSD LCAP Action 2.4 Provide all students with schools that maintain a safe, inclusive and positive climate.

Goal 2

AHS will continue to offer a wide variety of high quality courses and foster ongoing training and collaboration by teachers to maintain that quality. AHS will utilize strategies to ensure all students graduate career and college ready. Courses will be developed and implemented with a specific focus on closing achievement gaps.

Identified Need

Courses offerings need to be aligned to the interests of students, while also ensuring that all students graduate career and college ready. AHS also needs to provide interventions to support all students in high achievement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Career Tech Pathway courses offered on the master schedule	Two CTE pathways in photography and culinary arts.	Expanded offerings for CTE courses.
Career/College Readiness Indicator	63.9% of students considered prepared from class of 2019	Increase in percentage of students considered prepared for post-secondary opportunities to 70%
UC a-g Preparation	67.8% of students met minimum requirements for CSU/UC eligibility in the class of 2022	Increase in the percentage of students meeting UC/CSU requirements to 75%
AHS Drop-out rate	6.1% for the class of 2022, and increase from previous trends.	Decrease the drop-out rate to 2% or less.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School leadership will continue to provide funding for interdisciplinary teacher teams focusing on developing a rich curriculum for all students. (e.g. EDSET, freshman humanities, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 9th grade students in 2023-2024

Strategy/Activity

With the adoption of an Ethnic Studies graduation requirement, provide time for collaboration and professional learning for social studies teachers related to teaching Ethnic Studies and integrating concepts from Ethnic Studies into other areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students who benefit from intervention classes.

Strategy/Activity

Continue to offer intervention courses based on student need. Expand AVID program over the next several years to all grade levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

118809

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Intervention Teachers

58162	LCFF - Supplemental 3000-3999: Employee Benefits Intervention Teachers
2338	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries
935	Title I Part A: Basic Grants Low-Income and Neglected 3000-3999: Employee Benefits
555	Lottery: Instructional Materials 4000-4999: Books And Supplies
6469	Other 5000-5999: Services And Other Operating Expenditures RS 7435 Learning Recovery Emergency Block Grant

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue evaluation of Career Technical Education (CTE) program, and modify course offerings as needed to meet the needs of students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

236488

Source(s)

Other
1000-1999: Certificated Personnel Salaries
K12SWP/CTEIG

109335

Other
3000-3999: Employee Benefits
K12SWP/CTEIG

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

It has been somewhat difficult to develop and evaluate goals related to student achievement in the wake of the pandemic, both because of the effects on students as well as the lack of standardized data from those years. Overall, AHS appears to be maintaining good outcomes for students, with a focus more towards intervention in recent years.

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

Many of the expenditures and implementations occurred as planned. Our ROP programs were fully funded and the school provided significant funding for teacher shared planning and tutoring.

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

This goal has been shifted somewhat from a focus on CTE programs to more generally focus on intervention programs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Standards-based Student Learning - Instruction

LEA/LCAP Goal

AUSD Strategy #1: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will meet or exceed grade level standards.

AUSD LCAP Action 1.1: Implement CA standards

AUSD LCAP 1.2 Provide intervention

AHS Student Learning Outcome: Individuals academically prepared for college and other post-secondary educational opportunities.

Goal 3

AHS will increase school interventions to support all students' academic growth. In particular, we are focused on those students who are not achieving in comparison to their peers, for example, those who currently and chronically receive D's and F's in academic classes required for graduation and/or 4 year college eligibility.

Identified Need

AHS continues to have persistent trends of students not meeting goals for career and college readiness. Also, achievement gaps must be addressed to ensure all students are successful.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D/F lists	30% of students receiving a D/F grade in courses needed for graduation.	Fewer students receiving D and F grades in courses needed for graduation
SBAC scores	20% of students are not meeting standards in ELA, and 20% are not meeting standards in Math	Increase in the total percentage of students meeting standards in all areas
California School Dashboard	Underserved student groups are performing lower than others when looking at ELA/Math CAASPP scores	Decrease in the size of the absolute difference in metrics between underserved students and other populations

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students who would benefit from tutoring in the areas of math, science and world languages.

Strategy/Activity

Pay faculty hourly to provide on-site tutoring after school in math, science, world language and any other subjects necessary.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4915

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Teacher hourly pay for tutoring

1,122

LCFF - Supplemental
3000-3999: Employee Benefits
Teacher hourly pay for tutoring

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are in need of additional supports to improve grades in multiple courses

Strategy/Activity

Continue Intervention Counseling position to identify students needs additional support and coordinating interventions among all faculty

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

110658

Source(s)

Other
1000-1999: Certificated Personnel Salaries
RS 7435 Learning Recovery Emergency Block Grant

50391

Other
3000-3999: Employee Benefits
RS 7435 Learning Recovery Emergency Block Grant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, but especially students receiving Special Education services

Strategy/Activity

Implement instructional strategies designed to support all students, such as Universal Design for Learning (UDL)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Prepare faculty to serve all students through culturally responsive practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue school-wide systems to contact parents and guardians of struggling students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Work with faculty to identify reasons for students not being successful in classes, including choices of curriculum or instructional techniques.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

AHS has continued to provide tutoring opportunities to students as much as possible under the budget. We are also continuing to evaluate and overhaul systems to support all of our struggling students. For the upcoming school year we will also be implementing additional academic support programs for students. The intervention staff listed here continue to coordinates student supports.

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

Most of the expenditures and goals related to intervention were implemented. We were not able to do as much as we hoped around CRP and UDL, however these are now district-wide PD goals that will be implemented by all of AUSD.

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

This goal remains mostly unchanged from the previous year due to the continuing focus on these topics.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Standards-based Student Learning - Assessment and Accountability

LEA/LCAP Goal

AUSD Strategy #1 We will provide a comprehensive educational experience with expanded opportunities for engagement assessment and academic growth so that all students will meet or exceed grade level standards.
AUSD Strategy #3: All stakeholders will collaborate and communicate about decisions that guide the sites and district
AUSD LCAP Action 3.1 Support the engagement of parents and community members
AUSD LCAP Action 3.5 District will adapt up-to-date methods of maintaining a well-informed school community.
AUSD LCAP Action 1.1.2 We will collaboratively plan professional development to include district-wide PD days and Wednesday collaboration time.
AUSD LCAP Action 1.2 Provide intervention.

Goal 4

Revise and refine the processes to identify and intervene with students who are struggling, as determined by D or F grades, high school graduation, and/or college and career readiness. Staff and administration will work together to identify students needing support and implement interventions.

Identified Need

We need to develop better systems to work with students who are currently not performing well, to intervene earlier to serve all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC/Graduation rates/College/Career Readiness indicators	69.1% of AHS students are meeting the College/Career readiness standards.	An increase in the College/Career readiness standards.
Total enrollment in CTE courses and community college courses	Data not maintained	Develop additional baseline measures for programs

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to develop and refine systems for identifying students who are struggling based on data from all classes, including attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff develop common standards towards the goal of building common assessments to collaboratively identify students needing support and to implement those supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide time for staff to review school-wide data (e.g. CAASPP scores, Dashboard indicators)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Refine protocols for faculty to collaboratively review data at the department level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ensure professional learning for staff is aligned to identified student needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This year we started the work to identify common standards for core subjects and then develop common assessments to eventually implement more targeted interventions for students.

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

We continue to have challenges with developing the systems to quickly disseminate data to teachers, which has made those activities difficult.

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

This goal has only had minor modifications. Going forward additional funding and programs will be available through the A-G readiness grant from the State. However, those expenditures are not specifically listed here and their effectiveness will be evaluated in the future.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Culture and Support for Student Personal and Academic Growth

LEA/LCAP Goal

AUSD Strategy #3 All stakeholders will collaborate and communicate about decisions that guide the sites and district.
LCAP Action 3.5 District will adapt up-to-date methods of maintaining a well-informed school community.
LCAP Action 3.3.4 District staff will recruit and retain maintenance staff to maintain clean and safe learning environments for students.
LCAP Action 1c (School facilities) as measured by levels of cleanliness, rates of maintenance and repair, adequacy of space in relation to enrollment, design of space in relation to quality instruction and safety.

Goal 5

Improve communication throughout the school community, including district-school, administration-staff, and school-students, and school-families.

Identified Need

Communication and cohesion throughout the school and district are necessary to see all students be successful.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff surveys, maintenance work orders, emergency planning agendas and plan.	Current school emergency plans, current classroom conditions.	Comprehensive emergency plan, improved communication protocols, emergency evacuation training for all staff and students.
Family and community engagement	Not clearly measured	Increased attendance at school events and improved CHKS measures of parent involvement

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

At regular intervals, solicit feedback from various stakeholders about communication throughout the school community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

AHS site administration to work with the district communications team to ensure that information is clearly communicated to AHS families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

AHS site administration to ensure that communication with teachers about students is occurring, especially regarding behavioral issues where staff are directly involved

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Review and revise systems of communication with families regarding absences and grades for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We are still working to better solicit feedback from our students, staff, and community. We also continue to work with the district office to improve our communication systems throughout the district.

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

Throughout this school year we have worked to meet all of these goals.

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

This goal area has been revised recently to focus on communication. Pervious versions included additional areas, but our recent WASC mid-cycle visit indicated improvement in the other areas.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$700,177.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$3,273.00

Subtotal of additional federal funds included for this school: \$3,273.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$183,008.00
Lottery: Instructional Materials	\$555.00
Other	\$513,341.00

Subtotal of state or local funds included for this school: \$696,904.00

Total of federal, state, and/or local funds for this school: \$700,177.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	183,008.00
Lottery: Instructional Materials	555.00
Other	513,341.00
Title I Part A: Basic Grants Low-Income and Neglected	3,273.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	473,208.00
3000-3999: Employee Benefits	219,945.00
4000-4999: Books And Supplies	555.00
5000-5999: Services And Other Operating Expenditures	6,469.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	123,724.00
3000-3999: Employee Benefits	LCFF - Supplemental	59,284.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	555.00
1000-1999: Certificated Personnel Salaries	Other	347,146.00
3000-3999: Employee Benefits	Other	159,726.00
5000-5999: Services And Other Operating Expenditures	Other	6,469.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	2,338.00
3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	935.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	533,091.00
Goal 3	167,086.00

School Site Council Membership

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

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Darren McNally	Principal
Christi Roscigno	Parent or Community Member
Jennifer Dymont	Parent or Community Member
Linda Williams	Parent or Community Member
Laura Callen	Parent or Community Member
Christopher Derleth	Classroom Teacher
M.E. Durrell	Other School Staff
Ashley Dangol	Secondary Student
Jonathan Jung	Secondary Student
Doris Mitchell	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature

Committee or Advisory Group Name

Other: Instructional Leadership Team(secondary)

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

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

This SPSA was adopted by the SSC at a public meeting on 4/20/23.

Attested:



Principal, Darren McNally on 4/20/23



SSC Chairperson, Christi Roscigno on 4/20/23