

School Plan Overview

VISION AND MISSION

Vision

"Students excelling in Academics, Arts, and Athletics."

Mission

"To provide a challenging standards-based curriculum in a safe, supportive environment that encourages creative expression and exploration of life options and that prepares students from all backgrounds to become productive and responsible members of society."

SPSA HIGHLIGHTS

(bullet points)

- Providing systems and supports for students' behavioral needs through PBIS.
- Implementing school-wide supports for students' social-emotional needs through Counselor lessons and SEL strategies in the classroom.

School and Student Performance Data

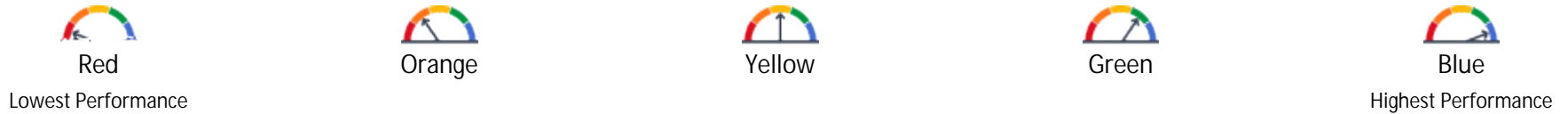
School and Student Performance Data

Academic Performance English Language Arts

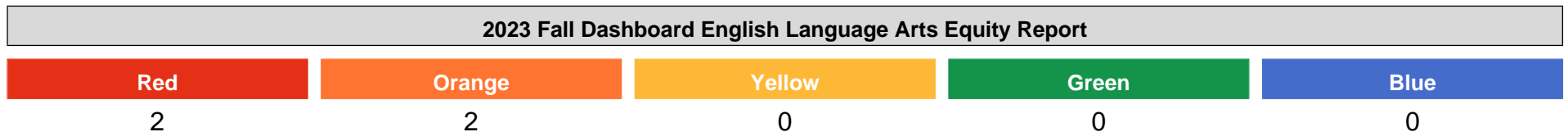
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>5.9 points below standard</p> <p>Maintained -2.1 points</p> <p>19 Students</p>	<p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Orange</p> <p>24.5 points below standard</p> <p>Decreased Significantly -20.6 points</p> <p>405 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>49.8 points below standard</p> <p>Increased Significantly +24.9 points</p> <p>17 Students</p>

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
101.7 points below standard	153.9 points below standard	
Increased +4.2 points	Increased Significantly +21.2 points	
455 Students	105 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>80.6 points below standard</p> <p>Increased Significantly +35.1 points</p> <p>19 Students</p>	<p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>

Hispanic
<p> </p>

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.

2023 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
86	154	3	143

School and Student Performance Data

Academic Performance

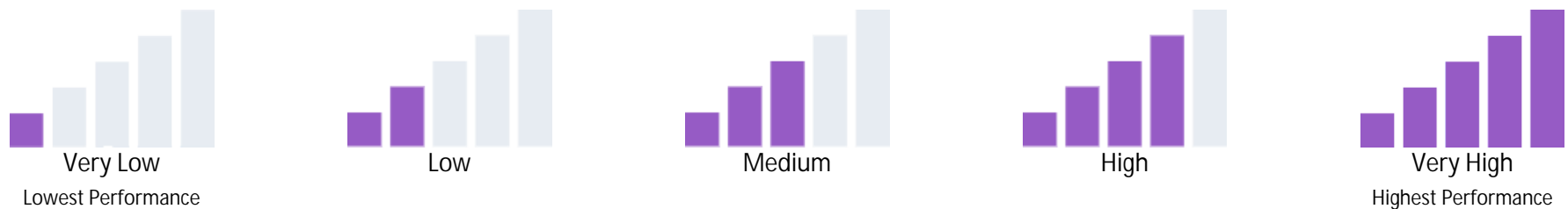
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

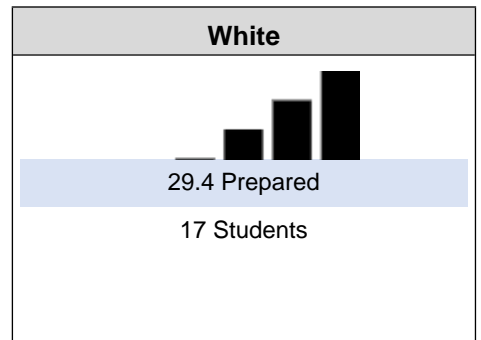
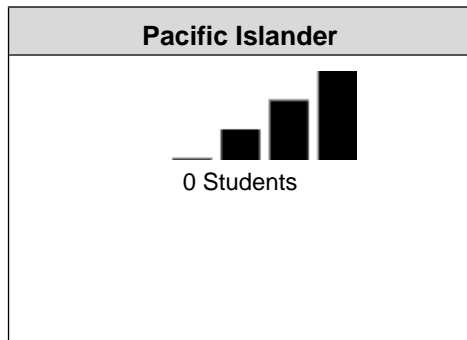
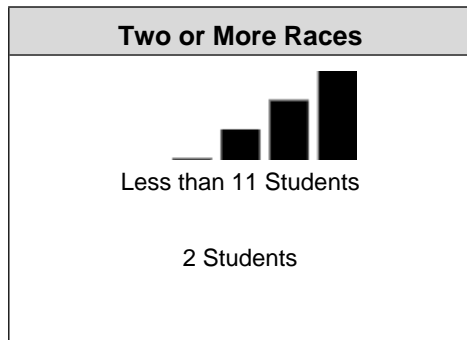
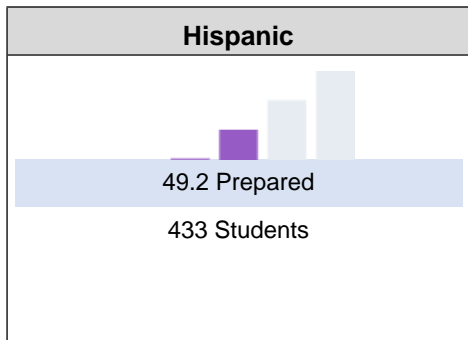
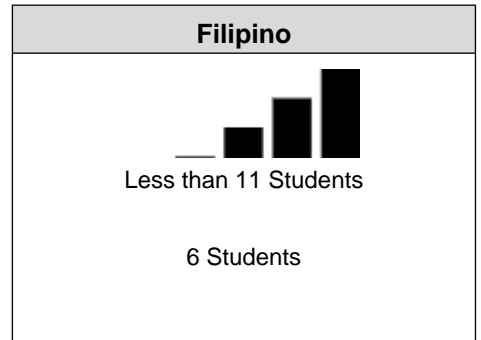
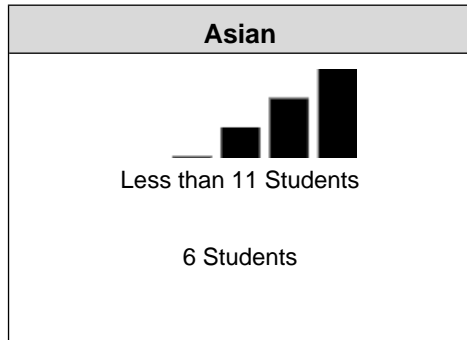
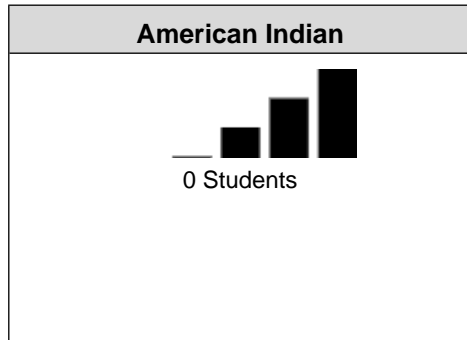
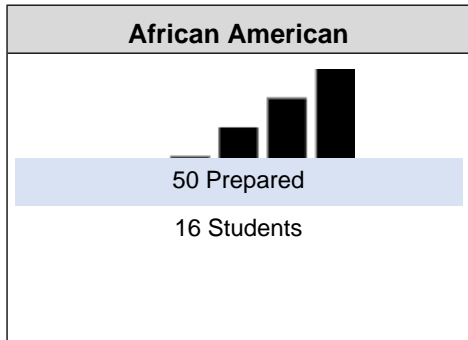
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



2023 Fall Dashboard College/Career Report by Race/Ethnicity



2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

No Performance Color

0 Students

School and Student Performance Data

Academic Engagement

Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all




2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students
Orange
89% graduated
Decreased -3.3
482 Students

English Learners
Orange
75.2% graduated
Decreased -2.8
101 Students

Foster Youth
Less than 11 n q 1 04017 cm q 0.25 0.C

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">87.5% graduated</p> <p align="center">Increased Significantly 9.2</p> <p align="center">16 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">6 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Orange</p> <p align="center">89.4% graduated</p> <p align="center">Decreased -3.7</p> <p align="center">435 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">82.4% graduated</p> <p align="center">Decreased Significantly -5.1</p> <p align="center">17 Students</p>

School and Student Performance Data




Conditions & Climate Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 11% suspended at least one day Declined -8.3 118 Students	Less than 11 Students 3 Students	0% suspended at least one day Declined -4 26 Students	4.5% suspended at least one day Increased 4.5 22 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.1% suspended at least one day Declined -1 2063 Students	12.5% suspended at least one day Increased 7.5 16 Students	Less than 11 Students 3 Students	 Orange 7.1% suspended at least one day Increased 2.3 84 Students

Analysis of Qualitative Data: Surveys

Analysis Of Qualitative Data: Surveys			
School Metrics/Indicators	Previous Year Outcomes	Current Outcomes	

Student Climate Survey

Strategies or challenges that contributed to participation rate:

Surveys were completed during Social Science, at first and then the site realized that the wrong grade levels were completing the survey. PE teachers were also enlisted to gain assistance with completing the survey. In the end, 54% of the student body completed the survey. We gave the teachers a window of time to get the survey completed with reminders at least 2 times per week during the survey window. Student survey fatigue was a contributor of those who did not complete the survey.

Areas where growth was evident from previous year:

Student Voice had the largest growth overall with a 2% gain from the fall 2022. Positive Feelings and Emotional Well-Being also grew since the fall of 2022 by 1% point.

Areas of strength identified:

Student Interactions has the most favorable outcome, however that is a decrease from last year by 8%. Overall Emotional Well-Being grew by 1% and is the third strongest category of the survey. Females grew in Student Interactions (+7%) and Valuing of School (+5%). Males grew slightly in most areas but grew the most (+2%) in Positive Feelings. 10th Grade students had the most positive overall growth across most categories when compared to the fall 2022 report.

Site-Based Surveys

way to better encourage parents to monitor student progress in Q. Students suggested to invite parents to attend student performances and events at school for free and to offer food or prizes for attending.

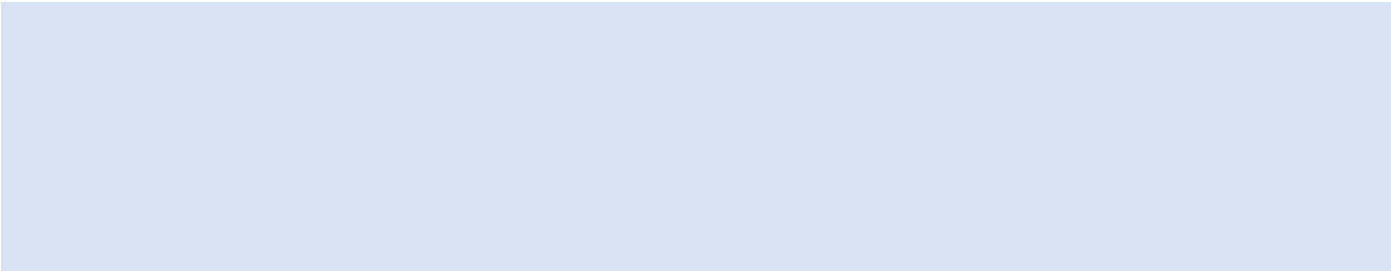
Analysis of Qualitative Data

Classroom Observations

Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.

Standards, Assessment, and Accountability

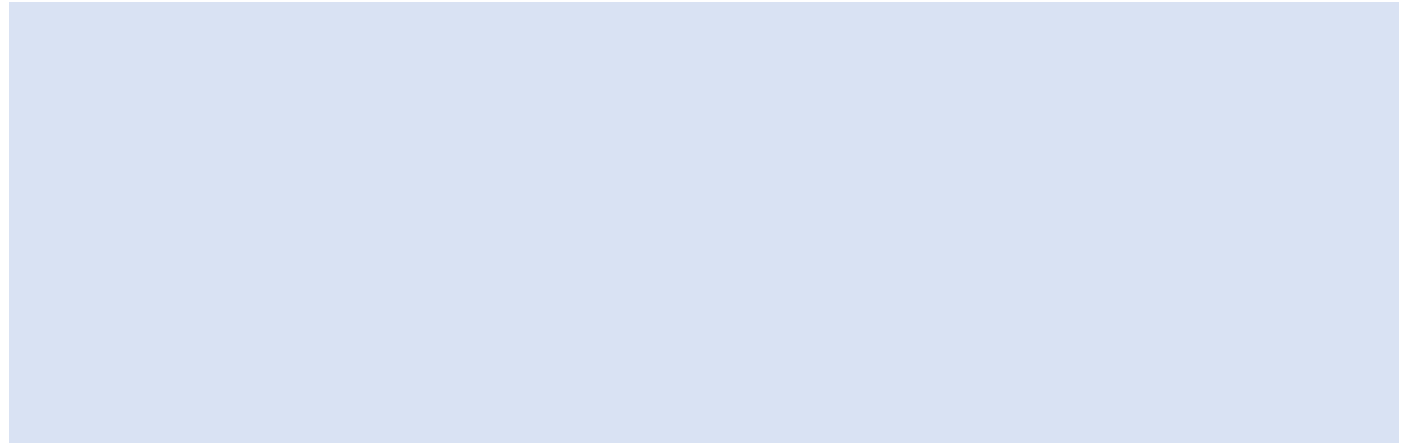
Use of state and local assessments to modify instruction and improve student achievement (ESEA)



Standards, Assessment, and Accountability

determining goals and actions/services for students. AB Miller EL Site Monitor, AB Miller Assistant Principal in charge of EL, and the Designated EL Support Teachers work together to monitor the school's progress on implementing the SPSA goals for EL Students.. There is a large population of EL students and a significant number either maintained their score or made minimal progress on the ELPAC this past school year. There is a need to support EL students in increasing their ELPAC scores in order to be eligible for reclassification. Our ELPAC scores show the greatest areas of need for EL students is listening, reading, and writing. Our focus in the upcoming year is to provide targeted instruction, interventions, and increase classroom support in order to improve these areas of schoolwide.

Teaching and Learning



Opportunity and Equal Educational Access

Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.

and at risk students. Teachers also received additional training and support focusing on speaking and listening in all classrooms.

Counselors provided SEL Teir 1 lessons for all students at least twice during the school year which helped to support wellness and behavior support, as well academic engagement.

Extended learning opportunities and tutoring were not fully implemented during the 2023/2024 school year as funding was not available until January 2024.

Resource Inequities

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

Protocols and supports are needed to improve student writing across all content areas. This will be accomplished through staff development, site-wide writing strategies, and common writing prompts across all classrooms.

Protocols and supports need to be established to ensure staff implement remediation within the initial instruction to build student motivation and grit. This will be accomplished by monitoring CFA data amongst PLC's and collectively developing re-teaching/extension activities that can be used to improve the skill being assessed. Students will be taught to track their own progress through the use of i-Ready testing with data chats in their English and Math classrooms.

Protocols and supports need to be developed and implemented to ensure all teachers provide effective differentiated support to students with disabilities in core content and electives. Staff development will be given on various differentiations for the different disabilities of the students on our campus. Training on Autism will be held to provide insight for general education teachers. Case Carriers will monitor student progress monthly and communicate with the student's team of teachers and their parent as to student progress and needs.

Protocols and supports are needed to ensure all teachers provide effective differentiated support to EL students specifically who are new to the country. Aide support will be offered within each core content class offered on campus. Students and teachers will be taught how to use PowerPoint translation for elective courses. Additional tutoring will be offered to EL students by the EL Aides outside of the school day.

Protocols and procedures need to be established to support Foster/Homeless students in order to develop their individual sense of belonging to the school community. This will be accomplished by the counselors holding small group sessions for the students to develop a sense of belonging and a core group of peers who understand their homelife situation.

Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.

Parents are provided resources about social-emotional support with outside agencies, parent workshops on social and emotional well-being and homework strategies, parent meetings to discuss how to support their child's educational needs, parent-counselor meetings and SIT meetings. We held a College Application Day and FAFSA workshops where parents were provided with assistance in completing these applications.

Monthly trainings are offered on a variety of topics, including social-emotional support, drug awareness, navigating high school requirements and college admissions and next steps.

Parents are invited to participate in advisory committees such as School Site Council (SSC), English Learner Advisory Council (ELAC), District English Learner Advisory Committee (DELAC), Local Control Accountability Plan (LCAP), and other committees offered in the district.

Educational Partner Involvement

Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.

In November 2023, SSC met and collaboratively completed the Progress Monitor of SPSA Actions and Services for Implementation and Outcomes. When additional funding was made available that was beyond our unfunded priorities, the SSC determined which additional actions and/or services needed to be added.

During the April 2024 SSC meeting, an additional Progress Monitor of SPSA Actions and Services for Implementation and Outcomes was completed. A subsequent April meeting was held to determine which Actions/Services needed to be continued, modified, or discontinued. The ELAC suggestions for the SPSA was also reviewed with the SSC to aid in developing the needed Actions/Services for the 2024/2025 school year.

During the May 21, 2024 SSC meeting, the budget for the 2024/2025 SPSA was discussed and approved.

ELD Evaluation

Please evaluate whether ELD, both Integrated (I-ELD) and Designated (D-ELD), has been implemented effectively at your school site and whether adjustments are needed to assist English Learners in overcoming language barriers within a reasonable amount of time. Use the table below to complete your evaluation. Your evaluation may be used as tool to inform your school site's ongoing implementation of ELD and the development of the SPSA.

Has Integrated ELD been implemented effectively? How was it measured? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

According to the California Dashboard Data, our English Learners to our All student group, the following data was gleaned:

show a larger gap in English Language Arts, the site focused during the 2023-2024 school year on increasing the use of ELD strategies across all core curriculums.

Reclassification Data:

- 2022/2023- 19 students were reclassified
- 2023/2024- 35 students were reclassified to date

The increase in reclassifications rate between the past two school years, is an outcome of a concentrated effort to focus on full implementation of Integrated ELD and to provide support and additional to make the EL students aware of the benefits of being reclassified and what criteria is needed to be reclassified.

Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

High leverage learning strategies are observed being used in both the designated ALD and ELD classrooms on campus during classroom walk throughs. Of the 395 EL students during the 23/24 school year, it should be noted that 297 are classified as LTEL, and of the LTEL, 111 students are also Students with Disabilities. More students were reclassified when comparing 2022/2023 and 2023/2024.

ELPAC Data by Levels and Grade:

Year	EL Level 1	EL Level 2	EL Level 3	EL Level 4
2021-2022	88	144	129	23
2022-2023	103	131	146	40

Overall, there has been a decrease in the lower performance bands (levels 1 and 2) on the ELPAC over time (2021/2022 vs. 2022/2023), even while having more EL students attending A.B. Miller High School. For EL 1- 22.9% vs. 24.5%; EL 2- 37.5% vs. 31.2%; EL 3- 33.6% vs 34.7%; and EL 4- 6.0% vs. 9.5%.

Grade	Year	# of EL Level 1	% EL Level 1	# of EL Level 2	% EL Level 2	# of EL Level 3	% EL Level 3	# of EL Level 4	% EL Level 4
9th	21/22	22	18.55%	50	40.98%	47	38.52%	2	1.64%
	22/23	25	21.93%	47	41.23%	39	34.21%	3	2.63%
10th	21/22	23	20.72%	44	39.64%	36	32.43%	8	7.21%
	22/23	27	19.71%	33	24.09%	51	37.23%	26	18.98%
11th	21/22	23	29.87%	25	32.47%	26	33.77%	3	3.90%
	22/23	32	32.65%	27	27.55%	33	33.67%	6	6.12%
12th	21/22	19	25.68%	28	37.50%	25	33.59%	4	5.99%
	22/23	17	24.52%	22	31.19%	24	34.76%	5	7.04%

ELPI Growth Data:

Year	Decreased ELPI Level(s)	Maintained ELPI Level	Maintained Level 4	Grew ELPI Level(s)
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*Use of Link Crew, Peer Leadership, ASB, and Renaissance to develop and implement schoolwide connectiveness events/activities and to offer leadership opportunities to those involved in each group.

*Teir 1 counseling lessons on social-emotional skill building, academic progress monitoring, and career exploration.

*PBIS implementation in classrooms and at schoolwide activities.

*Competitive Sports (Fall, Winter, and Spring Competitive Seasons, August 2024 - May 2025)

*GATE (Monthly, August 2024 - May 2025)

*Dual Enrollment (Daily, August 2024 - May 2025)

*Counseling Lessons (At least quarterly, August 2024 - May 2025)

*PBIS (Daily, August 2024 - May 2025)

Address the needs of students at risk of not meeting the challenging State academic standards.

*ELA and math intervention teachers to support students at greatest need of academic assistance.

*Study Skills course to assist Students with Disabilities additional resources and time to attain academic skills.

*Hiring Tutor Monitors to aid classrooms with additional assistance for EL students.

*Bilingual Aide focus on new to country students, in addition to EL level1 and 2 students.

*APEX credit recovery for students not on track towards graduation.

*College Tutors to assist with students, who are at-risk and focused primarily on students enrolled in

MAP Data Analysis – ALL Students

- *Girls outperformed the boys in reading, as 52% of the girls performed at or above average, whereas only 46% of the boys performed at or above average.
- *All grade levels were below the Norm Mean RIT score in mathematics; however, 11th grade students were closest by being an average of -7.1 points below.
- *For grade 11, 38% of students are projected to score Standard Met/Exceeded in reading on the CAASPP, while only 11% of students are projected to score Standard Met/Exceeded in math on the CAASPP.
- *English Learners struggled in both reading (88% scored in the bottom two performance bands) and in mathematics (90% scored in the bottom two performance bands).
- *SWD struggled more than any other group in both reading (88% scored in the bottom two performance bands) and mathematics (92% scored in the bottom two performance bands).
- *Only 7% of English Learner 11th grade students are predicted to score Standard Met/Exceeded in reading on the CAASPP, while it is anticipated that no student is predicted to earn a Standard Met/Exceeded in mathematics.
- *Only 7% of SWD 11th grade students are predicted to score Standard Met/Exceeded in reading on the CAASPP, while it is anticipated that no students are predicted to score at Standard Met/Exceeded in mathematics.

Growth Trends:

- *Every grade level made less than one year of growth (negative Conditional Growth Index) and increased the gap with the national norm in both reading and mathematics. (12th grade was not taken into consideration, as only 13 students participated.)
- *All grade levels had a negative growth in the fall-to-fall change in distance from norm in both reading and mathematics, however 9th grade had the small negative growth in both areas.

MAP Data Analysis – ALL Students

- *English Learners in Reading and Mathematics
- *Students with Disabilities in Reading and Mathematics

CA Dashboard Analysis (Academic Indicator) - ALL Students

English Language Arts Performance

*The All-Student group has an orange performance level on the Dashboard. The All-Student group are 23.2 below standard, which represents an additional -19.1 change from the previous year.

Math Performance

*The All-Student group has a yellow performance level on the Dashboard. The All-Student group are 101.7 below standard, however was a narrowing of the gap of +4.2 from the previous year.

List Student Groups in Need of Targeted Support (underperforming compared to the ALL-Student group)

- *English Learners and Students with Disabilities have a red performance level in ELA compared to orange for All Students group.
- *English Learners and Students with Disabilities have a orange performance level in math compared to yellow for All Students group.

Problem Statements and Root Cause Analysis for Red Dashboard Indicators

Foster Youth are demonstrating very high suspension rate and showed an increase from the prior year.

*Protocols and procedures were not established to support Foster/Homeless students in order to develop their individual sense of belonging to the school community.

The SWD student group are demonstrating very low graduation rate and showed a decrease from the prior year.

*Protocols and support are not established to ensure Staff implement remediation within the initial instruction to build student motivation and grit.

The SWD student group has a very low academic achievement in English Language Arts and showed a decline from the prior year.

*Protocols and support to ensure all teachers provide effective differentiated support to students with disability have not been established.

The EL student group has a very low academic achievement in English Language Arts and showed a decline from the prior year.

*Protocols and support to ensure all teachers provide effective differentiated support to EL students specifically who are new to the country and support staff to their parents.

Site Measures for Evaluating Actions/Services

Description of Site-Specific Data Collected for Progress-Monitoring

A variety of site-based metrics were used to measure student academic achievement (TFI completion, GPA, ect.), parent involvement (meeting attendance,

	<p>Social emotional tier 1 trainings will be offered to all students throughout the school year. Additional small group and individual learning will also be available to those identified as needing this level of support.</p> <p>Open-ended surveys will be used with students, staff, and parents to gather information to better improve services that the school offers.</p> <p>Tutoring will be offered, focusing on learning opportunities outside of the school day for our 11th grade students.</p> <p>Parent workshops and assistance will be offered to ensure parents have skills to help and monitor their students academic progress.</p>
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2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC
*Materials, books, and supplies for workshops/parent center *Printing costs *Student planners					
1C Increase access to instruction, relevant and engaging text, and technology resources to improve achievement. *Reading materials, books, magazines, subscriptions and digital resources for classroom and/or library *Interwrite pads *Tablet pens	I-Ready results Number of students checking out books	All Students EL Students SWD	Principal Assistant Principals Librarian Teachers	5,000	
1D Provide hands-on learning activities to increase student achievement and engagement in all content areas. *Certificated hourly *Classified hourly *Contracted/Consultant fees, travel expenses and materials *Academic field trips, transportation, parking, fees, and related expenses *Technology resources such as computers, document cameras, printers, projectors, TVs, vives, headsets, speakers, charging devices and other equipment, in addition installation costs, to enhance student learning.	I-Ready results Number of students participating in field trips Number of students checking out books	All Students EL Students SWD	Principal Assistant Principals Teachers	10,000	
	208,122	36,314			

CAASPP Data Analysis – EL Students

*EL students performed in ELA and Math significantly below than the all student group (-27.0 and -104.2 respectively). (EL students in ELA were -138.7 DFS ; Math -183.4 DFS)

*The distance from standard between the all student group and the EL students grew slightly in ELA.

*In ELA, English Learners declined in Distance from Standards by 22.7 points, while the All Student group also declined but only by 17.8 points, thus widening the achievement gap between both groups.

How does the EL Student Group growth compare to the ALL-Student Group?

*The distance from standard between the all student group and the EL students decreased significantly in math.

*In math, English Learners had positive growth in Distance from Standard by 23.1 points, while the All Student group only grew by 4.4 points, thus narrowing the achievement gap between both groups.

Identified Areas of Strength:

*EL students are stronger in ELA than in Math.

Listening claim is a relative area of strength in ELA for English Learners.

Communicating Reasoning claim is a relative area of strength in math for English Learners.

Identified Needs (Areas for Growth):

Writing claim is the greatest area of need in ELA for English Learners.

Concepts and Procedures is the greatest area of need in Math for English Learners.

MAP Data Analysis – EL Students

How does the EL Student Group achievement compare to the ALL-Student Group?

*English Learners have approximately one and a half times (88%) as many students in the lowest achievement band when compared to the All-Student group (52%) in Reading.

*English Learners have approximately more than twice (90%) as many students in the lowest achievement band when compared to the All-Student group (58%) in Mathematics.

*Only 7% of English Learners are projected to score Standards Met/Exceeded on the CAASPP in English Language Arts as compared to the All-Students group (38%).

*No English Learners are projected to score Standards Met/Exceeded on CAASPP in mathematics.

How does the EL Student Group growth compare to the ALL-Student Group?

MAP Data Analysis – EL Students

*In reading, English Learners had a higher percentage of students who met their projected RIT/Growth Period (39%) as compared to the All-Student Group (36%).

*In mathematics, English Learners had a lower percentage of students who met their projected RIT/Growth Period (43%) as compared to the All-Student Group (45%).

Identified Areas of Strength:

*The Vocabulary goal areas is a relative strength in reading for English Learners.

*The Operations and Algebraic Thinking goal area is a relative strength in mathematics for English Learners.

Identified Needs (Areas for Growth):

*The Literary Text goal areas is the greatest areas of need in reading for English Learners.

*The Geometry goals area is the greatest area of need in mathematics for English Learners.

CA Dashboard Analysis (Academic Indicator) – EL Students

How does the EL Student Group achievement compare to the All-Student Group?

*English Learner performance level on the Dashboard is red compared to orange for the All-Student group in ELA.

*English Learner performance level on the Dashboard is red compared to yellow for the All-Student group in Math.

*English Learners declined significantly in ELA, just as the All-Student group did when compared to the prior year's achievement..

*English Learners increased significantly in math from the prior year while the All-Student group just increased their achievement level.

How does the EL Student Group growth compare to the All-Student Group?

*English Learner achievement in ELA declined by 27.6 points compared to a decrease of 19.1 points for All Student group, therefore widening the achievement gap.

*English Learner achievement in math increased by 21.2 points compared to an increase of 4.2 points for All Student group, therefore narrowing the achievement gap.

Site Measures for Evaluating Actions/Services

Description of Site-Specific Data Collected for Progress-Monitoring

A variety of site-based metria2 719.25 21.32

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC
*Substitutes *Certificated Additional Hourly *Supplemental Materials/Printing			Designated English Language Teacher		
1a2 Provide English Learners targeted instructional services to support academic and linguistic achievement during the school day. *College Tutors *Tutor Monitor *Classified Paraprofessional Hourly *Certificated Hourly	English and Math grades Benchmarks Classroom observation	EL Students	EL Site Monitor Designated EL Teacher College Tutors Tutor Monitors Bilingual Aides	32,000	

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1b Language Needs of ELs:

English Learners will demonstrate English language proficiency growth by developing Language Needs of ELs:

LEA/School GOAL 1b Language Needs of ELs: English Learners will demonstrate English language proficiency growth by developing their speaking, listening, and writing skills.			
	50% - Beginning Development	48% - Beginning Development	measured with changes in ELPI levels
ELPAC Writing Domain: % by Performance Level	4% - Well Developed 70% - Somewhat/Moderately Developed 26% - Beginning Development	4% - Well Developed 70% - Somewhat/Moderately Developed 26% - Beginning Development	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels

ELPAC Data Analysis – EL Students

Achievement Trends (ELPAC):

The greatest number of students (35%) were performing at a Level 3 Overall (moderately developed). Schoolwide our student performed much stronger on the Oral Language when compared to the Written Language Performance (62% level 3 or 4 vs. 22% level 3 or 4). Speaking is the strongest domain for all grade levels and student groups. Overall, student growth has been somewhat stagnant as to improving the percentage of students performing at the Beginning to Developing range for all four domains (Listening, Speaking, Reading, and Writing). Overall, there are more students that are performing at a Level 1 schoolwide than in the past, as well as there has been an increase in the total number of students identified at English Learners on campus.

Growth Trends (ELPAC and ELPI):

This year our 10th grade students outperformed all other grade levels with 57% achieving a Level 3 or 4 Overall. 10th grade students also showed the greatest percentage of students who made progress based on ELPI growth (61%) for the 2022-23 school year, whereas this group only saw a 16% increase during the 221-2022 school year. 40% of Homeless Students made progress in ELPI level.

Identified Areas of Strength:

Students with Disabilities grew their skills since last year in three of the domains (Speaking, Reading, and Writing), while maintaining in Listening at the Well Developed level. Overall there were 38% of students making progress in ELPI levels.

Identified Needs (Areas for Growth):

Reading is an area of growth for all grade levels and student groups, as 45 % of the students tested in the Beginning to Developing range. 42% of 9th grade students decreased their ELPI level, which is 30% more than the year before, where only 12% decreased a level.

List Grade Levels and ELPI Levels in Need of Targeted Support (underperforming compared to schoolwide ELPAC or progressing at a lower rate compared to schoolwide ELPI):

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC
<p>1b1 Provide teachers professional development to disaggregate data for the purpose of identifying English Learner needs. Teachers also need to understand the ELPAC domains and the rigor of the ELPAC.</p> <p>Provide teachers with professional development to learn about ELPAC testing, ELPI levels, and how to identify EL student needs.</p> <p>*Supplemental Materials/Printing</p>	<p>Classroom observations</p> <p>Teacher lesson plans</p>	EL Students	<p>MPS TOA</p> <p>EL Site Monitor</p> <p>Designated EL Teachers</p> <p>Bilingual Aides</p>		500
<p>1b2 Provide LTEL students with goal setting opportunities to practice their skills in reading, writing, and listening in real-world scenarios.</p> <p>*Contracted Services</p> <p>*Supplemental Materials/Printing</p>	Student surveys	LTEL Students	<p>Principal</p> <p>Assistant Principal</p> <p>MPS TOA</p> <p>English Language Site Monitor</p>	30,000	
	30,000	500			

LEA/School GOAL 3: Students will have access to multiple ways of developing College and Career Readiness for Global Competencies and will demonstrate College and Career Readiness upon high school graduation

School Metrics/Indicators	Previous Year Outcome	Current Outcomes	
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CAASPP Data Analysis (Standard Met/Exceeded) – 11th Grade ALL/EL Students

*In both ELA and math, English Learner Students and Students with Disabilities.

CA Dashboard Analysis – CCI & Graduation Rate ALL/EL Students

College/Career Indicator Performance (Status Only) – All-Student Group

*48.8% of students who graduated in 2023 are considered college and career ready which is considered “medium” performance.

Graduation Rate Indicator Performance (Status AND Change) – ALL-Student Group

*The graduation rate in 2023 was 89.0% which is considered medium.

*The graduation rate decreased by 3.3% from the prior year which is considered “decreasing” the rate from the prior year.

*The All-Student group has an orange performance level on the Dashboard.

How does the College/Career (Status Only) and Graduation (Status AND Change) Indicators for the EL Student Group compare to the All-Student Group?

*23.2% of English Learner graduates were college and career ready in 2023 which was 25.6% below the All-Student group.

*The status level for English Learners is low compared to a medium status for the All-Student group.

*75.2% of English Learners graduated in 2023 which was 13.8% lower than the rate for the “All-Student” group.

*English Learners decreased (2.8%) the graduation rate from the prior year compared, however the All-Student group decreased (3.3%) more, thus closing the gap slightly.

List Student Groups in Need of Targeted Support (underperforming compared to the ALL-Student group)

*Students with Disabilities have a status level of low compared to a medium status for the All-Student group. Students with Disabilities are also below the All-Student group for meeting the CCI indicators.

*English Learners have a status level of very low compared to a medium status for the All-Student group. English Learners also are below the All-Student group for graduation rate.

Other Relevant Measures – ALL/EL Students

A-G Completion Rate – ALL-Student Group

*Overall, 54.3% of graduating seniors completed a-g requirements which was an increase of 3.4% over the previous year.

AP/IB Pass Rate – ALL-Student Group

*Overall, there was an increase in the number of students participating in AP coursework (+40) and they collectively passed their exams at a higher rate with 51.1% pass rate in 2023, an increase of 14% over the previous year.

Other Relevant Measures – ALL/EL Students

How does the EL Student Group A-G Completion and AP/IB Pass Rates compare to the ALL-Student Group?

- *32.4% of EL graduating students completed a-g requirements, which is below the percentage of all students at 54.3%.
- *51.1% of all students passed an AP exam last year, while our EL students passed at a rate of 52.6%.

List Student Groups in Need of Targeted Support (underperforming compared to the ALL-Student group)

- *Students with Disabilities are underperforming with a-g completion, as compared to the All-Student group by 34.8%.
- *EL students are underperforming with a-g completion, as compared to the All-Student group by 21.9%

Site Measures for Evaluating Actions/Services

Description of Site Level Data Collected for Progress-Monitoring

A variety of site-based metrics were used to measure student academic achievement and parent involvement.

Identified Areas of Strength:

- *For the Fall 2023 College Application Kick-off; 185 students participated and 912 UC and CSU applications were submitted that day. 104 parents attended the College Application Kick-off event.
- *Private School Application Day data from the beginning of Spring 2024 showed that 42 students reported they were accepted to one or more private school.
- *Chaffey College Applications are ongoing, and Chaffey is assisting with students completing their application and orientation for the fall of 2024 while they are on campus.
- *Dual Enrollment is ongoing and more and more students are obtaining a Chaffey ID and competing orientation prior to their senior year.
- *FAFSA/Dream Act completion was supported by not allowing a shortened senior day schedule, even with the delays in implementation of FAFSA this year.
- *Decision Day is scheduled and will be implemented on May 1, 2024.

Identified Needs (Areas for Growth):

- *Specific training for parents of first generation college going students on how higher education works is needed.
- *Additional FAFSA/Dream Act trainings for students and parents outside of the school day.
- *More college field trips for students outside of the AVID program.

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted

- *Provide student, parent, and staff trainings on the new FAFSA and College Application process.
- *Maintain and refine a student database to monitor all students progress towards CCI.

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1A. Provide targeted tutoring and academic support during and outside the school day to meet academic standards, reinforce learning and complete assignments.</p> <p>*Certificated hourly *Classified hourly *Tutor Monitor *College Tutor *Instructional materials and organizational supplies *Printing costs, paper and other materials</p>	<p>All Students EL Students SWD</p>	<p>75,000</p>	<p>Assistant Principal AVID Coordinator College Tutors Tutor Monitors Instructional/Bilingual Aides Teachers</p>
<p>1C Increase access to instruction, relevant and engaging text, and technology resources to improve achievement.</p> <p>*Reading materials, books, magazines, subscriptions and digital resources for classroom and/or library *Interwrite pads *Tablet pens</p>	<p>All Students</p>	<p>20,000</p>	<p>Principal Assistant Principals Librarian Teachers</p>



School Site Council Membership

RECOMMENDATIONS AND ASSURANCES

Name of School: A.B. Miller High School

The school site council (SSC) recommends this school plan and proposed budget to the district governing board for approval and assures the

English Learner Advisory Committee

board of the following:

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

2. The SSC understands its responsibilities under state law and district governing board policies

5/21/24

5/22/24