

# *School Plan for Student Achievement*



# **GATEWAY HIGH SCHOOL**

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1550 Herndon  
Clovis 93611-0598

7/1/23-6/30/24

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# 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
Gateway High School	10621171031004	May 8, 2023	June 14, 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)

Comprehensive Support and Improvement

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.

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation. Our plan includes goals that are related to our CSI status around graduation rates.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The following surveys are administered annually:

\*SART- School Assessment Review Team

Positive Remarks:

\*Positive teachers and a quality education

\*Communication from teachers is great.

\*Smaller class sizes, more one-on-one to make the students feel connected

Improvement Needed:

\*Need better training on knowing the students' cultural backgrounds.

\*More Character building

Our status of CSI around graduation rates was shared with our educational partners as well. This discussion resulted in some ideas of increasing student engagement to draw the kids into school.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

As per CUSD Board Policy 6211Clovis Unified Board Policy #4315 and ED CODE #44664 require that all certificated teachers are evaluated on a regular bases. Informal and formal classroom observations occur throughout the school year. Administrators from both the site level and the district level regularly communicate their findings with the classroom teacher. The findings are used to illustrate best practices that can be replicated in other classrooms across the site and district. Site administrators also use this as an opportunity for teachers to learn from one another by observing each other within the classroom setting. The observation process also allows site administrators to use corrective feedback, provide coaching and to provide additional supports in specific areas of growth opportunities based on each individual teachers needs.

Common findings for growth opportunities include:

Behavior management

Classroom management

Articulation of Learning Objective

Frequency of Checking for Understanding

Differentiated Instruction

Frequency of Academic Conversation

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

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

A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and assess the school's overall success. Some examples of the assessments that we utilize include:

- \*SBAC
- \*ELPAC
- \*Illuminate
- \*iCAL
- \*iCAM
- \*Inspect

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use the data collected from these assessments to chart progress and design an appropriate instructional program for all students. Individualized or classroom-specific materials can then be produced using to address the identified academic need. The data is analyzed in PLC's where it is then used to help guide further instruction.

In addition, all students who have not meet proficiency standards are carefully evaluated for academic deficiencies and may be recommended for additional support either through the after/before school Extended Day labs; supplemental instruction provided by Push-In Teachers, Instructional Aide/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal and GIS/Resource Teacher support, train, and provide resources necessary to assist teachers in the process.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid our students in reaching academic proficiency in their content areas.

All teachers on our campus hold an appropriate CTC credential, permit, or other document equivalent to that which a teacher in all other public schools would be required to hold. Those teachers that are in the status of seeking to complete their credentials (PIPS, STIPS and Interns) are in a program that will allow staff to meet the requirements needed in a timely manner. These staff members are supported by site and district administration for appropriate completion. An equivalent credential, permit, or other document would mean that the teacher has the appropriate authorization for their assignment.

All paraprofessionals whose duties include instructional support must meet the criteria as outlined in CUSD to be considered Highly Qualified to assist students.

### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers receive site and/or district professional development on curriculum, instruction, and assessment throughout the year.

### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

CUSD provides professional development for all school sites that are aligned with the needs of the schools, academic content standards, social-emotional supports, and more. The district provided professional development for this school including--Tiered Writing Supports aligned to the Common Core writing standards, AVID training around WICOR that is utilized across content areas, Science training aligned to NGSS, Career Readiness standards,

### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers have access to a variety of different sources of professional development both on and off-site. CUSD Teachers On Special Assignment (TOSA) provide professional learning sessions along with co-teaching opportunities and in-class coaching. Teachers on Special Assignment are experts in their specific content area and knowledgeable in the adopted curriculum. This is in addition to professional learning opportunities provided at our school site, through conferences, or at the district level. Additionally, new teachers are assigned mentor teachers (either site-based or district based) who are available to provide coaching, mentoring, and opportunities for our new teachers to observe more experienced teachers in action.

### Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level teams meet regularly in their professional learning communities (PLC's) to review student work samples, discuss and align curriculum to the state and district standards, evaluate where the students are performing and decide what their first-time best teaching and reteaching strategies should be. This time ensures that veteran and developing teachers are using the same evaluative procedures while assessing student work samples.

## Teaching and Learning

### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in the core four content areas: English Language Arts, Math, Social Science, and Science. Clovis Unified has adopted and approved a variety of materials that both align to the content standards, but that also meet the needs of our school sites and community. A full list of our adopted textbooks can be found on our school site's SARC found here:

<https://www.cusd.com/sarc.aspx>

In addition to the adopted textbooks and materials, CUSD utilizes Curriculum Design Teams (CDT) to produce additional materials that are standards aligned and support supplemental materials that have been purchased by school sites or the district.

Our English Learners (EL), Students with Disabilities (SWD), and students who move to an intervention program continue to receive core instruction while using the adopted instructional materials but are also provided with additional instruction using research-based materials that are aligned with the common core state standards, or in the case of our EL students aligned to the California ELD standards.

### Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The administration and teachers have worked collaboratively to create a daily schedule that ensures our students receive the recommended instructional minutes in all content areas.

### Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Long-term and short-term pacing guides are created by each grade-level team based on the district's assessment calendar. These pacing guides outline the lessons for major content areas on a weekly basis and are modified throughout the year based on student needs. Sites develop intervention schedules based on data collected and analyzed in PLC's to determine an intervention calendar to meet the needs of students in tier 2 and Tier 3.

### Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Williams Act requires all schools to have adopted curriculum in the four core subject areas available to all students on a daily basis. This adopted curriculum is reviewed on a regular basis to ensure it is aligned to the stated standards and the district AIMS. In addition to having adopted curriculum in the four core subject areas (ELA, Math, Social Science, and Science), CUSD also has adopted ELD curriculum that is aligned to the State's ELD standards.

### Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted and standards-aligned instructional materials are utilized in the classrooms. For more specific curriculum information please visit our school site link at the following site:

<https://www.cusd.com/sarc.aspx>

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers regularly monitor students' progress through assessments, observation, and by analyzing work samples. This information is used by teachers to prepare an individualized plan for all students achieving below grade-level expectations which then aides in the placement of intervention or acceleration--based on student needs.

Students in need of additional intervention resulting from academic, emotional, or behavioral difficulties may be referred to SST where their needs are assessed, and they are linked with necessary intervention. Students struggling with attendance concerns may be referred to SARB, one-to-one counseling, and student support groups based on specific needs with the school psychologist. When necessary, students may be referred to Fresno County Mental Health Services and/or California Youth Services.

CUSD also offers a comprehensive summer school or extended-year program designed to meet the specific needs of students K-12. A variety of extended-year programs are offered for students at risk of retention, performing below proficiency, and in need of credit for graduation.

### Evidence-based educational practices to raise student achievement

Teachers and administration work together to continually provide first time best instruction and delivery. Training, collaboration, walk-throughs, and consistent feedback all provide research-based practices to raise student achievement. Professional learning communities (PLC's) review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards.



## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our site offers a variety of school and community resources to assist and support our families including:

- \*Updated School Website

- \*Referrals to outside resources as needed and based on needs

Additionally, we hold regular parent events and meetings to keep our families informed. These include:

- \*IDAC

- \*SART

- \*ELAC

- \*SSC

- \*New to our school meeting where students and parents are invited to come and learn about the school.

Our site also offers social-emotional support in collaboration with our school psychologists and area transition teams in order to ensure students are available for learning. These supports include CSI groups, transition supports, All 4 Youth, CYS referrals, and small group interventions.

The district also provides parent opportunities through the district parent academies which are offered six times throughout the school year and cover a variety of topics that were requested by families from within the school district.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Members of the School Site Council (SSC) - composed of principal, certificated teachers, classified staff, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds allow our site to provide supplemental services to enable under-performing students to meet grade-level standards. Our categorical funds are used for the following but is not limited to: bilingual instructional aides to support our ELD students, push-in teachers, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers. Federal and state laws require the COE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements.

## Fiscal support (EPC)

In addition to categorical funds, our school receives funding through the Local Control Funding Formula (LCFF). The LCFF allows for sites to purchase additional items and provide additional supports for students with greater flexibility and allows us to address the priorities listed within our district Local Control Accountability Plan (LCAP). LCFF funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Additionally, our site receives monies through the district general fund. These funds are utilized to provide basic needs for students (ex. curriculum) and to purchase other items that support our district goal of supporting students in mind, body, and spirit.

## 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

Our SSC plays a critical role in the creation and revisions of our SPSA. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available support, etc. At our most recent SSC meeting, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. The committee then discussed the next steps and needed changes as well as made recommendations to site administration for the new SPSA.

The following recommendations were made:

\*Update routers in classrooms and on campus

## Resource Inequities

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

Gateway is a unique school as it is an alternative education campus and is one of our DASS schools. Many students who come to Gateway are placed there due to behavioral or academic concerns and may have higher needs than their peers who are attending comprehensive sites. This brings many challenges as students may need increased academic support or increased social-emotional support. Another challenge is due to the transiency of our student population. Students who start the year at Gateway have a goal of getting back to the comprehensive site and vice versa; making the tracking of data difficult as we are nearly never comparing the same students data annually.

In looking specifically at our graduation rates, our overall percentage of graduates last year was 73.1% with our highest subgroup being our Hispanic subgroup and our lowest subgroup being our White student group. Looking at this data, it is evident that we have a resource inequity within our white student group and getting them to graduate. Feedback from our educational partners and staff indicates that students feel more connected to school when they have more one-on-one time and engagement with their teachers, so this will be an area of focus for us to continue.

# 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	1.3%	1.88%	1.81%	3	4	5
African American	4.0%	4.23%	7.25%	9	9	20
Asian	7.1%	4.69%	7.25%	16	10	20
Filipino	0.4%	%	1.45%	1	0	4
Hispanic/Latino	56.4%	58.22%	55.07%	128	124	152
Pacific Islander	0.4%	0.47%	0.72%	1	1	2
White	28.2%	26.29%	24.28%	64	56	67
Multiple/No Response	2.2%	3.76%	2.17%	5	8	6
Total Enrollment				227	213	276

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10	34	33	27
Grade 11	83	77	110
Grade 12	110	103	139
Total Enrollment	227	213	276

### Conclusions based on this data:

1. The majority of students who attend Gateway High School are seniors seeking remediation.
2. Gateway high School's enrollment fluctuates throughout the school year due to the nature of the school.
3. Gateway's largest subgroup is our Hispanic subgroup.

# 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	16	19	24	7.0%	8.9%	8.7%
Fluent English Proficient (FEP)	22	29	35	9.7%	13.6%	12.7%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0	

### Conclusions based on this data:

1. Gateway High School's EL population has increased each year.
2. Gateway High School's FEP population rose again this year.
3. There are only a small amount of reclassification over the last few years due to our low and variable enrollment

# 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	97	106		0	98		0	98		0.0	92.5	
All Grades	97	106		0	98		0	98		0.0	92.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2546.			10.20			26.53			37.76			25.51	
All Grades	N/A	N/A	N/A		10.20			26.53			37.76			25.51	

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		11.22			68.37			20.41	
All Grades		11.22			68.37			20.41	

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		11.22			53.06			35.71	
All Grades		11.22			53.06			35.71	

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		8.16			72.45			19.39	
All Grades		8.16			72.45			19.39	

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		12.24			66.33			21.43	
All Grades		12.24			66.33			21.43	

**Conclusions based on this data:**

1. Gateway High School's weakest areas areas are Reading and Listening.
2. Writing is our lowest domain.
3. A large number of our students are at at or near standard in research and inquiry

# 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	98	106		0	95		0	95		0.0	89.6	
All Grades	98	106		0	95		0	95		0.0	89.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2452.			1.05			3.16			13.68			82.11	
All Grades	N/A	N/A	N/A		1.05			3.16			13.68			82.11	

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		2.11			20.00			77.89	
All Grades		2.11			20.00			77.89	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2.11			57.89			40.00	
All Grades		2.11			57.89			40.00	

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		2.11			54.74			43.16	
All Grades		2.11			54.74			43.16	

### Conclusions based on this data:

1. A large number of our students are in the 'at or near standard' range in multiple domains
2. We had an increase of participation rates from 2019 to this last year

3. Majority of our students are in the below standard range



# 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	20-21	21-22	20-21	21-22	20-21	21-22
Grade 10	*	*	*	*	*	*	*	8
Grade 11	*	*	*	*	*	*	*	9
Grade 12	*	*	*	*	*	*	6	4
All Grades							10	21

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	23.81	*	9.52	*	42.86	*	23.81	*	21

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	14.29	*	38.10	*	42.86	*	4.76	*	21

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	14.29	*	19.05	*	14.29	*	52.38	*	21

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	20-21	21-22	20-21	21-22	20-21	21-22
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	52.38	*	47.62	*	21

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	20-21	21-22	20-21	21-22	20-21	21-22
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	66.67	*	23.81	*	9.52	*	21

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	20-21	21-22	20-21	21-22	20-21	21-22
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	19.05	*	14.29	*	66.67	*	21

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	20-21	21-22	20-21	21-22	20-21	21-22
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	4.76	*	61.90	*	33.33	*	21

**Conclusions based on this data:**

1. 42% of students are in the level 2 band for overall oral language
2. 62% of students were somewhat/moderately developed in the writing domain
3. In the reading domain, majority of students are in the beginning band

# 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
213	77.5	8.9	6.1
Total Number of Students enrolled in Gateway 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	19	8.9
Foster Youth	13	6.1
Homeless	1	0.5
Socioeconomically Disadvantaged	165	77.5
Students with Disabilities	22	10.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	4.2
American Indian	4	1.9
Asian	10	4.7
Filipino		
Hispanic	124	58.2
Two or More Races	8	3.8
Pacific Islander	1	0.5
White	56	26.3

**Conclusions based on this data:**

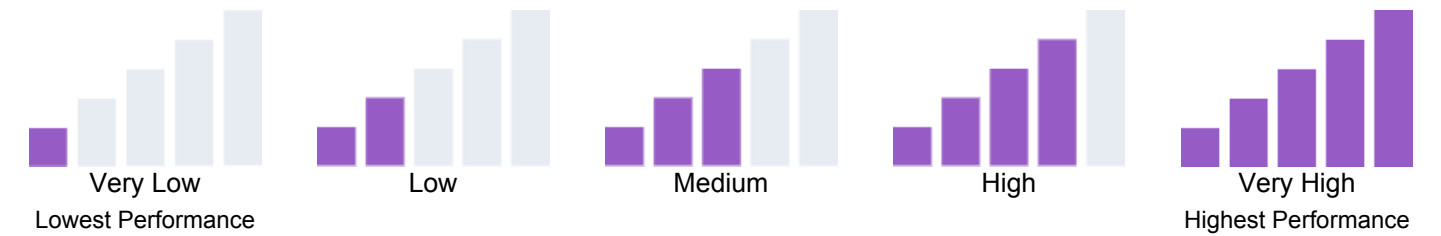
- 1. 77% of Gateway High School's population is socioeconomically disadvantaged
- 2. Over half of GHS's population is Hispanic
- 3. We have a larger than average SWD subgroup

# 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>Low</div>	<div>Graduation Rate</div> <div>Low</div>	<div>Suspension Rate</div> <div>Very High</div>
<div>Mathematics</div> <div>Very Low</div>		
<div>English Learner Progress</div> <div>No Performance Level</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

**Conclusions based on this data:**

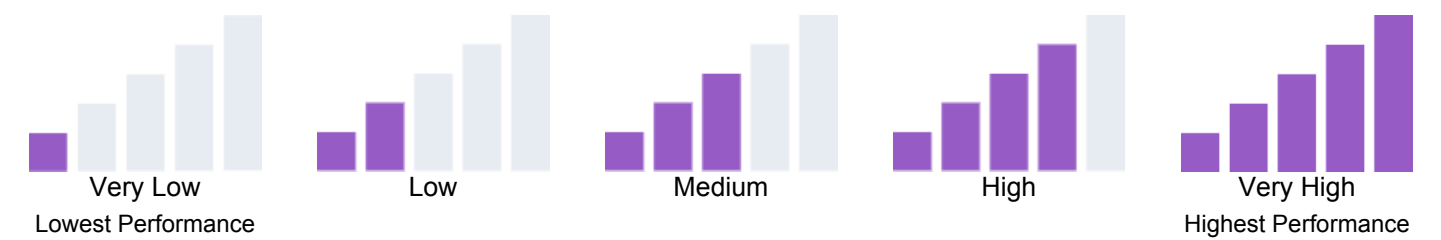
- 1. English Language Arts and Graduation rate are Low.
- 2. Mathematics are very Low.
- 3. Suspension Rate is Very High.

# 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.

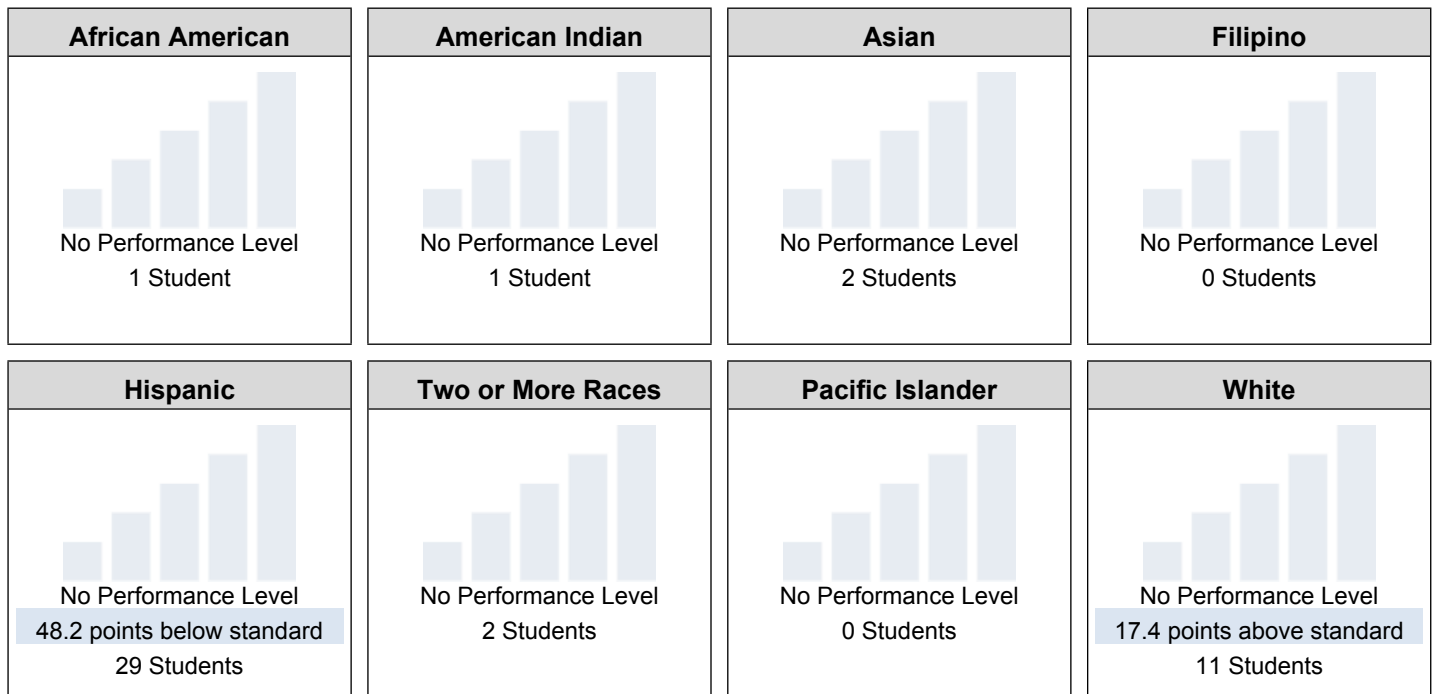
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	0	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div><b>All Students</b></div> <p>Low</p> <p>33.8 points below standard</p> <p>45 Students</p>	<div><b>English Learners</b></div> <p>No Performance Level</p> <p>9 Students</p>	<div><b>Foster Youth</b></div> <p>No Performance Level</p> <p>2 Students</p>
<div><b>Homeless</b></div> <p>No Performance Level</p> <p>1 Student</p>	<div><b>Socioeconomically Disadvantaged</b></div> <p>Very Low</p> <p>45.5 points below standard</p> <p>39 Students</p>	<div><b>Students with Disabilities</b></div> <p>No Performance Level</p> <p>2 Students</p>



### 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
5 Students	4 Students	26.7 points below standard 33 Students

#### Conclusions based on this data:

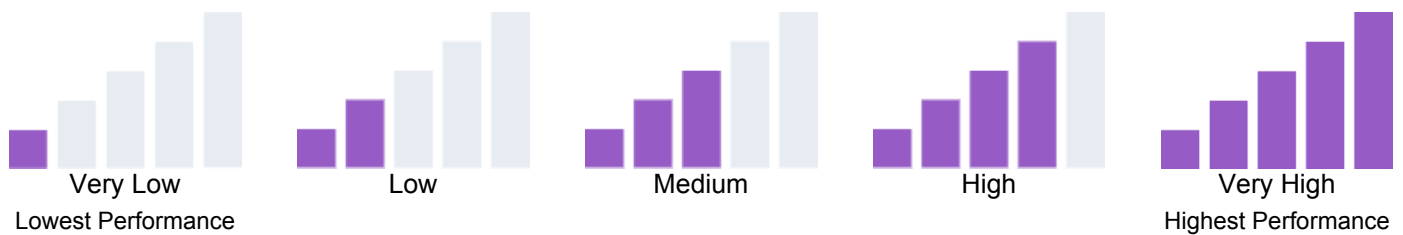
- 33.8% of the students at GHS scored low in English Language Arts.
- 45.5% of the students at GHS scored very low in mathematics.

# 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).



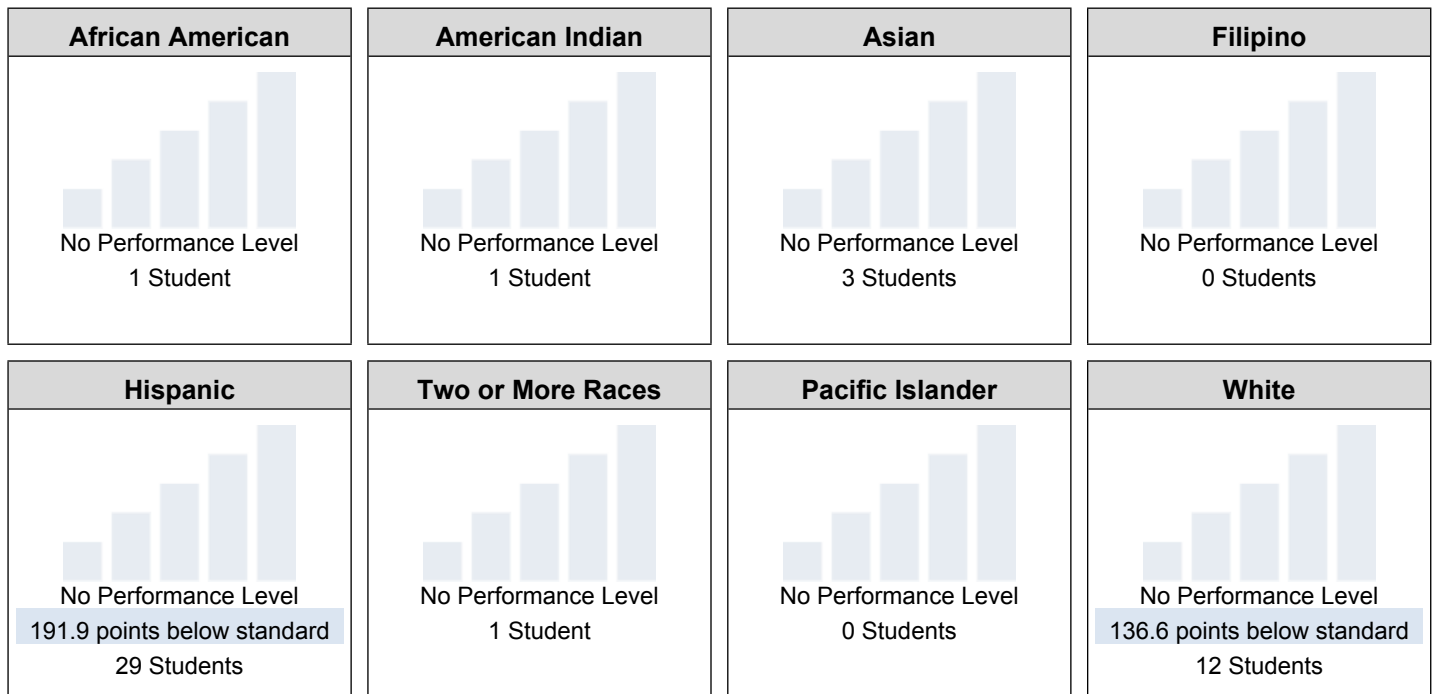
This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b> <p>Very Low 175.3 points below standard 46 Students</p>	<b>English Learners</b> <p>No Performance Level 10 Students</p>	<b>Foster Youth</b> <p>No Performance Level 2 Students</p>
<b>Homeless</b> <p>No Performance Level 1 Student</p>	<b>Socioeconomically Disadvantaged</b> <p>Very Low 189.8 points below standard 39 Students</p>	<b>Students with Disabilities</b> <p>No Performance Level 2 Students</p>

### 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
6 Students	4 Students	158.4 points below standard 32 Students

#### Conclusions based on this data:

- 46 of all students scored very low on the Mathematics test.
- Our overall math status indicator was very low

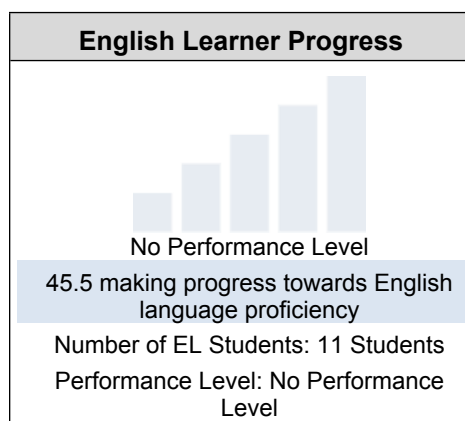
# School and Student Performance Data

## 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
18.2%	36.4%	18.2%	27.3%

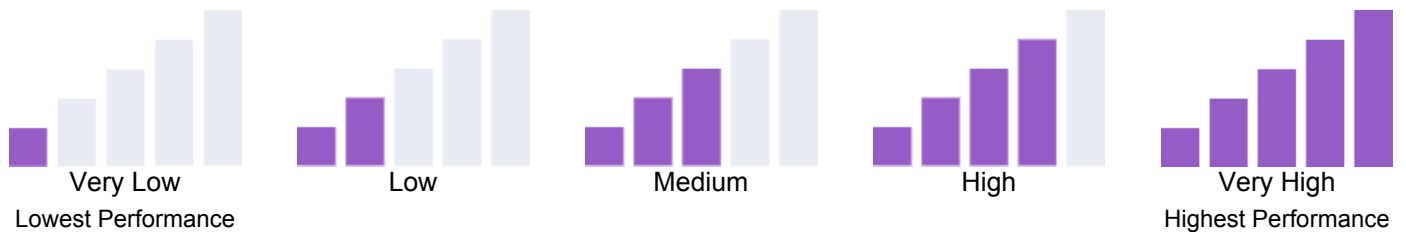
#### Conclusions based on this data:

- 45.5% (11 students) of EL students are making progress towards English language proficiency.
- 6 EL students maintained their ELPI Level, 2 students Maintained ELPI Level 4.
- Due to having less than 30 EL students, we did not receive a status indicator.

# 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](#).



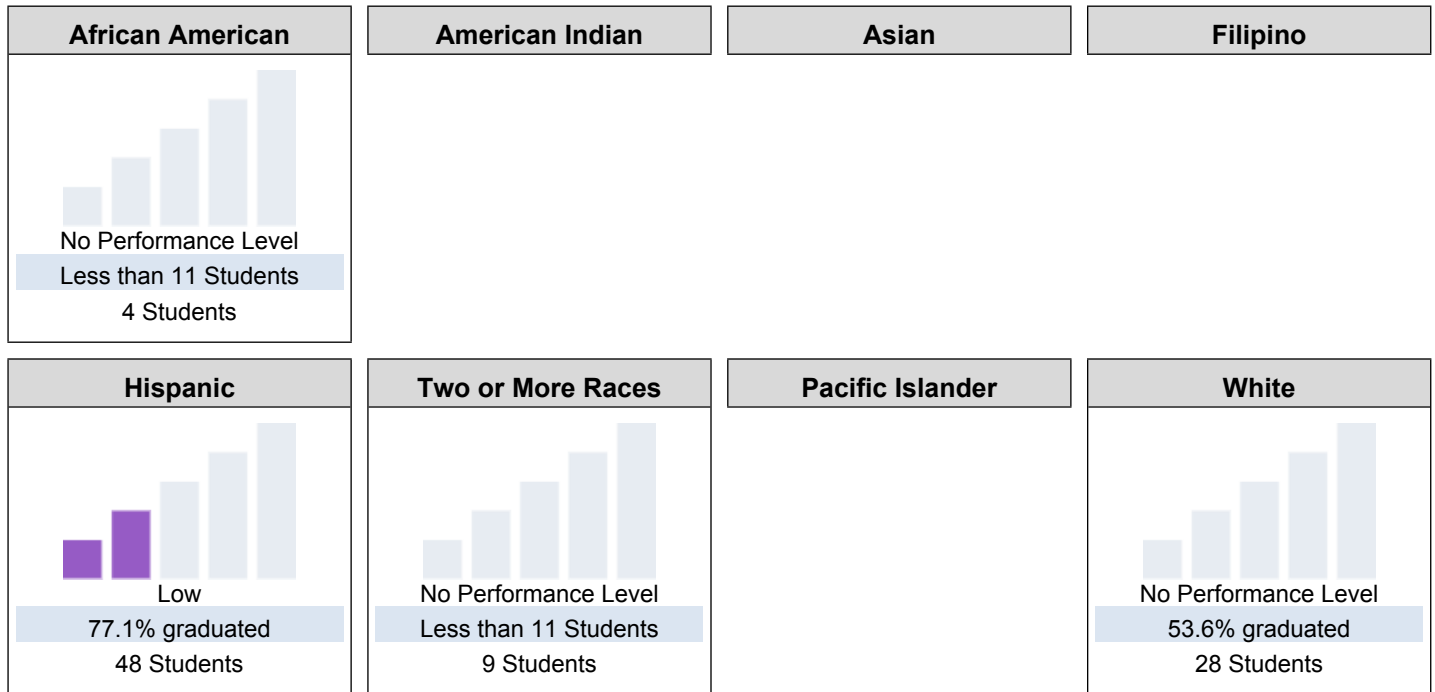
This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Low</p> <p>73.1% graduated</p> <p>93 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Low</p> <p>74.7% graduated</p> <p>83 Students</p>	<p>No Performance Level</p> <p>71.4% graduated</p> <p>14 Students</p>

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity



### Conclusions based on this data:

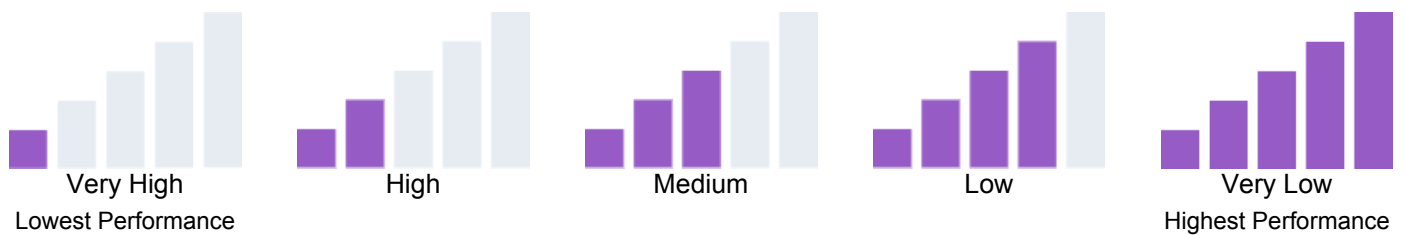
1. Graduation rate has increased
2. Our overall indicator was low

# School and Student Performance Data

## Conditions & Climate Suspension Rate

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

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



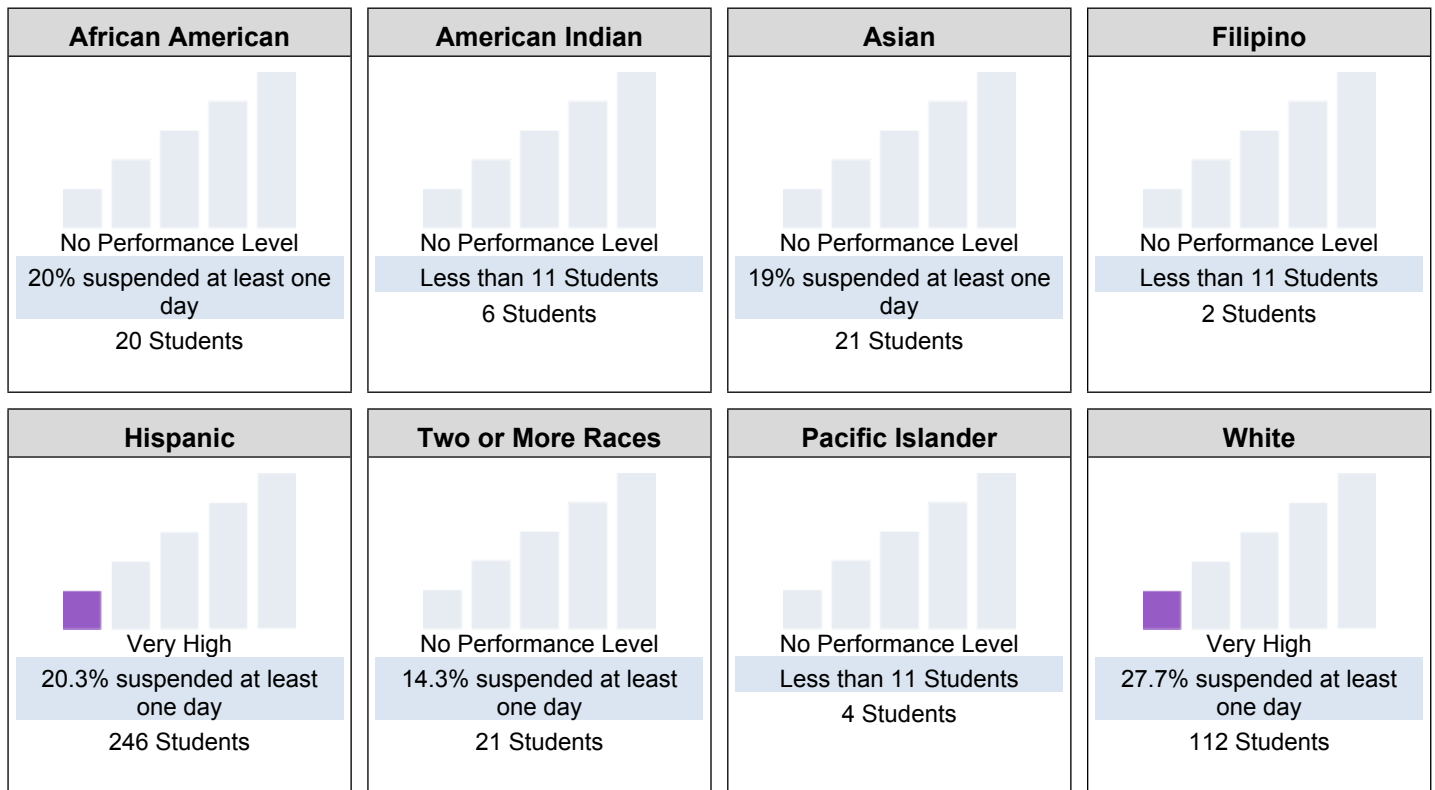
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
5	1	0	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High</p> <p>22% suspended at least one day</p> <p>432 Students</p>	<p>High</p> <p>8.3% suspended at least one day</p> <p>36 Students</p>	<p>Very High</p> <p>32.5% suspended at least one day</p> <p>40 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Very High</p> <p>22.8% suspended at least one day</p> <p>338 Students</p>	<p>Very High</p> <p>35.3% suspended at least one day</p> <p>51 Students</p>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Our suspension rates received a very high indicator with 22% suspended at least one day
2. All of our major subgroups also received a very high indicator except for our EL subgroup



# 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

ELA

## LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

## Goal 1

GHS will exceed overall scores in English Language Arts by 3% with like schools.

## Identified Need

The CA Dashboard, as well as other test data, indicates that Gateway High School must continue to provide effective instruction to all students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The CA Dashboard, CAASPP, District Unit Assessments	Based on the information provided by the CA Dashboard, Gateway High School must work to increase ELA Literacy rates for all students as these rates are currently Below Standards.	Increase CAASPP ELA scores by 3% as measured by previous year's scores.

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

Hire and implement the following:

\*After School, lunch teacher for ELA Lab

\*Hire intervention teacher/instructional aid to pull out students from PE, struggling with ELA concepts, 2 days a week.

\*In-service, educate, and equip teachers to provide sound instruction that will ensure success for our 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)
82,387.80	ESSA: School Improvement teaching Fellows contract
2712.12	Title III English Learner
2349.56	LCAP Supplemental materials, supplies, etc.
65,156.62	LCAP Intervention intervention supports

### 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

Supplemental Material:

Supplemental instructional materials, supplies and graphic arts will be purchased and utilized in addition to the core curriculum. This will allow teachers and students more access to materials that are common core aligned as well as provide additional resources for differentiated instruction and intervention.

### 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)
21,463.03	Title I supplemental curriculum and materials

### 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

#### Technology:

Implementing the use of technology equipment such as/but not limited to: software, licenses, computers, LCD Projectors, document cameras,iPads, printers, switches, cables, access points, monitors, audio/visual aids, etc. to allow more access for students and assist in preparing them for CCSS and their future.

### 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)

56,963.02

Source(s)

Title I

34,500

Title I

### 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

#### Professional Development:

Professional development is a strategy for keeping our teachers, instructional and bilingual aides, administration, and other staff members highly qualified and current on research-based instruction.

#### Conference/Travel/ Facilities:

Staff members will attend training's and/or conferences for continuing education in all curricular areas, including but not limited to, discipline, literacy development, structured engagement, PLC's, DATA Teams, curriculum mapping, common core state standards, EDI, school culture, safety, etc. This may include travel, materials, and registration expenses. This may also include teacher substitutes to release teachers for collaborative planning and review student achievement; to attend in-services, workshops, or conferences; to attend school-site meetings and observe classrooms; to attend training's and workshops related to the CCSS, 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)

12,500

Source(s)

Title I

## 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

Parental Involvement:

- \* To get parents involved in their child's education and school experience.
  - \* Gather input and suggestions from parents/community
  - \* Provide data, student performance information, categorical funding information, and training
  - \* Notify parents and community using School Dude, flyers, school website and phone calls
- Measures Monitor attendance at school events, conferences, and functions. Comparisons will be made from previous year's attendance.
- \*To gain further input, SSC meetings are held quarterly and overall school data discussed. Review of data will require handouts of student performance data, descriptions of interventions programs, and assurances that teachers teaching interventions are appropriately credentialed. Since Gateway High School chose to meet during lunch, it is recommended that food be provided.

### 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)

2847.06

Source(s)

Title I Part A: Parent Involvement

## 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.

Gateway High School staff will continue to participate in Professional Development and Professional Learning Opportunities in order to bolster the learning outcomes of all 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.

Gateway High School will use additional budgetary resources to purchase supplementary curriculum materials for English.

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.

With these strategies and activities, our intention is to increase the rate of student scores in academic areas.

# 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

Math/Science

## LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

## Goal 2

GHS will exceed overall scores in Math and Science by 2% with like schools.

## Identified Need

The CA Dashboard, as well as other test data, indicates that Gateway High School must continue to provide effective instruction to all students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The CA Dashboard, C.A.S.T., District Unit Assessments	Based on the information provided by the CA Dashboard, Gateway High School must work to increase Science Literacy rates for all students as these rates are currently Below Standards. As a result, Gateway High School is a CSI school.	Increase C.A.S.T. scores by 3% as measured by previous year's scores.

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

Technology

Implementing the use of technology equipment such as/but not limited to: software, licenses, computers, LCD Projectors, Digital Devices/Compound Microscope, iPads, printers, switches,

cables, access points, monitors, audio/visual aids, etc.to allow more access for students and assist in CCSS and preparing them for the future.

### 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)
17,500	Title I Computers
6,820	Title I Microscopes
5,500	Title I Tri screens for photography class
27,145.00	ESSA: School Improvement

### 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

##### Professional Development

The goal is for all students to be meet standards as measured by District created assessments and/or State assessments as available.

Professional development is a strategy for keeping our teachers, instructional and bilingual aides, administration, and other staff members highly qualified and current on research based instruction.

##### Conference/Travel/ Facility

Staff members will attend training's and/or conferences for continuing education in all curricular areas, including but not limited to, discipline, math/literacy/science development, structured engagement, PLC's, DATA Teams, curriculum mapping, common core state standards, EDI, school culture, safety, etc. This may include travel, facilities, materials, and registration expenses. This may also include teacher substitutes to release teachers for collaborative planning and review student achievement; to attend in-services, workshops, or conferences; to attend school-site meetings and observe classrooms; to attend training's and workshops related to the CCSS, 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)

6,500

Source(s)

Title I

Conference/Travel

### 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

Hire and implement the following:

\*After School teacher for Math/Science

\*Hire intervention teacher/instructional aid to pull out students from PE, struggling with science concepts.

\*In-service, educate and equip teachers to provide sound instruction that will ensure success for our 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)

46994.97

Source(s)

LCAP Intervention

2,000

LCAP Supplemental

Math Lab

82,387.80

ESSA: School Improvement

Teaching Fellows contract

### 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

Supplemental Material:

Supplemental instructional materials, supplies and graphic arts will be purchased and utilized in addition to the core curriculum. This will allow teachers and students more access to materials that are common core aligned as well as provide additional resources for differentiated instruction and intervention.



**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)
8,291	LCAP Supplemental

**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.

Gateway High School staff will continue to participate in Professional Development and Professional Learning Opportunities in order to bolster the learning outcomes of all 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.

Gateway High School intends on using additional budgetary resources to purchase supplementary curriculum materials for Math and/or Science.

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.

With these strategies and activities, our intention is to increase the rate of student scores in academic areas.

# 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

Suspension Rate

## LEA/LCAP Goal

Aim 2: Operate with Increasing Efficiency and Effectiveness.

The District will actively seek innovative solutions to operate with efficiency and effectiveness in all areas of operation.

Aim 3: Hire, Develop, Sustain, and Value a High-Quality and Diverse Workforce.

The District will provide a collaborative learning and working environment that effectively recruits, trains, and retains an exceptional workforce reflecting the diversity of our community and fostering the culture and traditions of the Clovis Unified School District.

## Goal 3

To decrease Gateway's suspension rate by 5% from previous year's data.

## Identified Need

Gateway's suspension rates fell into the very high range and research says that students who are suspended often are less likely to graduate from high school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The CA Dashboard	22% of all students were suspended at least one day last year	17% or less of all students will be suspended from school at least one day this year

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 10th-12th Grade Students

### Strategy/Activity

Implement the following:

- \*Implement PBIS school-wide

- \*Utilize school psychologists, CYS counselors, CSI (Clovis Support Intervention) groups, ACCESS Team, PBIS intervention team, SRC (Student Responsibility Center)

- \*On-going checking of fidelity of all services offered

- \*PBIS Rewards

**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)
15,431.44	LCAP Supplemental
10,000	Title I

**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 is a new goal and we are starting with baseline strategies

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

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.

# 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

Graduation Rate

## LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

## Goal 4

To increase the graduation rate for Gateway and Enterprise by 3%.

## Identified Need

Students will graduate ready and prepared for their individual post secondary experience - college or career.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard	73.1% graduated last year	80% of students will graduate this year

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 12th Grade Students

### Strategy/Activity

Hire and implement the following:

\*Create a pathway for students who are headed from High School to a career (this could be modeled after a CTE pathway, so that it is career based and will provide hands-on, real-life experiences for kids)

\*Hire intervention teacher/instructional aid to support students who are behind in credits 2 days a week (teaching fellows may support this)

\*In-service, educate and equip teachers to provide sound instruction that is engaging and will ensure success for our students.

\*Edgenuity (credit recovery)

### 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)
44328.40	ESSA: School Improvement
39816.95	Title I

## 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.

- \*Gateway has hired an intervention teacher to provide additional support for students throughout the school day. The intervention teacher is pulling students out 2 days a week and is focusing on math and ELA. We are looking forward to end-of-year data to see the effects of this position.
- \*While Gateway was hoping to spend these funds to create a CTE pathway, we are not able to do that at this time due to the challenge of hiring for this position.
- \*Gateway has continued to utilize Edgenuity for credit recovery to help students graduate who are behind in credit and we have seen increased success with this.

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

- \*The major difference in our intended implementation and reality is that we were unable to implement the CTE pathway. This allowed us to utilize more of this budget on hiring intervention staff through teaching fellows.

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.

- As we move into next year, we will be modifying this goal to include PD around Check & Connect. A research-based strategy for students that has been proven to increase graduation rates.

# 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	\$217,122.18
Total Federal Funds Provided to the School from the LEA for CSI	\$236,249
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$593,594.77

## 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	\$211,563.00
Title I Part A: Parent Involvement	\$2,847.06

Subtotal of additional federal funds included for this school: \$214,410.06

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 (\$)
ESSA: School Improvement	\$236,249.00
LCAP Intervention	\$112,151.59
LCAP Supplemental	\$28,072.00
Title III English Learner	\$2,712.12

Subtotal of state or local funds included for this school: \$379,184.71

Total of federal, state, and/or local funds for this school: \$593,594.77

# 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
LCAP Supplemental	\$28,072.00	0.00
LCAP Intervention	\$112,151.59	0.00
Title I	\$211,563.00	0.00
Title I Part A: Parent Involvement	\$2,847.06	0.00
ESSA: School Improvement	\$236,249.00	0.00
Title III English Learner	\$2,712.12	0.00

## Expenditures by Funding Source

Funding Source	Amount
ESSA: School Improvement	236,249.00
LCAP Intervention	112,151.59
LCAP Supplemental	28,072.00
Title I	211,563.00
Title I Part A: Parent Involvement	2,847.06
Title III English Learner	2,712.12

## Expenditures by Budget Reference

Budget Reference	Amount
	590,747.71

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	ESSA: School Improvement	236,249.00
	LCAP Intervention	112,151.59

	LCAP Supplemental	28,072.00
	Title I	211,563.00
	Title I Part A: Parent Involvement	2,847.06
	Title III English Learner	2,712.12

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	280,879.21
Goal 2	203,138.77
Goal 3	25,431.44
Goal 4	84,145.35



# 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
- 3 Classroom Teachers
- 3 Other School Staff
- 1 Parent or Community Members
- 6 Secondary Students

Name of Members	Role
Jenny Mammon	Other School Staff
Lori King	Other School Staff
Larry Haney	Parent or Community Member
Steve Pagani	Principal
Chris Fisher	Classroom Teacher
Michele Niehoff	Classroom Teacher
Mailee Haney	Secondary Student
Kristin Johnson	Secondary Student
Karley Elston	Secondary Student
Shanah Hamilton	Secondary Student
Tristan Holcomb	Secondary Student
Teri Smart	Other School Staff
Azul Milgiore	Secondary Student
Trisha Allen	Other School Staff
Ruth Jones	Classroom Teacher

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
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 5/08/2023.

Attested:

	Principal, Steve Pagani on 5/08/2023
	SSC Chairperson, Shanonn Hemmingson on 5/08/2023