

SPSA Plan Type

Schoolwide Program
Comprehensive Support and Improvement

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Azusa High School	19642791930528	May 21, 2024	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Azusa High School for meeting ESSA’s planning requirements for the indicated SPSA Plan Type in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 4
- Educational Partner Involvement 4
- Resource Inequities 5
- Comprehensive Needs Assessment Components 5
 - California School Dashboard (Dashboard) Indicators 6
 - Other Needs 6
- School and Student Performance Data 7
 - Student Enrollment..... 7
 - CAASPP Results..... 9
 - ELPAC Results 13
 - California School Dashboard 16
- Annual Review 34
 - Goal 1..... 34
 - Goal 2..... 36
 - Goal 3..... 38
 - Goal 5..... 40
- Goals, Strategies, & Proposed Expenditures..... 41
 - Goal 1..... 41
 - Goal 2..... 44
 - Goal 3..... 46
 - Goal 5..... 49
- Budget Summary 52
 - Budget Summary 52
 - Other Federal, State, and Local Funds 52
- Budgeted Funds and Expenditures in this Plan 53
 - Funds Budgeted to the School by Funding Source..... 53
 - Expenditures by Funding Source 53
 - Expenditures by Budget Reference 53
 - Expenditures by Budget Reference and Funding Source 53
 - Expenditures by Goal..... 54
- Instructions..... 55
- Appendix A: Plan Requirements 62
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 65
- Appendix C: Select State and Federal Programs 68

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for:

SPSA Plan Type

Schoolwide Program
Comprehensive Support and Improvement

in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The school's plan is to innovate and enhance programs with their federally funded programs and align them with the priority goals under the state's Local Control Funding Formula (LCFF). Using various data points to identify areas of strength and need, we will work with all stakeholders to identify evidence-based strategies to increase achievement for students not meeting academic standards.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's LCFF. The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

The AHS SPSA will also be used to meet federal CSI planning requirements.

Educational Partner Involvement

How, when, and with whom did your Azusa High 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

The SSC consists of the principal, elected members including three classroom teachers, one additional elected staff member, and five elected parents/community members, and student members. The SSC meets a minimum of five times per year to discuss, and give input on the creation of the school's areas of need, goals, and action plans. The SSC approves budget allocations and all changes to the SPSA. In addition, the SSC reviews action items for effectiveness and makes recommendations based on the data provided during the reviews.

Azusa High School (AHS) SSC met virtually on September 26, 2023, October 26, 2023, and February 1, 2024 to review goals, actions and services, analyze progress on goals, and begin the development of the 2024-2025.

The AHS English Learner Advisory Committee (ELAC) met in person on September 19, 2023, October 17, 2023, November 13, 2023, January 23, 2024, and February 20, 2024 to review English Learner progress and make recommendations to the AUSD District Learner Advisory Committee (DELAC) and the AHS SSC regarding English Learner program development.

The Azusa Leadership Team (ALT), a committee of department chairs, English learner and school program teacher leaders, met in person on July 24, 2023, July 26, 2023 and January 31, 2024 to review academic data, school dashboard data, and establish school wide instructional priorities and engage in progress monitoring on school wide instructional priorities. These discussions will inform the development of the 2024-2025 SPSA as well.

Finally, AHS virtually surveyed the AHS student body in late November and December 2023 as well as virtually surveyed students in January 2024 with the Youth Truth Survey to gain student feedback on the student experience at Azusa High School.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

The ESSA states that resource inequities may include a review of LEA and school-level budgets. Through the comprehensive needs analysis, the district reviews a variety of data to identify, diagnose, and address sources of inequity to inform improvement decisions. Potential inequities were reviewed at all school sites based on California Dashboard metrics and ESSA requirements. Local, state and federal resources are allocated to schools based on a fair and equitable formula that provides opportunities for site input and flexibility, and also provides means to address identified areas for support and improvement. Title I and Supplemental and Concentration Grant funds are allocated based on a per-pupil allocation by grade span. Sites are allocated General Fund monies based on a per-pupil allocation as well. California Dashboard shows the District "met standard" for appropriately assigned teachers and all students have access to their own copies of instructional materials for home and school.

In terms of resource inequity at AHS, all stakeholder groups have identified English learners and students with disabilities as the subgroups that are significantly underperforming in all key dashboard metrics, especially English Language Arts (ELA) and math achievement, and college and career readiness, which includes the high school graduation rate.

In evaluating program inequity, English learners and students with disabilities are statistically underrepresented in AHS college readiness programs like the Advanced Placement program (AP), the International Baccalaureate Diploma program (IB) and the Early College Program (ECP).

AHS I has identified limited access to Spanish, K'iche, and Mandarin translated materials for emerging bilingual students that are enrolled in core content classes. Furthermore, SSC has specifically identified math resources as an area of need for students with disabilities.

AHS is in the process of reviewing tier 1 instructional supports in the core educational program that will help prepare English learners and students with disabilities for meeting selection criteria for the college preparatory programs at AHS. Specifically, AHS is investigating the causes and remedies for students receiving grades less than C in core classes, which are barriers to placement in college preparatory pathways for students at AHS.

AHS has identified high rates of chronic absenteeism in English learners and students with disabilities which complicates the school's ability to instruct and intervene with student groups that are academically struggling.

Finally, both ELAC and SSC have identified bilingual aides as a specific resource that needs to be more available to classes to support both the newcomer and Long Term English Learner (LTEL) populations. The counseling department needs to be funded to continue providing supports for student groups in terms of establishing and monitoring progress on four year plans.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The AHS Dashboard data for 2023 was in the orange or red performance rating in the following indicators:

Suspension Rate (red)
English learner Progress (orange)
Graduation Rate (red)
ELA Achievement (orange)
Math Achievement (red)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

In regards to student groups that scored two or more performance levels below all student performance, Azusa High School experienced an equity gap in the college and career indicator for the following 2 subgroups:

English learners
Students with Disabilities

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to the statewide dashboard indicators, AHS tracks student achievement on the following local assessments:

A-C rate, the percentage of student grades that are at or above a C, especially in ninth grade, this is reviewed at the six grading periods during the school year
Reading Inventory, a measure of student reading lexile level that is measured at least twice annually, this assessment is also used as a reclassification criteria for emerging multilingual students
District assessments in each ELA course that are administered at least twice annually and measure student performance in reading and writing proficiency, this assessment is also used as a reclassification criteria for English learner I students
District assessments in each mathematics course that are administered at least twice annually and measure student performance in key SBAC blueprint standards

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Azusa High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.19%	0.17%	1	2	2
African American	0.8%	0.97%	1.16%	8	10	14
Asian	1.1%	1.06%	1.08%	11	11	13
Filipino	0.6%	0.77%	0.91%	6	8	11
Hispanic/Latino	94.5%	93.43%	92.62%	992	967	1117
Pacific Islander	%	%	0%		0	0
White	2.6%	3.00%	3.23%	27	31	39
Multiple/No Response	0.3%	0.19%	0.33%	3	2	4
Total Enrollment				1,050	1,035	1206

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	306	262	460
Grade 10	253	300	277
Grade 11	247	214	260
Grade 12	244	259	209
Total Enrollment	1,050	1,035	1,206

Conclusions based on this data:

1. Enrollment due to school merger started increasing in 2022-2023 with a significant increase in the enrollment of 9th graders.
2. In 2022-2023, the 11th and 12th grade cohorts decreased 15% and 17% over 3 years.
3. Demographically speaking, there is a slight increase in the African American and Filipino student population at AHS.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	180	202	240	17.1%	19.5%	19.9%
Fluent English Proficient (FEP)	448	407	470	42.7%	39.3%	39.0%
Reclassified Fluent English Proficient (RFEP)	414	376	429	39.4%	36.3%	35.6%

Conclusions based on this data:

1. The percent of English learner students, compared to the entire school population, has remained consistent.
2. The percentage of Reclassified Fluent English Proficient (RFEP) students enrolled at AHS has declined 3.7% over the last three years.
3. There has been a decrease in the percentage of students who are identified RFEP at AHS over the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	243	197	243	0	183	219	0	183	216	0.0	92.9	90.1
All Grades	243	197	243	0	183	219	0	183	216	0.0	92.9	90.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2593.	2568.		22.40	16.67		34.97	31.02		24.04	25.00		18.58	27.31
All Grades	N/A	N/A	N/A		22.40	16.67		34.97	31.02		24.04	25.00		18.58	27.31

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		21.86	20.37		61.75	51.39		16.39	28.24
All Grades		21.86	20.37		61.75	51.39		16.39	28.24

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		32.42	26.98		48.35	49.77		19.23	23.26
All Grades		32.42	26.98		48.35	49.77		19.23	23.26

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		9.84	13.43		74.86	66.20		15.30	20.37
All Grades		9.84	13.43		74.86	66.20		15.30	20.37

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		19.67	24.54		66.12	60.19		14.21	15.28
All Grades		19.67	24.54		66.12	60.19		14.21	15.28

Conclusions based on this data:

1. The mean scale score for all 11th graders decreased from 2593 in 2021-2022 to 2568 in 2022-2023.
2. The overall number of 11th graders who scored met or exceeded standards decreased from 57.4% to 47.7% between 2021-2022 to 2022-2023.
3. Reading; demonstrating an understanding of literary and informational texts is the domain that the most eleventh graders scored below standard at.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	243	197	243	0	181	221	0	181	217	0.0	91.9	90.9
All Grades	243	197	243	0	181	221	0	181	217	0.0	91.9	90.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2548.	2517.		8.29	5.07		20.44	13.82		20.99	21.66		50.28	59.45
All Grades	N/A	N/A	N/A		8.29	5.07		20.44	13.82		20.99	21.66		50.28	59.45

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		13.81	7.83		39.78	36.41		46.41	55.76
All Grades		13.81	7.83		39.78	36.41		46.41	55.76

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		9.39	5.99		60.77	60.37		29.83	33.64
All Grades		9.39	5.99		60.77	60.37		29.83	33.64

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		6.08	5.07		71.82	60.37		22.10	34.56
All Grades		6.08	5.07		71.82	60.37		22.10	34.56

Conclusions based on this data:

1. Between 2021-2022 to 2022-2023 there was a decrease in the mean scaled score from 2549 to 2517.
2. The overall rate of students scoring meets or exceeds standards on mathematics declined from 28.7% of students to 18.9% of students.
3. The mathematical concepts and procedures domain continues to remain a significant area of struggle for students with over 55% of students scoring below standard in that domain in 2022-2023.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1493.4	1519.8	1524.8	1488.0	1513.4	1516.2	1498.3	1525.8	1532.9	61	41	86
10	1494.2	1539.4	1541.0	1488.8	1538.6	1541.5	1499.3	1539.6	1539.9	42	56	38
11	1451.3	1526.1	1523.3	1438.4	1518.9	1512.4	1463.9	1532.6	1533.6	38	29	37
12	1491.1	1546.9	1519.9	1488.8	1546.1	1507.6	1493.1	1547.3	1531.7	22	28	23
All Grades										163	154	184

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.08	7.32	12.79	30.51	26.83	26.74	27.12	31.71	31.40	37.29	34.15	29.07	59	41	86
10	15.00	8.93	10.53	22.50	37.50	50.00	15.00	28.57	21.05	47.50	25.00	18.42	40	56	38
11	0.00	13.79	5.41	18.42	20.69	21.62	39.47	24.14	48.65	42.11	41.38	24.32	38	29	37
12	27.27	14.29	4.35	13.64	35.71	17.39	13.64	25.00	39.13	45.45	25.00	39.13	22	28	23
All Grades	9.43	10.39	9.78	23.27	31.17	29.35	25.16	27.92	33.70	42.14	30.52	27.17	159	154	184

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	22.03	12.20	18.60	27.12	41.46	25.58	25.42	21.95	37.21	25.42	24.39	18.60	59	41	86
10	27.50	26.79	21.05	17.50	30.36	52.63	12.50	30.36	18.42	42.50	12.50	7.89	40	56	38
11	10.53	31.03	16.22	31.58	13.79	32.43	15.79	17.24	32.43	42.11	37.93	18.92	38	29	37
12	36.36	28.57	13.04	22.73	39.29	21.74	9.09	10.71	39.13	31.82	21.43	26.09	22	28	23
All Grades	22.64	24.03	17.93	25.16	31.82	32.07	17.61	22.08	32.61	34.59	22.08	17.39	159	154	184

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00	5.81	20.34	17.07	20.93	32.20	39.02	34.88	47.46	43.90	38.37	59	41	86
10	0.00	5.36	0.00	25.00	14.29	28.95	30.00	41.07	39.47	45.00	39.29	31.58	40	56	38
11	0.00	6.90	2.70	5.26	13.79	10.81	28.95	24.14	37.84	65.79	55.17	48.65	38	29	37
12	13.64	7.14	8.70	13.64	10.71	0.00	13.64	39.29	43.48	59.09	42.86	47.83	22	28	23
All Grades	1.89	4.55	4.35	16.98	14.29	17.93	28.30	37.01	37.50	52.83	44.16	40.22	159	154	184

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	1.69	4.88	9.30	52.54	58.54	63.95	45.76	36.59	26.74	59	41	86	
10	5.00	5.36	7.89	55.00	76.79	84.21	40.00	17.86	7.89	40	56	38	
11	0.00	6.90	2.70	42.11	37.93	56.76	57.89	55.17	40.54	38	29	37	
12	0.00	3.57	0.00	54.55	50.00	43.48	45.45	46.43	56.52	22	28	23	
All Grades	1.89	5.19	6.52	50.94	59.74	64.13	47.17	35.06	29.35	159	154	184	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	50.91	65.00	46.51	27.27	25.00	36.05	21.82	10.00	17.44	55	40	86	
10	43.59	57.14	71.05	20.51	28.57	18.42	35.90	14.29	10.53	39	56	38	
11	50.00	42.31	52.78	11.11	30.77	33.33	38.89	26.92	13.89	36	26	36	
12	59.09	76.92	43.48	13.64	15.38	43.48	27.27	7.69	13.04	22	26	23	
All Grades	50.00	60.14	52.46	19.74	25.68	32.79	30.26	14.19	14.75	152	148	183	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	6.78	12.20	9.30	33.90	36.59	46.51	59.32	51.22	44.19	59	41	86	
10	7.50	7.14	5.26	32.50	41.07	55.26	60.00	51.79	39.47	40	56	38	
11	0.00	10.34	2.70	21.05	27.59	27.03	78.95	62.07	70.27	38	29	37	
12	13.64	0.00	8.70	22.73	48.15	21.74	63.64	51.85	69.57	22	27	23	
All Grades	6.29	7.84	7.07	28.93	38.56	41.30	64.78	53.59	51.63	159	153	184	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00	0.00	67.80	65.85	74.42	32.20	34.15	25.58	59	41	86
10	0.00	3.57	0.00	64.10	75.00	81.58	35.90	21.43	18.42	39	56	38
11	8.11	17.24	2.70	51.35	48.28	62.16	40.54	34.48	35.14	37	29	37
12	28.57	17.86	0.00	38.10	53.57	56.52	33.33	28.57	43.48	21	28	23
All Grades	5.77	7.79	0.54	58.97	63.64	71.20	35.26	28.57	28.26	156	154	184

Conclusions based on this data:

1. From 2020-2021 to 2022-2023 all grade levels saw an overall increase in the mean scaled score for the ELPAC exams. In 3/4 grade levels, students scored better in written language than oral language. This is indicative that the school needs to continue focusing on structured academic conversations and oral language comprehension to realize more gains for English learner students.
2. In examining the placement levels for students taking the ELPAC in 2022-2023, 17.9% of all students scored well developed in oral language, whereas 4.4% of all students scored well developed in written language. Looking at the placement of students in levels in oral language, 50% of students scored a level 1-2 on the oral language portion, whereas 77.7% of students were placed at a level 1-2 in the written language portion of the ELPAC. In order to further raise achievement teachers will need to spend time in developing both domains.
3. Looking at 2023 data, students performed significantly better in speaking (52.5% well developed) compared to listening (6.5% well developed) in the oral language portion of the exam. In examining written language performance, students performed slightly better in reading (7% well developed) compared to writing (0.5% well developed). All teachers need to continue developing student capacity in listening, reading, and writing performance to realize gains on the ELPAC exams.

School and Student Performance Data

California School Dashboard Student Population

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 provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1206	90.3	19.9	1.1
Total Number of Students enrolled in Azusa 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	240	19.9
Foster Youth	13	1.1
Homeless	54	4.5
Socioeconomically Disadvantaged	1089	90.3
Students with Disabilities	232	19.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.2
American Indian	2	0.2
Asian	13	1.1
Filipino	11	0.9
Hispanic	1117	92.6
Two or More Races	4	0.3
White	39	3.2

Conclusions based on this data:

1. The socioeconomically disadvantaged (SED) students are a significant population at AHS at 90.3%

2. SWD students and English learners each are approximately 20% of the student population at AHS.
3. Hispanic students remain as the largest demographic, but Asian, Filipino, and African American students are seeing an increase in population at AHS.

School and Student Performance Data

Overall Performance







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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Red	Suspension Rate  Red
Mathematics  Red	Chronic Absenteeism  No Performance Color	
English Learner Progress  Orange		
College/Career Medium		

Conclusions based on this data:

1. ELA scored orange on the status and change indicator due to a decrease in students scoring at or above standards in grade 11 (almost a 10% decrease in the number of students scoring met or exceeded standards) in 2022-2023.
2. Math scored red on the status and change indicator due a decrease in students scoring at or above standard in grade 11 (almost a 10% decrease in the number of students scoring met or exceeded standards) in 2022-2023.
3. The graduation rate in 2022-2023, 79.6,% was impacted greatly by student credit deficiency during the pandemic and its aftermath. English learners and SWD students in particular are still experiencing the lasting impacts of the pandemic on their academic records.

School and Student Performance Data

Academic Performance English Language Arts

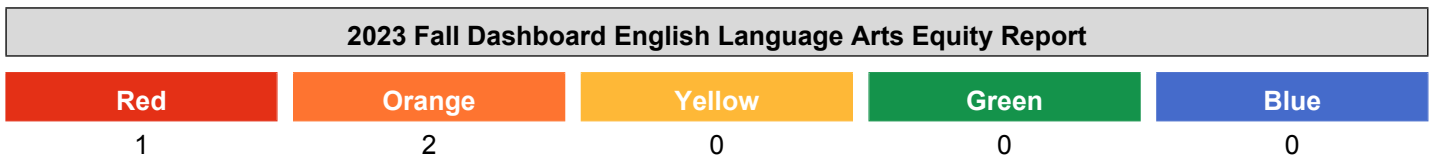
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This section provides number of student groups in each level.



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 for All Students/Student Group		
All Students  Orange 26.1 points below standard Decreased Significantly -33.5 points 230 Students	English Learners  Red 120.8 points below standard Decreased Significantly -24.8 points 52 Students	Foster Youth Less than 11 Students 3 Students
Homeless 90.6 points below standard Decreased -10.2 points 12 Students	Socioeconomically Disadvantaged  Orange 29.9 points below standard Decreased Significantly -36.7 points 200 Students	Students with Disabilities 139.1 points below standard Increased +3.4 points 51 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 31.2 points below standard Decreased Significantly - 33.6 points 217 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
148.4 points below standard Decreased -11.2 points 35 Students	78.9 points below standard Decreased Significantly -40.2 points 18 Students	19.3 points below standard Decreased Significantly -32.8 points 95 Students

Conclusions based on this data:

- All students scored in the orange level with an overall decrease of 33.5 points of all students scoring at standard. English learner students are in the red level by being roughly 121 points away from standard and experiencing a nearly 25 point decline.
- There was no performance indicator for students with disabilities; they remain the lowest scoring population in ELA at AHS by being 135 points away from standard.
- In looking at English learner categories, current English learners scored 148 points away from standard; a decrease of 11.2 points. Reclassified students declined 40.2 points in 22-23 and English only students decreased 32.8 points in the ELA exam. The snapshot of student performance in ELA in the spring of 2023 demonstrated a great deal of student struggle.

School and Student Performance Data

Academic Performance Mathematics

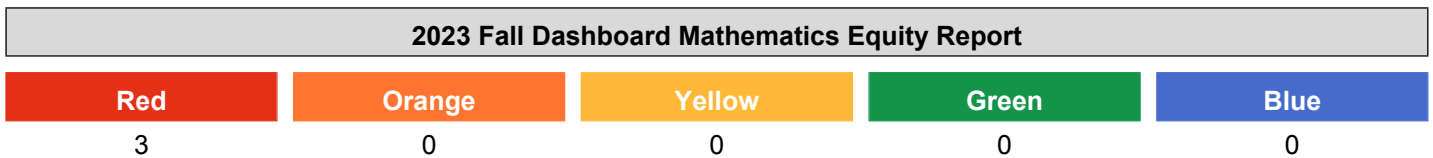
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 121.8 points below standard Decreased Significantly -43.7 points 231 Students	<p>English Learners</p>  Red 184.5 points below standard Decreased Significantly -33.9 points 53 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>150.7 points below standard Decreased Significantly -47 points 13 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 123.8 points below standard Decreased Significantly -38.8 points 201 Students	<p>Students with Disabilities</p> <p>212.4 points below standard Decreased -7.1 points 51 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 125.7 points below standard Decreased Significantly - 38.3 points 218 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
190.5 points below standard Decreased -12.1 points 35 Students	172.7 points below standard Decreased Significantly -56.9 points 18 Students	128.8 points below standard Decreased Significantly -55.2 points 95 Students

Conclusions based on this data:

- All students demonstrated low progress on the grade 11 math SBAC. Student performance declined 43.7 points to an overall distance from standard of 121 points.
- English learners declined 33.9 points to an overall distance from standard of 184.5 points; a nearly 60 point gap from their mainstream peers. The mathematics department needs to review English learner supports in all math courses from grades 9-11 to address these equity gaps and the school needs to investigate individualized support for English learners in classes.
- Students with disabilities declined 7.1 points to an overall distance from standard of 212 points; a nearly 90 point gap from their mainstream peers. The mathematics department working with case managers need to review SWD supports in all math courses from grades 9-11 to address these equity gaps and the school needs to investigate individualized support for students with disabilities.

School and Student Performance Data

Academic Performance English Learner Progress

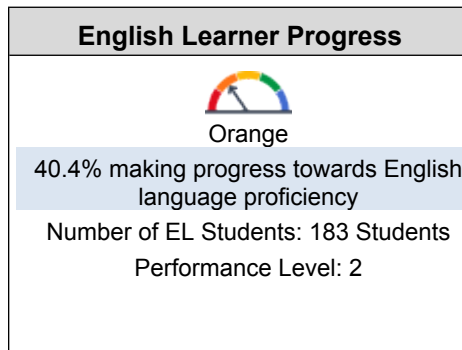
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

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
47	54	0	64

Conclusions based on this data:

1. The data shows that 47% of English learners decreased one level on the ELPAC; the school will need to identify the students and ensure that these students are motivated for the next ELPAC administration.
2. The data shows that 54% of English learners maintained their level on the ELPAC.
3. The data shows that 64% of English learners progressed at least one level on the ELPAC.

School and Student Performance Data

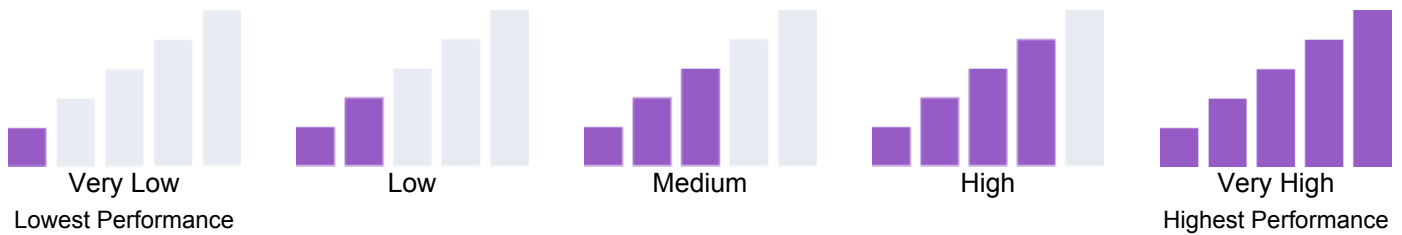
Academic Performance College/Career Report

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.

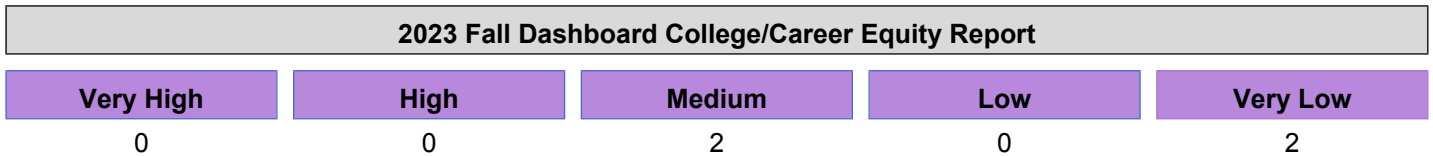
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

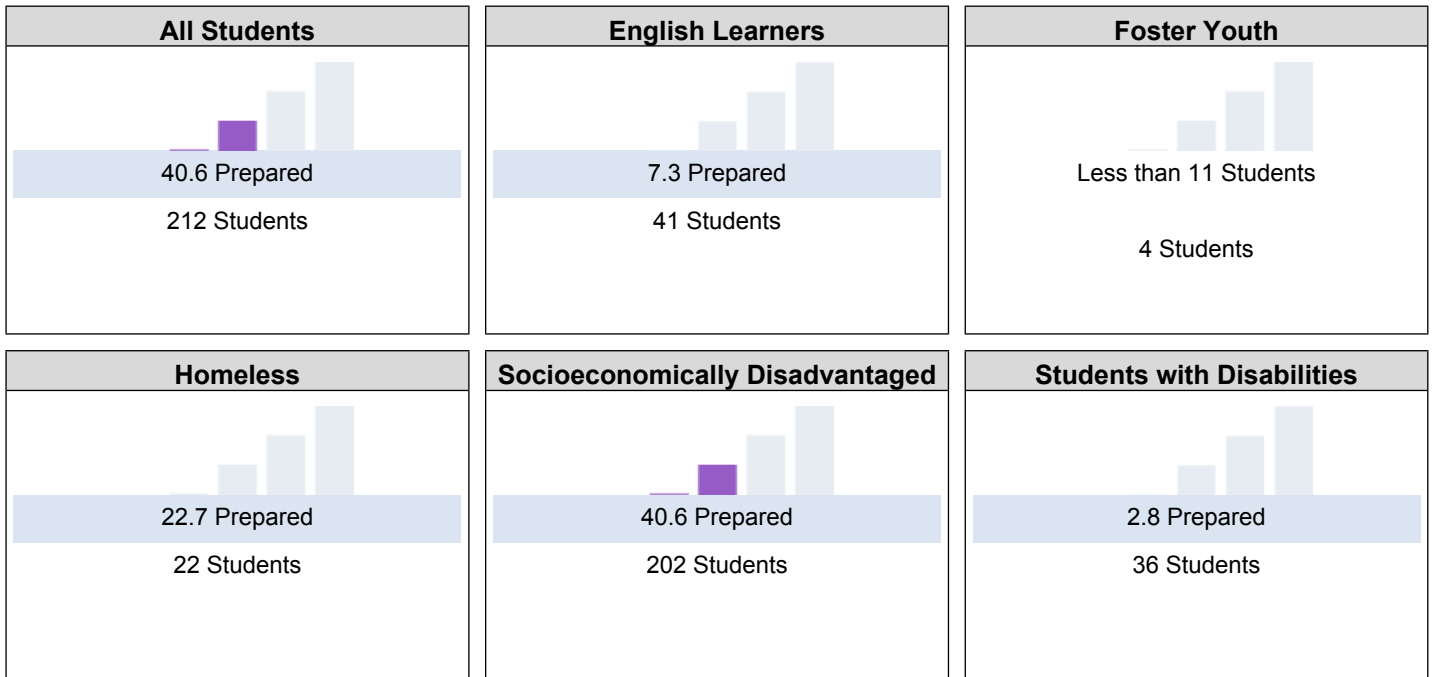


This section provides number of student groups in each level.

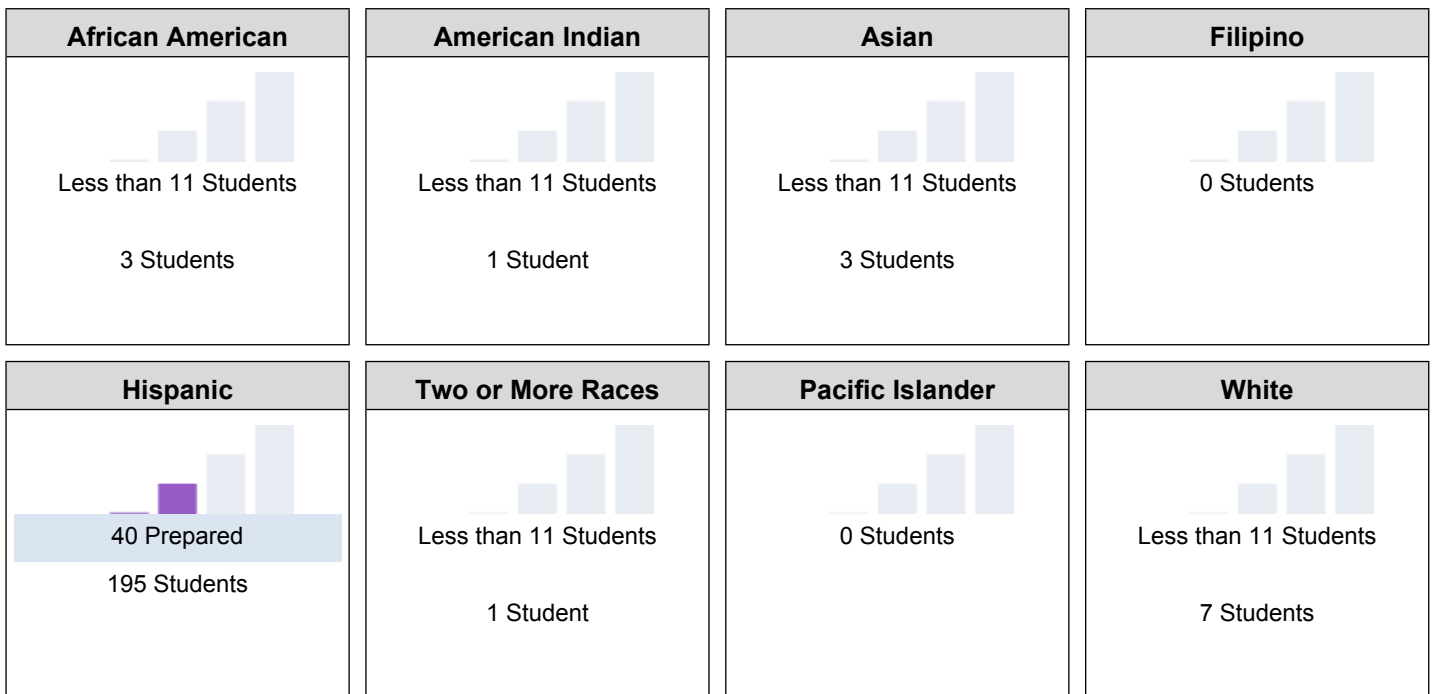


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- Overall 40.6% of students rated as prepared on the college and career indicator for the 2023 graduating class; the school needs to work to increase the percentage of all students who are graduating college and career ready.
- 7.1% of English Learners rated as prepared on the college and career indicator for the 2023 graduating class; the school needs to work to increase the percentage of English learner students who are graduating college and career ready.
- 2.8% of students with disabilities rated as prepared on the college and career indicator for the 2023 graduating class; the school needs to work to increase the percentage of SWD students who are graduating college and career ready.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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 provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. NA
2. NA
3. NA

School and Student Performance Data

Academic Engagement Graduation Rate

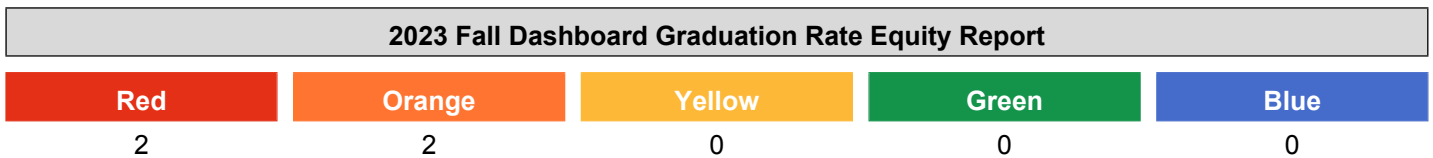
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red	 Red	Less than 11 Students
79.8% graduated	65.9% graduated	5 Students
Decreased Significantly -6.3	Increased 4.8	
213 Students	41 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
81.8% graduated	 Orange	 Red
Increased Significantly 19.3	80.3% graduated	43.2% graduated
22 Students	Decreased -5	Decreased Significantly -18.7
	203 Students	37 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 81.1% graduated Decreased -4 196 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 7 Students

Conclusions based on this data:

- English learners (65.9%), SWDs (43.2%), and homeless students (81.8%) experienced very low rates of graduation due to credit deficiencies that accumulated during distance learning and from low class pass rates due to chronic absenteeism, low levels of motivation, and a decline in readiness in reading and mathematics.
- Overall, 79.8% of the student body graduated in 2023. This highlights the challenges that distance learning and the experience of quarantines and irregular attendance have had on high school students. The overall grad rate declined nearly seven percentage points and indicates a focus area for AHS in the coming years.
- The school must continue to focus on English learners and SWDs and their graduation from high school. This will require support for teachers, counselors, and special education case managers to appropriately monitor and intervene when students are not on track for high school graduation.

School and Student Performance Data

Conditions & Climate Suspension Rate

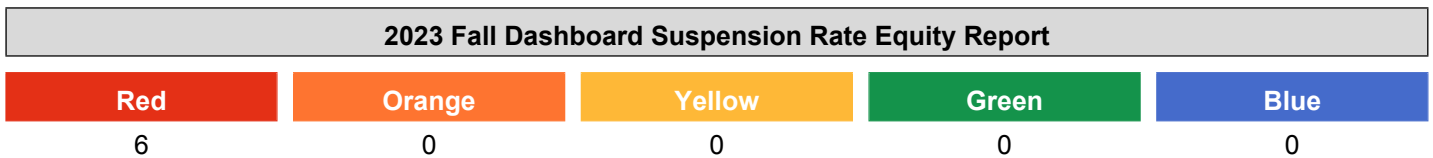
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">8.7% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 4.5 1305 Students</td> </tr> </tbody> </table>	All Students	 Red	8.7% suspended at least one day	Increased Significantly 4.5 1305 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">9.1% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 3.4 274 Students</td> </tr> </tbody> </table>	English Learners	 Red	9.1% suspended at least one day	Increased Significantly 3.4 274 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">18.8% suspended at least one day</td> </tr> <tr> <td>Increased 3.8 16 Students</td> </tr> </tbody> </table>	Foster Youth	18.8% suspended at least one day	Increased 3.8 16 Students	
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Increased Significantly 5.2 263 Students														

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>10.5% suspended at least one day</p> <p>Declined -16.7</p> <p>19 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0</p> <p>14 Students</p>	<p>0% suspended at least one day</p> <p>12 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>8.6% suspended at least one day</p> <p>Increased Significantly 4.8</p> <p>1202 Students</p>	<p>16.7% suspended at least one day</p> <p>12 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Red</p> <p>13.6% suspended at least one day</p> <p>Increased 5.1</p> <p>44 Students</p>

Conclusions based on this data:

- Overall, AHS had a high suspension rate: 8.7% of all students were suspended at least one time in the 2022-2023 year.
- The suspension rate for English learners was 9.1%, 0.4% higher than the overall population in 2022-2023; the suspension rate for SWD's was 11.4%, 2.7% higher than the overall population in 2022-2023.
- The school needs to continue implementing alternative means to correction and investigate further supports for students with disabilities to ensure that they are not being over-suspended in relation to their mainstream peers.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

English Language Arts and Math Progress

Goal 1

By June 2024, Azusa High School (AHS) teachers will collaborate with each other, engage in professional development, and provide support to students through first best instruction, tutoring, and other forms of intervention to ensure achievement in ELA and mathematics, especially for subgroups who are impacted by an achievement gap (English learners and students with disabilities). AHS will prioritize bilingual students' language acquisition and academic achievement.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Math Performance School Wide	Increase 5% in 2023 (Spring 2023)	SBAC math declined 10% from 2021-2022 to 2022-2023
SBAC ELA Performance School Wide	Increase 5% in 2023 (Spring 2023)	SBAC ELA declined 10% from 2021-2022 to 2022-2023
AUSD ELA District Assessment A to AUSD ELA District Assessment B (school wide)	Increase by 5% during the year (2022-2023)	Grade 9 (+16%), 10(+11%), 12 (+9%) met increase targets; grade 11 (+1%) did not meet expected increase
AUSD Math District Assessment A to AUSD Math District Assessment B (school wide)	Increase by 5% during the year (2022-2023)	Math 1 did not improve; math 2 improved 5%; math 3 improved 13.2%; precalculus no improvement
AUSD Reading Inventory Pro and Advanced (school wide)	Increase by 5% during the year (2022-2023)	School wide 5% increase; no improvement in EL subgroup; 2.25% increase in SPED subgroup on reading inventory

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.

In 2022-2023, the interim comprehensive assessment was administered to students in ELA and math. Support for students was provided for students in ELA and math. The support for 11th graders in particular was problematic due to 30% chronic absenteeism in 11th grade, which severely impacted teachers' abilities to support 11th grade students in particular. PLC time was afforded to core departments for analysis of assessment results. Teachers and staff reported higher levels of SEL needs for students at all grade levels in 2022-2023 which complicated implementation of support to raise student achievement. Furthermore, a new administrative team at AHS was tasked with managing the logistics of a high school merger and responding to an increase in student misbehavior, which further complicated the instructional focus and ability to intervene and remediate in a systematic fashion. After school tutoring was limited in scope due to lack of interested certificated faculty. The support staff (counselors, liaison, and instructional aide support) was allocated appropriately to support the overall focus of raising achievement. The data

demonstrates that further professional development in meeting the needs of the current student body's social-emotional challenges as well as chronic absentee challenges is required to overcome the decline in academic outcomes in ELA and math.

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

Overall tutoring hours and additional hours were provided to faculty to support the educational program. There were no major differences between planned activities and implemented activities, other than the amount of tutoring hours provided due to lack of teacher interest in 2022-2023.

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 a result of the analysis, the site will continue to focus on struggling students in ELA and math. Tutoring hours will continue as well as Saturday school for academic improvement for students. Due to CSI designation, the school will invest in supplemental resources to support math achievement and will increase investments in additional time for planning and intervention for teachers to meet the needs of students. Additionally, the school will invest in support for department leaders and teachers to effectively lead their departments in reaching expected instructional outcomes.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

English Learner Progress

Goal 2

By June 2024, AHS faculty and staff will focus on improving the academic outcomes for emerging bilinguals in both the LTEL and newcomer programs. This will manifest through an increase in reclassification rates, ELA and math SBAC performance, ELA and math District assessments, and an increase in a-g readiness as evidenced through a reduction in the school wide EL D/F rate.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELA SBAC (met and exceeds)	Increase 5%	2021-2022: 11.5% met/exceeded 2022-2023: 3.5% met/exceeded
Math SBAC (met and exceeds)	Increase 5%	2021-2022: 11.1% met/exceeded 2022-2023: 0% met/exceeded
Reclassification Rate	Increase 5%	2021-2022: 5.4%; 2022-2023: 16.3%
EL D/F rate	Reduce 5%	2022-2023 Sem1 and 2: 44.1%/43.9%; 2023-2024 Sem 1/2 38.2% / TBD

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.

Overall, the strategies implemented have not realized achievement gains in ELA or math. This is due in part to 11th grade chronic absenteeism. 2022-2023 was the first year of the ELD PLC cycle as the leadership team transitioned to a renewed focus with EL teachers. In 2023-2024 teachers are more familiar with the focus and have more time to dialogue about instructional improvements. Additionally, on-track work may finally be realizing a reduction in EL d/f rate school wide. There has been a 3 year increase in the reclassification rate at AHS since 2021-2022 which may reflect the transition back to in person learning and more opportunities to practice speaking and listening.

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

There were no significant differences between intended expenses and actual expenses. The school has invested in ELD sections, bilingual aides, additional planning time, and classroom resources to support EL instruction in ELD and LTEL sections. The school needs to continue studying effective strategy implementation in reading and mathematics school wide.

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.

The school will continue to focus on the annual outcomes described in this goal. More emphasis needs to be placed on timely interventions for EL students during core instructional time, especially within mathematics. The school will provide further support for teachers to meet the needs of EL students in all classes. The school will continue to leverage ELD and LTEL sections as well as bilingual aides to support achievement.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

College and Career Readiness and High School Graduation

Goal 3

By June 2024, Azusa HS will improve college and career readiness by improving the high school graduation rate and student performance on the California College and Career Indicators (A-G completion, career pathway completion, dual enrollment completion, Seal of Biliteracy completion, and State Seal of Civic Engagement completion, and AP/IB course success).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
4 yr high school graduation rate (All students)	Increase 3%	2021-2022: 86.1%; 2022-2023: 79.8% (not met)
4 yr high school grad (ELL students)	Increase 5%	2021-2022: 59.3%; 2022-2023: 65.9% (met)
4 yr high school grad (SWD students)	Increase 5%	2021-2022: 59.5%; 2022-2023: 43.2% (not met)
4 yr high school grad (homeless students)	Increase 5%	2021-2022: 62.5%; 2022-2023: 81.8% (met)
Percentage of students receiving state seal of biliteracy	Increase 3%	2021-2022: 26.3%; 2022-2023: 16% (not met)
Percentage of students completing a CTE pathway	Increase 5%	2021-2022: 17.6%; 2022-2023: 11% (not met)
Percentage of students completing at least 2 semesters of dual enrollment	Increase 3%	2021-2022: 11.1%; 2022-2023: 10.4% (not met)
Percentage of students graduating UC/CSU eligible (a-g)	Increase 5%	2021-2022: 39%; 2022-2023: 33% (not met)

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.

Overall, the strategies and activities described in the 2022-2023 SPSA did not have a significant impact in meeting achievement goals. In almost all college and career indicators AHS declined. No strategies and activities funded by Title 1 were directed at supporting high school graduation for the English learner and students with disabilities sub population. There were adjustments made in the 2023-2024 goal 3 activities and strategies to ensure graduation for students; we are awaiting the end of the year and the cohort outcome data to determine the effectiveness of the 2023-2024 adjustments.

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

In 2022-2023, the school provided support to low socio-economic students enrolled in the AP program, made attempts at sustaining the AVID program to ensure A-G attainment, and invested heavily in career pathway development. These actions were paid for out of LCAP 3 and CTE grants specifically. There were no major differences between intended implementation and the actual expenditures to ensure students met the goal. Student attendance, credit deficiency due to the pandemic, and the increase in SEL needs were significant barriers to college and career outcomes that resulted in declines in most goal 3 metrics.

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.

In reviewing the data and the 2022-2023 school accountability dashboard where the school was found to be in CSI for graduation rate for all students, EL students, and SWDs, the school will continue to invest in preventive measures that include 4 year planning, 4 year plan monitoring, and Saturday school credit recovery. Looking at the a-g rate metrics, the school will fund strategies focused on improving on-track performance of 9th and 10th graders to ensure students are receiving a C or higher in key classes such as math, English, and science that have had historically high D/F rates at Azusa HS the last 3 years since the pandemic. Furthermore, LCAP funds will continue to be expended to ensure career pathways and successful completion of the school's Citrus College dual enrollment program.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

Learning Environment and School Climate

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Proficiency in Reading/Language Arts and Mathematics

By June 2025, AHS teachers will collaborate with each other, engage in professional development, and provide support to students through first best instruction and intervention and focused assistance to ensure achievement in ELA and mathematics, especially for subgroups who are impacted by academic equity gaps (English learners and students with disabilities). AHS will especially prioritize support to raise achievement in math achievement due to Comprehensive Support and Improvement (CSI) designation in 2023-2024.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

AUSD will ensure growth and achievement for all students on California State Standards.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

ELA Needs as revealed by 2023 ELA SBAC: All: 47.7% (meets and exceeds standards); English learners: 3.5% (meets and exceeds); Students with disabilities: 7.3% (meets and exceeds)

Math needs as revealed by 2023 Math SBAC: All 18.9% (meets and exceeds standards); English learners: 0% (meets and exceeds); Students with disabilities: 2.6% (meets and exceeds)

The 2023 school accountability dashboard reveals the following information regarding ELA and math achievement:

The English learner subgroup rated red in ELA accountability with a 120.8 points below standard designation and a 24.8 point decline in the group's SBAC performance in 2023.

The Hispanic subgroup rated orange in ELA accountability with a 31.2 points below standard designation and a 33.6 point decline in the group's SBAC performance in 2023.

The socially economic disadvantaged subgroup rated orange in ELA accountability with a 29.9 points below standard designation and a 36.7 point decline in the group's SBAC performance in 2023

The English learner subgroup rated red in math accountability with a 184.5 points below standard designation and a 33.9 point decline in the group's SBAC performance in 2023.

The Hispanic subgroup rated red in math accountability with a 125.7 points below standard designation and a 38.3 point decline in the group's SBAC performance in 2023.

The socially economic disadvantaged subgroup rated red in math accountability with a 123.8 points below standard designation and a 38.8 point decline in the group's SBAC performance in 2023

AHS is in CSI status due to math achievement for all students and EL students in particular, and will need to ensure appropriate resources are directed at student achievement in math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Performance School Wide	47.7% met and exceeded standards (Spring 2023)	Increase 5% in 2024 (Spring 2024)
SBAC Math Performance School Wide	18.9% met and exceeded standards (Spring 2023)	Increase 5% in 2024 (Spring 2024)
AUSD ELA District Assessment A to AUSD ELA District Assessment B (school wide)	31.5% pro and advanced (Assessment A) / 39.8%% pro and advanced (Assessment B)	Increase by 5% during the year
AUSD Math District Assessment A to AUSD Math District Assessment B (school wide)	22.3% pro and advanced (Assessment A) / 20.5%% pro and advanced (Assessment B)	Increase by 5% during the year
AUSD Reading Inventory Pro and Advanced (school wide)	29.8% pro and advanced (fall 22 RI) 42.5% pro and advanced (winter 22 RI)	Increase by 5% during the year

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	AHS will provide time for academic departments to plan instructional activities, monitor student performance, enhance teaching strategies to increase student engagement, develop interventions for struggling students in literacy and mathematical skills impacting performance in the four core academic departments (ELA, math, social science, and science)	All students, especially ELs and SWDs	19865 Title I 1000-1999: Certificated Personnel Salaries Sub Costs 18000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Sub Costs
1.2	AHS will provide tutoring and Saturday school for struggling students in core subjects (ELA, math, science, social science) and ensure that there is adequate communication with families of struggling students so that students are participating in the opportunities being provided to them.	All students, especially ELs and SWDs	30,000 Title I 1000-1999: Certificated Personnel Salaries
1.3	AHS will provide access to relevant professional development and coaching in core subjects, especially in mathematics, to ensure student success and raise achievement levels.	All students, especially ELs and SWDs	30,800 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures 7000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries

1.4	AHS will provide access to curricular supplemental resources to raise the level of student engagement in ELA and mathematics and ensure that students are receiving appropriate support to raise achievement levels in ELA and math, especially for ELs and students with disabilities.	All students, especially ELs and SWDs	8000 Title I 4000-4999: Books And Supplies
1.5	School staff and teachers will provide parent support to increase capacity to support student achievement in mathematics and English language arts	All students, especially ELs and SWDs	
1.6	AHS will provide leadership team support for developing systematic responses to underperforming students, especially ELs and SWDs	All students, especially ELs and SWDs	13000 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures technical support for leadership team 944 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies supplies for meetings for leadership

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English learner Progress

By June 2025 AHS faculty and staff will focus on improving the academic outcomes for English learners in both the LTEL and newcomer programs. This will manifest through an increase in reclassification rates, ELA and math SBAC performance, ELA and math District assessments, and an increase in a-g readiness as evidenced through a reduction in the school wide EL D/F rate.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

AUSD will meet the diverse needs of EL students and accelerate the academic achievement and English proficiency through an assets-oriented, culturally responsive approach.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

English learner performance over the last 3 years at AHS:

2021-2022

Reclassification Rate: 5.4%

ELPAC Performance: 10.4% well developed (level 4)

EL SBAC Performance 2022: ELA: 11.5% met or exceeded; Math: 11.1% met or exceeded

EL D/F rate: 46.5%

2022-2023

Reclassification Rate: 16.3%

ELPAC Performance: 9.8% well developed (level 4)

EL SBAC Performance 2023: ELA: 3.5% met / exceeded; Math 0% met or exceeded

EL D/F Rate: Sem 1: 44.1%; Sem 2: 43.9%

2023-2024

Reclassification Rate: 20.9%

ELPAC Performance: NA (May 6, 2024)

EL SBAC Performance 2024: NA

EL D/F Rate: Sem 1: 38.2%; Sem 2: NA

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC well developed (level 4)	2021-2022: 10.4% level 4; 2022-2023: 9.8% level 4	Increase 5%
ELA SBAC (met and exceeds)	2021-2022: 11.5% met or exceeded; 2022-2023: 3.5% met or exceeded	Increase 5%
Math SBAC (met and exceeds)	2021-2022: 11.1% met or exceeded; 2022-2023: 0% met or exceeded	Increase 5%
Reclassification Rate	2021-2022: 5.4%; 2022-2023: 16.3%	Increase 5%

EL D/F rate	22-23: Sem 1: 44.1%; Sem 2: 43.9% 23-24: Sem 1: 38.2%	Reduce 5%
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	All 9-12 EL students, who are not yet proficient, will receive an additional period of daily ELD support.	EL students	
1.2	AHS will support integrated and designated ELD instruction by providing professional development and support to teachers to ensure the use of appropriate scaffolds and strategies to raise the level of engagement in academic tasks that raise student performance in the 4 language domains.	EL Students	3000 Title I 1000-1999: Certificated Personnel Salaries sub costs 9000 Title I 5000-5999: Services And Other Operating Expenditures professional development for teachers to ensure strategy development
1.3	AHS teachers and support staff will help LTELs set goals and monitor progress on those goals at regular intervals during the school year to ensure course passage rates, attendance and behavior goals	EL students	3000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries sub costs
1.4	AHS will provide technical support for school leadership to develop and monitor progress on EL achievement goals in ELA, math, a-g completion, and college and career readiness school wide	All students, especially ELs	
1.5	AHS will provide bilingual instructional aides who will provide academic language support for EL students in core subjects to reduce achievement gaps and increase reclassification rates. Additionally, AHS will provide additional hours to bilingual aides to support students throughout the school day.	EL students	68100 Title I 2000-2999: Classified Personnel Salaries classified salary 36000 Title I 2000-2999: Classified Personnel Salaries classified additional hours
1.6	AHS will support parents of ELLs with regular communication on progress, workshops on how to support them at home with relevant strategies.	EL Students	

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College & Career Readiness and High School Graduation

By June 2025, AHS will improve college and career readiness by improving the high school graduation rate and student performance on the California College and Career Indicators (A-G completion, career pathway completion, dual enrollment completion, Seal of Biliteracy completion, and State Seal of Civic Engagement completion, and AP/IB course success).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

AUSD students will graduate and be prepared for college or post secondary opportunities.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

High School Graduation:

All students 4 yr graduation rate: 2021: 86%, 2022: 86.1%, 2023: 79.8%

EL students 4 yr graduation rate: 2021: 66%, 2022: 59.3%, 2023: 65.9%

SWD students 4 yr graduation rate: 2021: 48.5%, 2022: 59.5%, 2023: 41.7%

Homeless students 4yr graduation rate: 2021: 77.3%, 2022: 62.5%, 2023: 81.8%

A-G Rate:

All students: 2021: 42.4%, 2022: 39.3%, 2023: 33.5%

State Seal of Biliteracy Rate:

All students: 2021: 20.3%, 2022: 22.5%, 2023: 12.7%

CTE Pathway Completion Rate:

All Students: 2021: 10.8%, 2022: 17.6%, 2023: 11%

Students Completing at least two semesters of dual enrollment credit:

All students 2021: 11.1%, 2022: 17.6%, 2023: 10.4%

ELL: 2021: 2.0%, 2022: 8.5%, 2023: NA

SWD: 2021: 3.0%, 2022: 2.4%, 2023: NA

Homeless: 2021: 13.6%, 2022: 2.5%, 2023: NA

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4 yr high school graduation rate (All students)	2022: 86.1% / 2023: 79.8%	Increase 3%
4 yr high school grad (ELL students)	2022: 59.3% / 2023: 65.9%	Increase 5%
4 yr high school grad (SWD students)	2022: 59.5% / 2023: 41.7%	Increase 5%

4 yr high school grad (homeless students)	2022: 62.5% / 2023: 81.8%	Increase 5%
Percentage of students receiving state seal of biliteracy	2022: 22.5% / 2023: 12.7%	Increase 3%
Percentage of students completing a CTE pathway	2022: 17.6% / 2023: 11%	Increase 5%
Percentage of students completing at least 2 semesters of dual enrollment	2022: 11.1% / 2023: 10.4%	Increase 3%
Percentage of students graduating UC/CSU eligible (a-g)	2022: 39.3% / 2023: 33.5%	Increase 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	AHS will provide Saturday School and other beyond the school day opportunities to identified students at risk of non graduation. AHS will ensure there is sufficient personnel, materials, and resources to ensure students meet graduation requirements.	All students	14000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries additional hourly
1.2	AHS will provide training and development of guidance team to enhance graduation rate / CCI outcomes for all students, especially ELs and SWDs	All students, ELs, SWD	33000 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures ASCA professional services
1.3	AHS will communicate via written messages and in person conferences regarding student progress on college and career pathways (4 year plan meetings).	All students	36000 Title I 1000-1999: Certificated Personnel Salaries Counselor hourly
1.4	AHS will provide professional development to teachers to enhance relevance, engagement, and language and academic language development	All students	40,320 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries teacher hourly 10680 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries sub costs

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate

By June 2025, student and family engagement and an overall perception of positive school climate will increase such that reductions in chronic absenteeism and student suspension will occur, and that increases in parent sense of engagement and student sense of belonging will occur as well.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

AUSD will ensure safe and restorative school climates.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Azusa HS recognizes areas for growth in learning environment and school climate. AHS was placed in Comprehensive Support and Improvement for suspension rate in 2022-2023. Additionally, Azusa HS needs to improve in the areas of student perceptions of belonging, mental health outcomes, and safety. Another metric that Azusa High needs to grow in is chronic absenteeism, especially for students in special populations: ELs and students with disabilities.

Suspension Rate:

All: 21-22: 4.1%; 22-23: 8.7%

EL: 21-22:5.7%; 22-23:9.1%

SWD: 21-22: 6.2%; 22-23:11.4%

Chronic Absenteeism:

All: 21-22: 28.9%; 22-23: 29.4%

EL: 21-22: 32.3%; 22-23: 34.1%

SWD: 42.3%; 22-23: 36.1%

Youth Truth Belonging (I really feel like a part of my school community):

All: 2022: 43%; 2023: 33%; 2024: 33%

EL: 2022: 49%; 2023: 33%; 2024: 39%

SWD: 2022: 47%; 2023: 36%; 2024: 34%

Youth Truth Obstacles to Learning (Do any of the following make it hard to do your best in school: feeling depressed, stressed, anxious)

All: 2022: 48%; 2023: 42%; 2024: 37%

EL: 2022: 41%; 2023: 43%; 2024: 36%

SWD: 2022: 39%; 2023: 44%; 2024: 38%

Youth Truth Safety (Students feel safe at school)

All: 2022: 57%; 2023: 42%; 2024: 43%

EL: 2022: 61%; 2023: 41%; 2024: 46%

SWD: 2022: 61%; 2023: 52%; 2024: 45%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate All	2023: 8.7%	Decrease 2%
Suspension Rate EL	2023: 9.1%	Decrease 3%
Suspension Rate SWD	2023: 11.4%	Decrease 3%
Chronic Absenteeism All	2023: 29.4%	Decrease 3%
Youth Truth Student Belonging All	2024: 33%	Increase 3%
Youth Truth Student Feeling Depressed, Stressed or Anxious All	2024: 37%	Decrease 3%
Youth Truth Student Safety All	2024: 43%	Increase 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Azusa High will implement a student attendance recovery team that monitors chronic absenteeism and attempts to connect with and provide support to families of chronically absent students	All students, especially chronically absent	6000 Title I 2000-2999: Classified Personnel Salaries classified hourly
1.2	AHS will provide relevant and engaging parent workshops through the AHS parent center to increase parent agency to support student achievement with support of community liaison.	All students, especially ELL and SWD	15000 Title I 5000-5999: Services And Other Operating Expenditures contracts for parent workshops 6086 Title I 4000-4999: Books And Supplies supplies for parent workshops
1.3	Azusa High School will provide professional development and support to teachers and staff to teach and reinforce expected academic and social behavior expectations to help reduce misbehavior and reduce suspension rate	All students	10000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures 6700 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries sub release time

1.4	AHS will provide a community liasion District Student and Family Support Specialist to support homeless , immigrant, and at-risk students and families	All students, especially EL and SWD	28000 Title I 2000-2999: Classified Personnel Salaries classified salary
1.5	Azusa High will implement a clear mental health referral system for teachers, students, and parents who might be struggling with depression, stress, or anxiety. AHS will work to ensure students are connected to appropriate resources and services to ensure underlying conditions leading to student misbehavior are addressed	All students	

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$452,495.00
Total Federal Funds Provided to the School from the LEA for CSI	\$163,444.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$166,444.00
Title I	\$265,051.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$431,495.00

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

State or Local Programs	Allocation (\$)
LCFF Supplemental	\$21,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$21,000.00

Total of federal, state, and/or local funds for this school: \$452,495.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	265,051.00	0.00
LCFF Supplemental	21,000.00	0.00
Comprehensive Support and Improvement (CSI)	166,444.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	166,444.00
LCFF Supplemental	21,000.00
Title I	265,051.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	188,565.00
2000-2999: Classified Personnel Salaries	138,100.00
4000-4999: Books And Supplies	15,030.00
5000-5999: Services And Other Operating Expenditures	34,000.00
5800: Professional/Consulting Services And Operating Expenditures	76,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	78,700.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	944.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	10,000.00

5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	76,800.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	21,000.00
1000-1999: Certificated Personnel Salaries	Title I	88,865.00
2000-2999: Classified Personnel Salaries	Title I	138,100.00
4000-4999: Books And Supplies	Title I	14,086.00
5000-5999: Services And Other Operating Expenditures	Title I	24,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	127,609.00
Goal 2	119,100.00
Goal 3	134,000.00
Goal 5	71,786.00

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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