

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
Sierra High School	19642791931765	May 31, 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 Sierra 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.

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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.

Sierra High School's (SHS) School Plan for Student Achievement (SPSA) is a strategic plan to innovate and enhance student achievement with our federally funded programs and align them with the goals developed by Azusa Unified School District's (AUSD) Local Control and Accountability Plan (LCAP). We use data to drive cycles of improvement in all areas of our SPSA. To meet the requirements of the Every Student Succeeds Act (ESSA) and the AUSD LCAP, we work in collaboration with staff, students, and parents/families to identify areas of strength and need to develop evidence-based strategies to increase student achievement for students who are not achieving at grade level. This plan seeks to improve outcomes for all students and all student groups equitably, ensuring that graduates of SHS are prepared with the skills, knowledge, and confidence to move into a college education and/or successful careers.

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

Educational Partner Involvement

How, when, and with whom did your Sierra 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 School Site Council (SSC) consists of the principal, and elected members, including one classroom teacher, one additional elected staff member, two elected parents/community, and one student member. SSC meets at least five times yearly to discuss and give input on identifying the school's needs, goals, and action plans. District administrators collaborate with Sierra High School to support stakeholder engagement and the school plan's implementation. 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.

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 district and school-level budgets. Through the comprehensive needs analysis, the District reviews various data to identify, diagnose, and address sources of inequity to inform improvement decisions. Potential inequities were examined at all school sites based on California School 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 given General Fund money based on a per-pupil allocation as well. The California School Dashboard shows the District met the standard for appropriately assigned teachers, and all students have access to copies of instructional materials for home and school.

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 2023 California School Dashboard indicated that the suspension rate, English Language Arts (ELA) and mathematics categories resulted in an indicator of red. Additionally, the graduation rate also yielded a red indicator.

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.

All student groups are within the same performance level as all students.

Other Needs

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

Based on YouthTruth student and family survey results, areas related to engagement, school culture, belonging and peer collaboration as well as college and career readiness are other areas of need.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Sierra 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	0.6%	%	0%	1	0	0
African American	2.2%	1.10%	0%	4	2	0
Asian	0.6%	%	0%	1	0	0
Filipino	%	%	0%		0	0
Hispanic/Latino	93.4%	96.70%	99.45%	171	176	182
Pacific Islander	%	%	0%		0	0
White	2.2%	1.65%	0.55%	4	3	1
Multiple/No Response	0.6%	%	0%	1	0	0
Total Enrollment				183	182	183

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 11	84	74	79
Grade 12	99	108	104
Total Enrollment	183	182	183

Conclusions based on this data:

1. Total enrollment has been consistent.
2. Hispanic/Latino student subgroup percentage has increased.
3. The majority of students enrolled continue to be twelfth graders.

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)	32	29	37	17.5%	15.9%	20.2%
Fluent English Proficient (FEP)	89	88	81	48.6%	48.4%	44.3%
Reclassified Fluent English Proficient (RFEP)	7			21.9%		

Conclusions based on this data:

1. The percentage of Fluent English Proficient (FEP) students has remained consistent.
2. The percentage of English learners (EL) in 2022-2023 has increased more than 4% since 2021-2022.
3. The state has not released the Reclassified Fluent English Proficient (RFEP) data for the last two 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	97	94	95	0	91	95	0	91	95	0.0	96.8	100.0
All Grades	97	94	95	0	91	95	0	91	95	0.0	96.8	100.0

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		2533.	2535.		4.40	3.16		24.18	30.53		37.36	31.58		34.07	34.74
All Grades	N/A	N/A	N/A		4.40	3.16		24.18	30.53		37.36	31.58		34.07	34.74

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		7.69	5.26		64.84	65.26		27.47	29.47
All Grades		7.69	5.26		64.84	65.26		27.47	29.47

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		6.59	2.11		60.44	72.63		32.97	25.26
All Grades		6.59	2.11		60.44	72.63		32.97	25.26

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		7.69	6.32		80.22	69.47		12.09	24.21
All Grades		7.69	6.32		80.22	69.47		12.09	24.21

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		8.79	8.42		72.53	72.63		18.68	18.95
All Grades		8.79	8.42		72.53	72.63		18.68	18.95

Conclusions based on this data:

1. The percentage of students scoring above standard in reading, writing and listening has decreased between 2021-2022 and 2022-2023.
2. The percentage below standard in reading and listening has increased.
3. The percentage of students tested has increased.

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	97	94	96	0	91	93	0	91	93	0.0	96.8	96.9
All Grades	97	94	96	0	91	93	0	91	93	0.0	96.8	96.9

* 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		2459.	2442.		0.00	0.00		3.30	1.08		17.58	13.98		79.12	84.95
All Grades	N/A	N/A	N/A		0.00	0.00		3.30	1.08		17.58	13.98		79.12	84.95

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		1.10	1.08		19.78	7.53		79.12	91.40
All Grades		1.10	1.08		19.78	7.53		79.12	91.40

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		56.04	51.61		43.96	48.39
All Grades		0.00	0.00		56.04	51.61		43.96	48.39

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2.20	1.08		54.95	51.61		42.86	47.31
All Grades		2.20	1.08		54.95	51.61		42.86	47.31

Conclusions based on this data:

1. The percentage of students below standard has increased in all domains.
2. The greatest area of need is in the concepts and procedures domain, with 91.4% of students below standard.
3. Overall participation percentage is consistent at over 96%.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the 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
11	1542.4	*	1535.0	1530.4	*	1525.0	1553.9	*	1544.4	20	10	21
12	*	1542.2	1528.9	*	1556.1	1529.7	*	1528.0	1527.4	8	12	17
All Grades										28	22	38

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	5.26	*	4.76	15.79	*	28.57	68.42	*	47.62	10.53	*	19.05	19	*	21
12	*	0.00	0.00	*	41.67	31.25	*	50.00	43.75	*	8.33	25.00	*	12	16
All Grades	4.55	0.00	2.70	22.73	45.45	29.73	63.64	45.45	45.95	9.09	9.09	21.62	22	22	37

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	21.05	*	9.52	47.37	*	42.86	26.32	*	38.10	5.26	*	9.52	19	*	21
12	*	16.67	6.25	*	58.33	56.25	*	25.00	37.50	*	0.00	0.00	*	12	16
All Grades	22.73	22.73	8.11	45.45	50.00	48.65	27.27	27.27	37.84	4.55	0.00	5.41	22	22	37

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	0.00	*	4.76	10.53	*	14.29	57.89	*	47.62	31.58	*	33.33	19	*	21
12	*	0.00	0.00	*	0.00	6.25	*	58.33	50.00	*	41.67	43.75	*	12	16
All Grades	0.00	0.00	2.70	13.64	4.55	10.81	54.55	59.09	48.65	31.82	36.36	37.84	22	22	37

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	0.00	*	4.76	68.42	*	52.38	31.58	*	42.86	19	*	21
12	*	0.00	0.00	*	58.33	56.25	*	41.67	43.75	*	12	16
All Grades	0.00	4.55	2.70	68.18	59.09	54.05	31.82	36.36	43.24	22	22	37

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	61.11	*	57.14	38.89	*	42.86	0.00	*	0.00	18	*	21
12	*	100.00	87.50	*	0.00	12.50	*	0.00	0.00	*	12	16
All Grades	66.67	100.00	70.27	33.33	0.00	29.73	0.00	0.00	0.00	21	22	37

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	0.00	*	4.76	52.63	*	47.62	47.37	*	47.62	19	*	21
12	*	0.00	0.00	*	25.00	18.75	*	75.00	81.25	*	12	16
All Grades	0.00	0.00	2.70	54.55	22.73	35.14	45.45	77.27	62.16	22	22	37

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	26.32	*	9.52	57.89	*	71.43	15.79	*	19.05	19	*	21
12	*	0.00	6.25	*	66.67	68.75	*	33.33	25.00	*	12	16
All Grades	22.73	13.64	8.11	63.64	63.64	70.27	13.64	22.73	21.62	22	22	37

Conclusions based on this data:

1. The number of English learners enrolled and tested has increased over 60%.
2. The weakest domain for English learners is reading followed by listening.
3. The strongest domain for English learners is speaking.

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.

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

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
183	92.9	20.2	0.5
Total Number of Students enrolled in Sierra 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	37	20.2
Foster Youth	1	0.5
Homeless	9	4.9
Socioeconomically Disadvantaged	170	92.9
Students with Disabilities	38	20.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Hispanic	182	99.5
White	1	0.5

Conclusions based on this data:

1. At SHS, 92.9% of students are socioeconomically disadvantaged.
2. At SHS, 20.2% of students are English learners.
3. At SHS, 20.8% of students have disabilities.

School and Student Performance Data

Overall Performance

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

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academic performance in English Language Arts (ELA) and mathematics are in red.
2. The graduation rate is orange.
3. The suspension rate is red.

School and Student Performance Data

Academic Performance English Language Arts

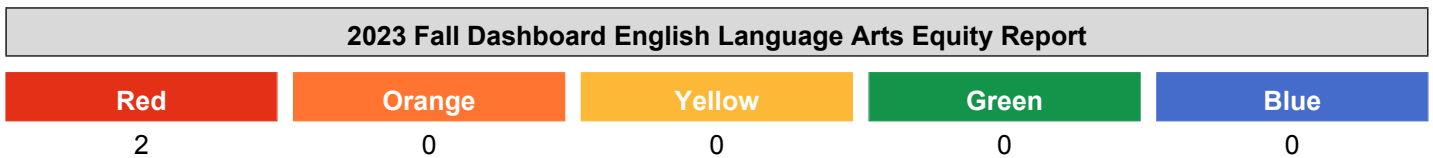
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This section provides number of student groups in each level.



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		
<p>All Students</p>  <p>Red</p> <p>56.1 points below standard</p> <p>Maintained +0.1 points</p> <p>75 Students</p>	<p>English Learners</p> <p>95.9 points below standard</p> <p>Increased +8 points</p> <p>28 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>53.5 points below standard</p> <p>Maintained +2.8 points</p> <p>71 Students</p>	<p>Students with Disabilities</p> <p>126.3 points below standard</p> <p>20 Students</p>

2023 Fall Dashboard English Language Arts Performance 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
 Red 56.1 points below standard Maintained -0.8 points 75 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 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
132 points below standard 20 Students	Less than 11 Students 8 Students	41.8 points below standard Increased Significantly +34.3 points 26 Students

Conclusions based on this data:

1. ELA performance level has maintained in the red with an only 0.1 point improvement.
2. Socioeconomically disadvantaged students' performance level has maintained in the red but improved slightly by 2.8 points.
3. English learners performed farther below standard than their English only peers.

School and Student Performance Data

Academic Performance Mathematics

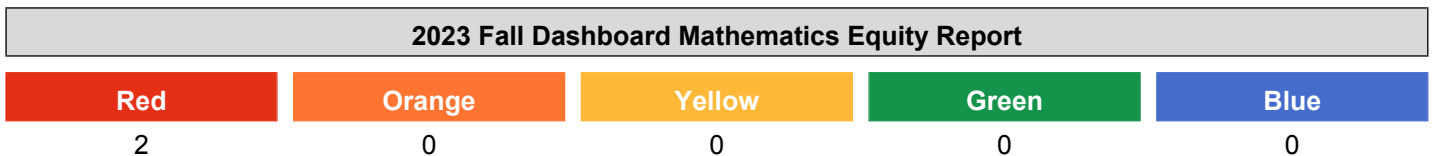
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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











This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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> <p>Red</p> <p>189.6 points below standard</p> <p>Decreased Significantly -18.7 points</p> <p>74 Students</p>	<p>English Learners</p> <p>213.3 points below standard</p> <p>Decreased -8 points</p> <p>27 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>190.5 points below standard</p> <p>Decreased Significantly -17.9 points</p> <p>71 Students</p>	<p>Students with Disabilities</p> <p>240.7 points below standard</p> <p>19 Students</p>

2023 Fall Dashboard Mathematics Performance 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
 Red 189.6 points below standard Decreased Significantly - 19.6 points 74 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 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
221.9 points below standard 20 Students	Less than 11 Students 8 Students	182 points below standard Decreased -8.8 points 27 Students

Conclusions based on this data:

1. Overall student performance in mathematics is below standard and in red.
2. Overall student performance in mathematics decreased significantly by 18.7 points.
3. The performance level between all students and Hispanic students are the same because they are the same students. However the points decrease for Hispanic students is higher.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

This section provides 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

English Learner Progress
23.5% making progress towards English language proficiency
Number of EL Students: 34 Students
Performance Level: 1

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
17	9	0	8

Conclusions based on this data:

- Among English learner students at SHS, nine students maintained their level from the previous year.
- Among English learner students at SHS, 17 students decreased from their previous achievement level.
- Among English learner students at SHS, eight students progressed at least one level.

School and Student Performance Data

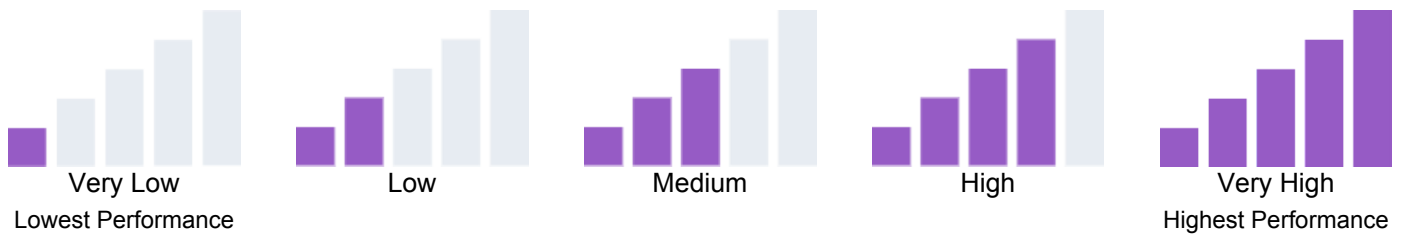
Academic Performance College/Career Report

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.

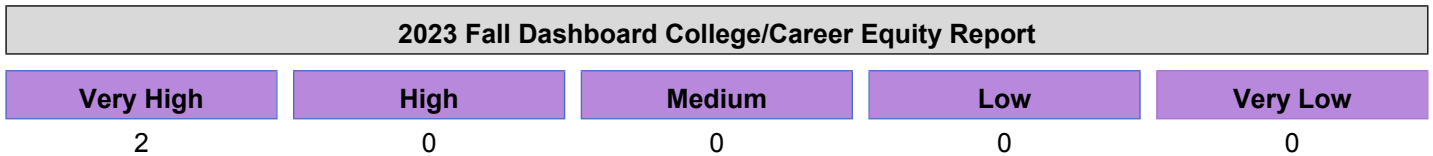
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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

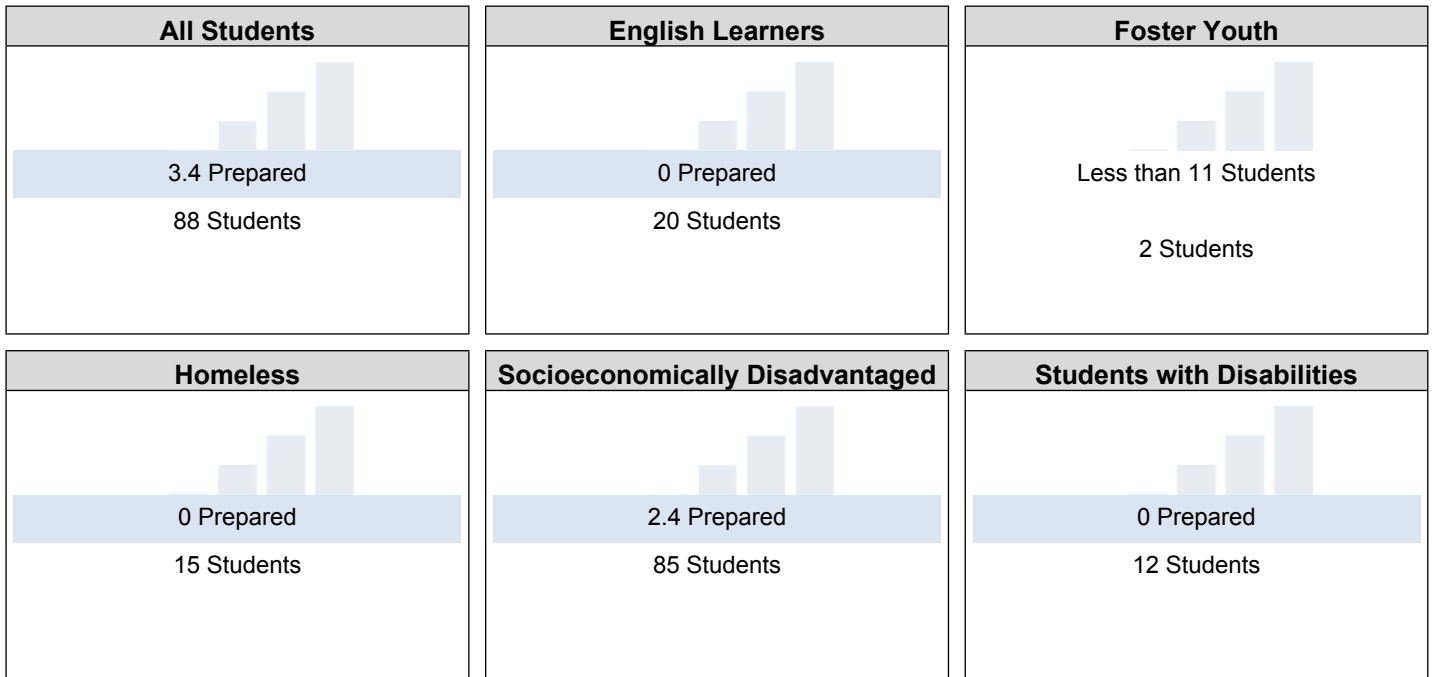


This section provides number of student groups in each level.

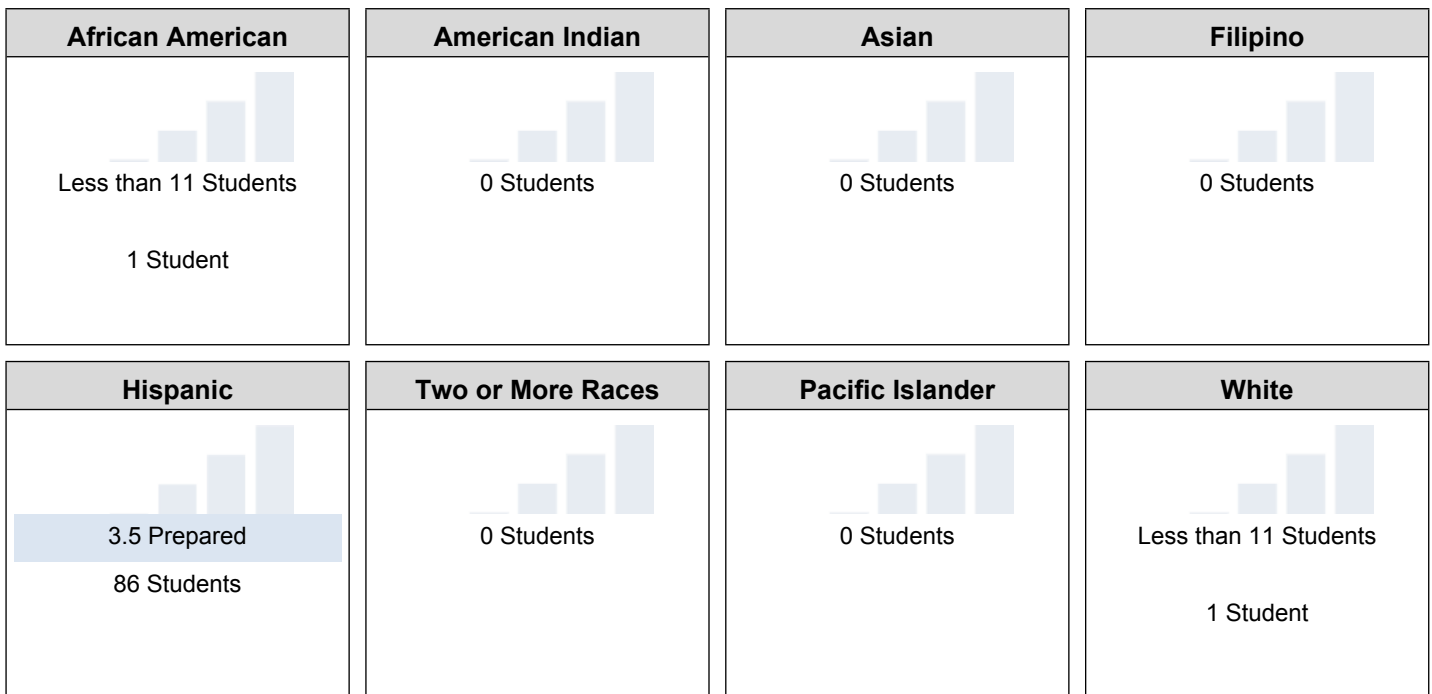


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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:

- College/Career Indicator is very low across all subgroups.

School and Student Performance Data

Academic Engagement Graduation Rate

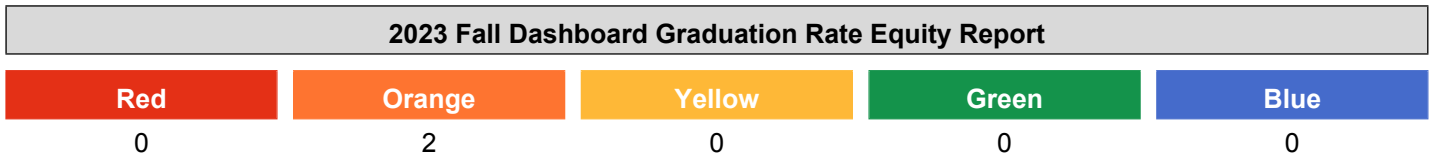
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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









This section provides number of student groups in each level.



This section provides 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 Orange 82.2% graduated Decreased Significantly -6.5 90 Students	English Learners 95.2% graduated Increased Significantly 9 21 Students	Foster Youth Less than 11 Students 2 Students
Homeless 53.3% graduated Decreased Significantly -29 15 Students	Socioeconomically Disadvantaged Orange 82.8% graduated Decreased Significantly -6.5 87 Students	Students with Disabilities 76.9% graduated Decreased Significantly -23.1 13 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Orange</p> <p align="center">83% graduated</p> <p align="center">Decreased Significantly -5.4</p> <p align="center">88 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>

Conclusions based on this data:

1. The graduation rate has decreased significantly by 6.5 percent.
2. The graduation rate for Hispanic students was similar to the rate for all students.
3. The graduation rate for homeless students was significantly lower than their peers.

School and Student Performance Data

Conditions & Climate Suspension Rate

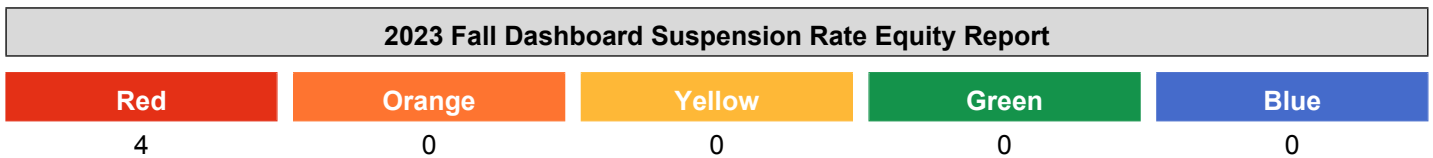
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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









This section provides number of student groups in each level.



This section provides 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		
<p>All Students</p> <p>Red</p> <p>10.7% suspended at least one day</p> <p>Increased Significantly 7 215 Students</p>	<p>English Learners</p> <p>Red</p> <p>14.3% suspended at least one day</p> <p>Increased 7.8 42 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 4 Students</p>
<p>Homeless</p> <p>Less than 11 Students 10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>10.6% suspended at least one day</p> <p>Increased Significantly 6.7 198 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>14.6% suspended at least one day</p> <p>Increased 11.3 41 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 10.8% suspended at least one day Increased Significantly 7 213 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student

Conclusions based on this data:

1. The overall suspension rate is red with a significant increase of 7 points.
2. The suspension rate for English learners and students with disabilities is over 9% higher than the whole school suspension rate.
3. The suspension rate for the Hispanic and socioeconomically disadvantaged subgroup is very similar to the school as a whole.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

Progress in English Language Arts and Math

Goal 1

- Sierra High School will increase all students' achievement in English-Language Arts.
- Sierra High School will increase all students' literacy skills across the curriculum: reading, writing, speaking (presentations), and listening.
- Sierra High School will increase all students' achievement in Mathematics.
- Sierra High School will increase language acquisition and reclassification rates for emerging multilingual (EL) students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>SBAC</p> <p>1. Proficiency levels for all students and significant student groups. 2. Proficiency levels for emerging multilingual (EL) students *Other student group populations are below 10, to maintain privacy they cannot be reported publicly.</p>	<p>SBAC ELA All Students</p> <ul style="list-style-type: none"> • Exceeded: Increase of 5% or greater • Met: Increase of 5% or greater • Nearly Met: Maintain 17 - 20% • Not Met: Decrease of 10% or greater <p>Emerging Multilingual (EL)</p> <ul style="list-style-type: none"> • Exceeded: Increase of 2% or greater • Met: Increase of 5% or greater • Nearly Met: Maintain 19% - 22% • Not Met: Decrease of 10% greater 	<p>Overall expected outcomes were not met. The SBAC ELA exceeded standard decreased, the met standard increased by 6.35% (slightly higher than expected outcome), the nearly met decreased and standard not met increased slightly.</p>
<p>Student Lexile level (reading proficiency)</p>	<p>2023-2024 All Students</p> <ul style="list-style-type: none"> • Advanced: Increase of = 5% over the 2022-2023 school year • Proficient: Increase of = 15% over the 2022-2023 school year • Basic: Increase of = 10% over the 2022-2023 school year • Below Basic: Decrease of = 20% over the 2022-2023 school year <p>2023-24 Emerging Multilingual (EL) Students</p>	<p>Expected outcomes not met.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<ul style="list-style-type: none"> Advanced: Increase of 5% over the 2022-2023 school year Proficient: Increase of 10% over the 2022-2023 school year Basic: Increase of 15% over the 2022-2023 school year Below Basic: Decrease of 20% over the 2022-2023 school year 	
Writing Assessment (Spring Assessment)	District Assessment in English Language Arts/ Writing Assessment All Students: 30% at met or exceeded standards Emerging Multilingual (EL) students 30% at met or exceeded standards	Expected outcomes not met.
Reclassification Rate of English Learners	20%	Expected outcome of 20% reclassification was not met. However 23.5% made progress (increased proficiency level).
SBAC 1. Proficiency levels for all students and significant student groups. 2. Proficiency levels for emerging multilingual (EL) students *Other student group populations are below 10, to maintain privacy they cannot be reported publicly.	SBAC Math All Students <ul style="list-style-type: none"> Exceeded: Increase of 3% or greater Met: Increase of 5% or greater Nearly Met: Increase of 10% or greater Not Met: Decrease of 10% or greater Emerging Multilingual (EL) <ul style="list-style-type: none"> Exceeded: Increase of 2% or greater Met: Increase of 5% or greater Nearly Met: Increase of 20% or greater Not Met: Decrease of 10% greater 	Expected outcomes not met. Mathematics performance levels decreased across Exceeded Standard, Met Standard and Nearly Met Standard while Standard Not Met increased by nearly 6%.
Spring District Assessment in Math Integrated 1 Integrated 2 Financial Literacy	District Assessment Math. <ul style="list-style-type: none"> Integrated 1: 55% met or exceeded Integrated 2: 50% met or exceeded Financial Literacy: 28% met or exceeded Emerging Multilingual (EL)	Expected outcomes not met.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<ul style="list-style-type: none"> • Integrated 1: 70% or greater met or exceeded standard • Integrated 2: 30% or greater met or exceeded standard • Financial Literacy: 35% or greater met or exceeded standard 	

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.

Academic interventions such as focused supports and tutoring were provided. Interim assessments were administered and instructional focus was provided in mathematics courses to target problem solving, concepts and procedures.

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

No major differences.

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.

Addressing EL students' needs will be a separate goal to better focus on the needs of EL students.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

English Learner Progress

Goal 2

- Sierra High School is a data-driven professional learning community focused on all students' academic and social-emotional progress.
- Sierra High School will create a learning environment where students, families, and staff have a positive sense of connectedness and belonging.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Social-Emotional Learning student assessment	Percent of students responding favorably: Culture/climate 75% Growth Mindset 75% Self Management 70% Self Efficacy 80% Social Awareness 85%	Expected outcomes not met.
Professional Learning Community Implementation Data	Number of PLCs: 11 PLC Staff Self-Assessment Progress Increase in Phases 3-5 Decrease in Phases 1-2	Exceeded number of PLCs.
School Annual Survey Results: Student Sense Belonging and Peer Collaboration	Percent Positive Responses: 45%	Expected outcome not met. Student sense of belonging and collaboration at 38% positive responses. No change from previous year.

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

ANALYSIS

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

The previous year's goal two was in the area of improving learning teaching and learning environments. As a result it did not address strategies related to ELs (which were incorporated into Goal 1).

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

The previous year's SPSA goal 2 did not address EL progress (which was incorporated into Goal 1).

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 ELs not specifically addressed in the previous SPSA, the goal is being change to address EL outcomes. The improvement of school teaching and learning environments (previous Goal 2) has been moved to Goal 5.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

College and Career Readiness and High School Graduation

Goal 3

- Sierra High will ensure that all students are prepared for college and/or careers after high school.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Annual Survey: Students' sense of being college and career ready	Percent Positive Responses: 45%	Expected outcome not met. 2023 survey positive responses 34%
SBAC ELA 1. Proficiency levels for all students and significant student groups. 2. Proficiency levels for emerging multilingual (EL) students *Other student group populations are below 10, to maintain privacy they cannot be reported publicly.	SBAC ELA All Students <ul style="list-style-type: none"> • Exceeded: Increase of 5% or greater • Met: Increase of 5% or greater • Nearly Met: Maintain 17 - 20% • Not Met: Decrease of 10% or greater Emerging Multilingual (EL) <ul style="list-style-type: none"> • Exceeded: Increase of 2% or greater • Met: Increase of 5% or greater • Nearly Met: Maintain 19% - 22% • Not Met: Decrease of 10% greater 	ELA expected overall outcome not met; however there was an increase (6.35%) that Met Standards in SBAC ELA.
SBAC Math 1. Proficiency levels for all students and significant student groups. 2. Proficiency levels for emerging multilingual (EL) students *Other student group populations are below 10, to maintain privacy they cannot be reported publicly.	SBAC Math All Students <ul style="list-style-type: none"> • Exceeded: Increase of 3% or greater • Met: Increase of 5% or greater • Nearly Met: Increase of 10% or greater • Not Met: Decrease of 10% or greater Emerging Multilingual (EL) <ul style="list-style-type: none"> • Exceeded: Increase of 2% or greater 	Expected outcome not met.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<ul style="list-style-type: none"> • Met: Increase of 5% or greater • Nearly Met: Increase of 20% or greater • Not Met: Decrease of 10% greater 	
Student D/F Rate	Percent of student grades that are Ds and Fs: Decrease total Ds & Fs by 10% or greater.	Expected outcome not met. 1.9% decrease in Ds and Fs.
AP Course Enrollment	20 (cumulative) students a year	Expected outcome not met.
Dual Enrollment with community college(s)	10 Students	Expected outcome not met.
Graduation Rate (4-year Adjusted Cohort Grad Rate)	92%	Expected outcome not met. 2023 graduation rate 82.2%
Graduation Progress Monitoring <ul style="list-style-type: none"> • Graduation status meetings • Individualized Learning Plans 	Graduation Progress Monitoring <ul style="list-style-type: none"> • Graduation Status Meetings, Percent of students meeting with counselor/administrator: 100% • Individual Learning Plan completion rate: 100% 	Expected outcome met regarding graduation status meetings. Expected outcome not met regarding Individual Learning Plans.
Students who complete a CTE Pathway	15 students	Expected outcome 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, strategies and activities that were implemented did not result in meeting expected outcomes of this goal.

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

No major differences.

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.

Additional strategy to include PD and collaboration opportunities for the counselor to improve implementation and expected outcomes of Goal 3.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

Parent engagement and student and parent positive perception.

Goal 4

• Sierra High will engage families and students as partners in helping all students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sierra High School District Annual YouthTruth Survey Results-Parents/Families	2023 Parent Percent positive responses expected outcome: <ul style="list-style-type: none">• Engagement 80%• Relationships 80%• Culture 75%• Communication & Feedback 80%• Resources 75%• School Safety 75%	Expected outcomes mostly not met. In the area of relationships, expected outcome was exceeded. <ul style="list-style-type: none">• Engagement 70%• Relationships 72%• Culture 67%• Communication & Feedback 72%• Resources 65%• School Safety 57%
Sierra High School District Annual YouthTruth Survey Results-Students	2023 Students Percent positive responses expected outcome: <ul style="list-style-type: none">• Engagement 68%• Academic Challenge 75%• Culture 50%• Peer Belonging & Peer Collaboration 50%• Relationships 55%	Expected outcomes not met. <ul style="list-style-type: none">• Engagement 61%• Academic Challenge 62%• Culture 42%• Peer Belonging & Peer Collaboration 38%• Relationships 43%

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.

A variety of strategies were implemented to increase communication including but not limited to ParentSquare, Social Media, Aeries and other platforms. Coffee with the Principal included parent workshops to provide resources to families.

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

No major differences.

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.

Exploration of additional activities to improve family and student engagement.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

Learning Environment and School Climate

Goal 5

• Sierra High will improve diversity understanding for students and staff, equitable opportunities to learn for all students, and inclusive, culturally relevant teaching and learning.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sierra High School District Annual YouthTruth Survey Results-Students DEI Perceptions	2023 Students Percent positive responses expected outcome: <ul style="list-style-type: none">• Within your school, how often do you see people of diverse backgrounds represented in textbooks and other class materials? 45%• Within your school, how often do you see people of diverse backgrounds represented in your classmates' work (e.g. their projects/presentations)? 45%• I feel comfortable speaking up about school issues with adults at my school. 65%• I've seen adults in my school listen to the voices and ideas of youth when making decisions 65%	Expected outcomes not met. <ul style="list-style-type: none">• Within your school, how often do you see people of diverse backgrounds represented in textbooks and other class materials? 25%• Within your school, how often do you see people of diverse backgrounds represented in your classmates' work (e.g. their projects/presentations)? 22%• I feel comfortable speaking up about school issues with adults at my school. 39%• I've seen adults in my school listen to the voices and ideas of youth when making decisions.53%

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.

Improvement in English Language Arts and Mathematics

By June 2025, SHS 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). SHS 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.

Goal 1- 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.

2023 CAASPP ELA results indicated 33.69% met or exceeded standards.
 2023 CAASPP mathematics results indicated 1.08% met or exceeded standards.
 During the 2022-2023 school year 70.4% of students earned an A-C on their final trimester grades (with an over all D/F rate of 29.6%) for all classes. Additionally, ELA final grades indicated a 68.1% A-C rate (31.9% D/F rate). For mathematics, final grades indicated a 61.2% A-C rate (38.8% D/F rate).

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
CAASPP ELA Performance	33.69% met or exceeded standards	Increase by 5%
CAASPP Mathematics Performance	1.08% met or exceeded standards	Increase by 5%
A-C Rate for All Courses at final grading periods (Trimesters)	70.4% overall A-C rate for all courses	75% overall A-C rate for all courses
A-C Rate for English Language Arts courses	68.1% A-C rate in ELA courses	72% A-C rate in ELA courses
A-C Rate for Mathematics courses	61.2% A-C rate in mathematics courses	70% A-C rate in mathematics courses

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	Provide and expand intervention, tutoring, credit recovery and additional support opportunities in academic areas (including academic supports outside of the regular school day).	All students	55444 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Additional sections for teachers 2000 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Additional hours for classified staff 4000 Title I 1000-1999: Certificated Personnel Salaries Additional hours for certificated staff 5000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Contracted services
1.2	Provide time and supplemental resources for instructional, student support and administration team to plan, improve and monitor instructional activities and student progress to increase student academic success.	All students	20000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Additional hours for certificated staff 1000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Materials and supplies 5000 Title I

			<p>1000-1999: Certificated Personnel Salaries Additional hours for certified hours</p> <p>4000 LCFF Supplemental 4000-4999: Books And Supplies Materials and supplies for supplementary materials</p>
1.3	Provide incentives for students to improve academic achievement in assessments.	All students	<p>1000 LCFF Supplemental 4000-4999: Books And Supplies Materials and supplies</p> <p>1000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Materials and supplies</p>
1.4	Provide relevant professional development and coaching.		<p>2000 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Contracted services</p> <p>2000 Title I 5800: Professional/Consulting Services And Operating Expenditures Contracted services and licenses</p>

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.

Improve English Learner Progress

By June 2025, SHS faculty and staff will focus on improving the academic outcomes for English learners as measured by ELPI progress and A-C rates in both ELA and math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2- AUSD will meet the diverse needs of English learner 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.

The 2023 ELPAC results indicated that 23.5% of English learners progressed at least one ELPI level. 50% decreased at least one ELPI level. 26.5% maintained their ELPI level.
During the 2022-2023 school year, 66.1% of English learners earned an A-C on their final trimester grades (compared to 70.4% for all students). Additionally, ELA final grades indicated a 60.5% A-C rate (compared to 68.1% for all students). For mathematics, final grades indicated a 52.3% A-C rate (compared to 61.2% for all students).

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 Progress on ELPAC ELPI Level	23.5% English learners progressed at least 1 ELPI Level	Increase by 5%
A-C Rate for All Courses at final grading periods (Trimesters)	66.1% Overall A-C Rate for English learners	75% overall A-C rate for all courses
A-C Rate for English Language Arts Courses	60.5% A-C rate in ELA courses	72% A-C rate in ELA courses
A-C Rate for Mathematics Courses	52.3% A-C rate in mathematics courses	70% A-C rate in mathematics courses

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	English learners will receive designated support ELD course at least one period per instructional day and embedded support in all courses	English learners	
1.2	Provide time and supplemental resources for additional academic and language development support for English learners. SHS will additionally participate in the District PLC and planning work for secondary EL's.	English learners	<p>2000 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Additional hours for classified supplemental support</p> <p>2000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplemental materials and supplies</p> <p>2215 Title I 4000-4999: Books And Supplies Materials and supplies for English learners</p> <p>2000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Additional hours for certificated staff</p>
1.3	Explore and provide access to additional relevant professional development.	English Learners	<p>1000 Title I 5800: Professional/Consulting Services And Operating Expenditures Contracted services</p>

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 and Career Readiness

By June 2025, SHS will improve college and career readiness by improving the high school graduation rate and student performance on the California College and Career Indicators (CCI) as measured by the California Dashboard and internal Youth Truth survey data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3-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.

2023 graduation rate at 82.2%
 2023 CCI 3.4% prepared
 2023 YouthTruth survey college and career readiness percent positive responses 34%
 2024 percent positive responses 46%

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
High School Graduation Rate	2023 82.2% Graduation Rate	Increase 3%
College and Career Readiness	2023 3.4% Prepared	Increase 5%
College and Career Readiness Youth Truth Student Survey positive responses	2024 46% Positive Responses	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	Provide relevant professional development for counselor and extended student support team.	ALL students	2000 Comprehensive Support and Improvement (CSI)

			<p>5800: Professional/Consulting Services And Operating Expenditures Contracted services and/or conferences and professional development</p> <p>1000 Title I 5800: Professional/Consulting Services And Operating Expenditures Supplemental services</p> <p>1000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Additional hours for certificated staff</p> <p>500 Title I 1000-1999: Certificated Personnel Salaries Additional hours for certificated staff</p>
1.2	Provide and increase student and family engagement related to college and career readiness through informational workshops, events, field trips and individualized support for college, career and scholarship applications.	All students	<p>1000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Additional hours for certificated staff</p> <p>500 LCFF Supplemental 4000-4999: Books And Supplies Supplemental materials and supplies</p> <p>1000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Additional hours for certificated staff</p> <p>5000 Comprehensive Support and Improvement (CSI)</p>

			<p>5000-5999: Services And Other Operating Expenditures Transportation</p> <p>1000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplemental materials and supplies</p>
1.3	Provide and increase post-secondary exposure through dual and concurrent enrollment, AP course opportunities to increase post-secondary exposure and interest.	All students	<p>5000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Transportation</p> <p>1000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Additional hours for certificated staff</p> <p>1000 Title I 1000-1999: Certificated Personnel Salaries Additional hours for certificated staff</p>
1.4	Increase credit recovery opportunities and supports for students to meet graduation requirements.	All students	<p>5000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Additional hours for certificated staff</p> <p>1000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Additional hours for certificated staff</p> <p>5000 Title I 1000-1999: Certificated Personnel Salaries</p>

			Additional hours for certificated staff
1.6			

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Parent engagement and student and parent positive perception

By June 2025, SHS will increase parent engagement as measured by internal Youth Truth survey data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4-AUSD will improve engagement by empowering families through relationships, collaboration, and partnerships within our community.

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.

Based on the 2024 Youth Truth family survey responses, in the area of engagement, there were 54% positive responses (decrease from 70% 2023). Related to communication and feedback, there were 79% positive responses (increase from 72% 2023) and in the area of safety it was 67% positive responses (increase from 57% 2023).

Based on the 2024 Youth Truth student survey responses, in the area of engagement there were 62% positive responses (increase from 61% 2023). Related to belonging and peer collaboration there were 38% positive responses (no change) and in the area of culture there were 49% positive responses (increase from 42% 2023).

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
Family Youth Truth parent survey engagement area positive responses	2024 54%	Increase by 10%
Family Youth Truth parent survey communication and feedback area positive responses	2024 79%	Increase by 6%
Family Youth Truth parent survey safety area positive responses	2024 67%	Increase by 8%
Student Youth Truth engagement area positive responses	2024 62%	Increase by 10%
Student Youth Truth belonging and peer collaboration area positive responses	2024 38%	Increase by 12%
Student Youth Truth culture area positive responses	2024 49%	Increase by 10%

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	Improve and increase available extracurricular activities during and after school.	All students	<p>10000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Additional hours for certificated staff</p> <p>500 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Additional hours for certificated staff</p> <p>10000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplemental materials and supplies</p> <p>20000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Supplemental services</p>
1.2	Develop and implement parent and student engagement workshops; including professional development to increase engagement and belonging.	All students	<p>1000 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Additional hours for classified staff</p> <p>2000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplemental materials and supplies</p> <p>2000</p>

			<p>Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Supplemental materials and supplies</p> <p>2000 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Contracted services</p>
1.3	Improve utilization of communication resources such as ParentSquare, Aeries, social media and other platforms increase communication, student progress and activities.	All students	
1.4	Continue to provide and update culturally relevant materials including focus on diverse authors and experiences.	All students	<p>2000 LCFF Supplemental 4000-4999: Books And Supplies Supplemental books</p>

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.

School Climate

By June 2025, SHS will continue to improve school climate through a reduction of chronic absenteeism and suspension rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5-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.

2023 California Dashboard indicated that 10.7% of students were suspended at least one day (a 6.5% increase over 2022).

According to student information system in the 2022-2023 school year, 51% of students were chronically absent (absences greater than 10%). Additionally, 80% of homeless students were chronically absent.

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
Student suspension rate	2022-2023 10.7% of students suspended one or more days	Decrease by 3%
Chronic absence rate	2022-2023 51% of students are chronically absent	Decrease by 10%
Chronic absence rate for homeless students	2022-2023 80% of homeless students are chronically absent	Decrease by 20%

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	Explore and implement discipline alternatives including positive behavior interventions to increase attendance and decrease suspension rates.	All students	1000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Additional hours for certificated staff

			<p>1000 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Additional hours for classified staff</p> <p>1000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplemental materials and supplies</p>
1.2	Implement and provide professional development to attendance team including certificated, classified and partners to monitor and implement attendance strategies.	All students	<p>500 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Additional hours for certificated staff</p> <p>500 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Additional hours for classified staff</p>
1.3	Provide relevant professional development and support to certificated, classified and partner teams to reinforce positive behavior and attendance.	All students	<p>2000 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Training</p> <p>2000 Title I 5800: Professional/Consulting Services And Operating Expenditures Training</p>

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	\$200,159.00
Total Federal Funds Provided to the School from the LEA for CSI	\$166,444.00

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	\$23,715.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$190,159.00

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	\$10,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$10,000.00

Total of federal, state, and/or local funds for this school: \$200,159.00

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	23,715.00	0.00
LCFF Supplemental	10,000.00	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	10,000.00
Title I	23,715.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	114,944.00
2000-2999: Classified Personnel Salaries	6,500.00
4000-4999: Books And Supplies	27,715.00
5000-5999: Services And Other Operating Expenditures	37,000.00
5800: Professional/Consulting Services And Operating Expenditures	14,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	96,944.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	6,500.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	18,000.00

5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	37,000.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	8,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	2,500.00
4000-4999: Books And Supplies	LCFF Supplemental	7,500.00
1000-1999: Certificated Personnel Salaries	Title I	15,500.00
4000-4999: Books And Supplies	Title I	2,215.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	102,444.00
Goal 2	9,215.00
Goal 3	31,000.00
Goal 4	49,500.00
Goal 5	8,000.00

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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