



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Las Plumas High School	04 61515 0434803	6/8/2022	06/22/2022

Purpose and Description

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

Schoolwide Program

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

The school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan is to 1) Provide equitable educational opportunities to every student; 2) Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS) as a framework; and 3) Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities. We are using these goals to frame education for all students.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Our school (and district) partnered with the THRIVE organization to determine ways to improve services and academic achievement for students. Las Plumas High School collects a variety of stakeholder feedback throughout the year. Students, parent, staff, and community members have been provided the opportunity to provide feedback through various district and school surveys. Students provided feedback by completing the California Healthy Kids Survey (CHKS) and OUHSD LCAP survey. For 2020-2021, 60% of our 9th and 11th graders took the Healthy Kids survey. On the 20-21 survey, 57% of students reported school connectedness, 58% reported a caring adult relationship, 67% reported high expectations, 64% reported perceived school safety, 84% reported low violence victimization, 77% reported no harassment, 83% reported no mean rumors, and 90% reported no fear of getting beat up. Areas of growth identified were Academic Motivation (56%) and Meaningful Participation (24%). For 20-21 there were no parents or staff that completed the 20-21 Healthy Kids Survey. We also surveyed our certificated and classified staff on their understanding of the school Mission and Vision. 57 staff members responded to the survey and after analyzing the data, 87% reported that they can explain our school vision to statement, 91% reported that the school vision clearly articulates what we aspire to be as a school, and 95% reported that they support the continued use of our vision as a foundational component of the school's strategic direction in the future. Stakeholders on our site Culturally Responsive Positive Behavior Intervention and Support (CR-PBIS) team also completed the Tiered Fidelity Inventory survey. Our team composition included administration, special education teachers, counseling, social workers, school psychologist, students, and a parent. The survey was first completed to check on our initial PBIS efforts, creating Action Plans for improvement, and for implementing our progress over time. The scoring criteria desired for the survey to provide positive outcomes is 70% or higher. Our team scored ourselves at 57% with our initial implementation. Parents also completed the Oroville Union High School district LCAP survey. Teachers also completed a PLC reboot survey. The purpose of this survey was to identify where we as a staff (district) are as it related to aligning and assessing instruction. Based on the surveys, we determined to focus on PLC question #1 (what do we want students to know or be able to do). All content areas used PLC time to identify essential standards. A lot of this work was done in conjunction with OHS through zoom meetings. Several teams have already decided to meet this summer to develop pacing calendars and common assessments.

Classroom Observations

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

Administrators conduct weekly walkthroughs of various classrooms using approved Walkthrough form. Feedback was provided to teachers. Administrators perform informal and formal observations of staff throughout the year. On a weekly basis, LPHS admin picked a content area to walkthrough classrooms. We conducted walkthroughs to observe evidence of Rules and Expectations, Instruction, and Student Engagement. A CR-PBIS Google form was filled out by the administrator and emailed to the teacher, sharing the feedback and evidence of the observation. Additional information was also emailed separately to the teacher to add context to the CR-PBIS observation form and to invite further discussion and support to the teacher if desired. Informal observations were non-evaluative and used as artifacts submitted to the California department of

justice. Formal observations and evaluations occur once each semester for probationary teachers, and once a year for teachers reaching permanent status. Permanent teachers are formally evaluated once every two years, until they have taught more than ten years in the district. Teachers with more than ten years of experience are evaluated once every five years. During the formal evaluation process, teachers meet with an administrator who was assigned to them to review the contractual language and criteria needing to be met with the evaluation. At the pre conference meeting, goals and objectives are discussed as well a date set for the formal observation. Written feedback is provided to the teacher within ten school days and a post conference meeting is scheduled. Feedback from the evaluation process is requested from the teacher and professional development opportunities are discussed. From the formal and informal observation and working in collaboration with teachers, administrators highlight effective and engaging tier 1 teaching strategies observed in classrooms and teachers share effective instructional practices with their colleagues. Outside professional development is also offered in Culturally and Linguistic Teaching and Learning (CLRTL) and the PLC process.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Assessments are discussed during PLC time. Best instructional practices are discussed during staff meetings. Core subject areas use benchmark assessments to check for student understanding. State and site assessments are used to modify instruction to improve student achievement at Las Plumas. State testing data (CAASPP)from the previous year is analyzed for areas of strength and areas of growth. Grade level teams and subject area teams have identified essential standards to be taught throughout the year, and the scope and sequence for teaching the essential standards are discussed in team-led PLC collaboration. Common and summative assessments are continually being updated and designed by teachers using established essential standards. Re-teaching of essential concepts is prioritized based on the collaborative data discussions held by the team. Co-teaching is a strength at Las Plumas within ELA, Math, and Science courses. Quality first instruction provided to students on IEPS has increased overall performance on standardized assessments. MAP testing is used the first 2 weeks of school to appropriately place students needing additional supports in English, Power Reading, and Math. PSATs are offered to 10th grade students in preparation of the SATs and AP tests are administered to students each May. ASVAB testing is also administered to students interested in a career in the armed services.

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

Teachers in collaborative grade level or department level teams have worked on creating common formative assessments to respond and intervene quickly to student learning. Collaborative team time is provided 2-3 times per month and teams document their progress in a shared PLC planner that is monitored by site administration. Student assessment data analysis is prioritized as teams look to improve quality first instruction and respond to students who didn't learn the essential skills and standards the first time. Beginning of the year staff-led training has focused on the importance of collecting and analyzing data. Illuminate training was offered 3 times this year for staff to get comfortable using the new data collecting assessment tool.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Las Plumas High School prides itself on providing highly qualified teachers in the classroom. Administrative support is provided to all teachers, especially new teachers to the district. New teachers are invited to attend an orientation to start the school year where administrators lead the orientation and provide information regarding Mission and Vision, Collective Commitments, District forms and information, PBIS overview, District safety plan, and other pertinent site information and products. New teachers are also part of the induction program through San Diego County office of education under the guidance of the OUHSD Director of Education. OUHSD also offers exceptional insurance coverage and a competitive pay scale comparative to schools in the surrounding areas.

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

Las Plumas teachers are properly credentialed and have access to sign up for professional development opportunities provided by our Director of Education. Teachers may also request professional development opportunities through the observation and evaluation process. When appropriate, training was provided by Las Plumas staff in the areas of the AERIES information system, CR-PBIS, and CLRTL.

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

District staff development has focused on Leading PLCs at work. District wide training was provided by Solution Tree author and PLC associate Janel Keating to all administrators and staff at an all district meeting at the beginning of the year. Focus was placed on determining essential standards, the power of collective efficacy, the PLC work layered around the four critical questions, essential elements for creating a system of interventions, team analysis of common assessment processes, and PLC structures for success. All departments, including singletons, are supported with time built in to the schedule to collaborate around PLC staff development. Additional release time is provided to teams to grade and review district benchmark data and provide analysis. Products that provide examples of quality first instruction and engaging lessons are emphasized as PLC collaborative teams work towards closing achievement gaps. The guiding coalition of PLC teachers leaders have begun to identify key areas where achievement gaps persist, and have begun to develop an actionable plan that included Culturally and Linguistically teaching as well as Culturally Responsive Positive Behavior Interventions and Supports to meet the needs of students.

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

Through informal observations and staff meetings, teachers at Las Plumas have the opportunities to share best practices to improve student learning. Instructional coaches are provided to Las Plumas staff who participate as cadre members with Culturally and Linguistically teaching and Learning. Additionally, when one cadre finishes the binder study and receive CLRTL instructional feedback, they provide coaching to the new cadre of teachers in the CLRTL program. On-going technology instruction is also provided to teachers with Illuminate assessment trainings as well as Teachers Training Teachers which was first utilized a few years ago at the beginning of COVID.

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

Teachers collaborate in PLCs on a basis

Teaching and Learning

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

Curriculum and instruction alignment begins in collaborative department and grade level teams. Essential standards are identified and broken down into student friendly learning targets. The scope and sequence of instruction is determined by the learning cycles and the time allotted to mastery and proficiency of essential standards. An emphasis is placed on all course material being California Standards based when available. National standards curriculum is used for courses that do not have available California standards. Development of common formative assessments is emphasized when developing grade level and department level assessments. Summative assessments should align to District Benchmarks developed by the ELA, Social Science, Math, and Science departments.

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

N/A

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

N/A

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

Standards-based instructional materials are available to all students at Las Plumas High School. Some courses utilize digital standards-based instructional materials, while others utilize print. When new curriculum is adopted (NGSS, Health, Common Core, etc.), the curriculum and supporting curriculum is adopted. All students have access to core subject curriculum as well as CTE and ELD board adopted curriculum. All students of IEPs and 504s have access to standards-based curriculum. Tutorial support classes also have additional standards-based materials to assist students with instruction and assessment. Textbooks are available as class sets and also available for students to check out from the student store. All students have access to board adopted standards-based digital curriculum provided via chromebooks.

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

State board of education material is provided to all students as well as standards-aligned instructional materials in all core courses to meet A-G requirements. Students have access to credit recovery opportunities through Oroville Adult Education and OUHSD Summer School.

Opportunity and Equal Educational Access

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

Las Plumas has 2 bilingual para educators to support students that have been classified or designated in Spanish and Hmong. Translation services are provided by the bilingual para educators when needed and appropriate. Our ELD teacher works with the district ELD coordinator and utilizes our testing coordinator with annual ELD assessments for redesignated and reclassification. Students on IEPs have access to tutorial support classes as well as co-taught classes. IEP teams and SST teams help determine any barriers for students and families, and develop research based alternatives to support students in need. All students have access to advanced level AP and honors courses, as well as after school tutoring opportunities. In addition to school day support, students have access to standards-based district online resources including: English 3D, Read 180, System 44, TCI-Social Science Curriculum, MY ELD Companion, MyPerspectives ELA curriculum, and Tutor.com. Students are provided the opportunity to learn in a Least Restrictive Environment and also provided the SDAIE scaffolds and supports as well as Universal Designed for Learning. Incoming freshmen are provided an orientation to connect with upperclassmen in our Link Crew program. The Link Crew program introduces incoming freshmen to the school and provides an opportunity to learn the culture of the school. School tours, class schedules, and sports and club teams are on site and available for students to sign up for during the orientation.

Evidence-based educational practices to raise student achievement

Evidence based practices are used to raise student achievement. Innovative practices are shared at every staff meeting. OUHSD partners with the California State University, Chico to place student teachers and co-teachers in selected English, math and science and SPED classrooms. The university participants and the district teachers receive support and professional development while participating in the program.

Parental Engagement

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

Quality first instruction is emphasized in staff and department level meetings. Training in CR-PBIS and CLRTL strategies help create a safe school climate. Standards-based instruction and common Core strategies help raise student achievement and close achievement gaps. PLC time emphasizes common formative assessment and team analysis of student assessment data around the four questions of PLC. Response to Intervention in PLC teams determine best practices to support students who didn't learn the essential standards the first time. Co-teachers have proven effective with student achievement and fewer disciplinary problems in class. We have also purchased software to support our Advanced Placements students in Government, Economics, and Calculus.

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

Las Plumas High school provides many resources to support under-achieving students. Our Counseling team reviews academic transcripts and schedules SST meetings for students in need of academic and behavioral support. Two district social workers are available to meet with students on site each day. Working with the assistant principal and social workers, Las Plumas has 2 Targeted Case managers who are available to assist students in need of a reset and also to work with families and monitor student attendance, behavior, and credits. The targeted case managers provide classroom support, go on home visits with the assistant principal, and provide district and community resources to struggling students and families. Our school psychologist and special education department advocates for students with disabilities and ensures that all IEPs are appropriately followed. Our College and Career technician works with the counseling department to help create 4 year plans for all students, assist with AP workshops, assists students with mentor applications, adult course and career assessments. Assists students in developing resumes, completing college applications, and working with college and career exploration software and other work related documents. Teachers are available on Monday, Tuesday, Thursday, and Friday for before school consultation and to assist with any educational needs of the students. One Friday a month is set aside for SEL lessons to help students. Topics this year include; Anger management, mental health, and responsible decision making. SEL topics and slide presentations were posted on the district webpage for families to view beforehand. The assistant principal monitors student attendance and works with families to schedule site attendance meetings and also to recommend district attendance meetings where barriers to school attendance can be discussed. The OUHSD Supportive School Climate Committee meets 3 times per year to ensure equitable discipline policies are in place and shared with the community. The CR-PBIS coordinator leads the work with the site team on the implementation of CR-PBIS with fidelity.

Funding

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

Categorical funds are providing services that enable underperforming students to meet standards as outlined in ESEA.

Fiscal support (EPC)

OUHSD allocates funding to support all students in order to meet California School Dashboard Indicators. All goals and actions to improve education at Las Plumas High or increase services at Las Plumas High are outlined in the OUHSD Local Control Accountability Plan (LCAP).

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Las Plumas School Site Council meets monthly and oversees the academic and cultural progress for our school. Data is reviewed and shared with staff monthly at the Collaboration time. School data is also shared with the community at Supportive School Climate Committee meetings, held three times a year. School and District data is shared with the community during monthly Board of Trustee meetings, as well as LCAP Educational Partner meetings.

Resource Inequities

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

Offering more dual enrollment classes that lead to college credit would benefit our high achieving students. LPHS currently has twelve classes that are eligible for dual enrollment for Butte College.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	377	365	335
Grade 10	332	379	339
Grade 11	282	329	333
Grade 12	254	277	280
Total Enrollment	1,245	1,350	1,287

Conclusions based on this data:

1. After a period of declining enrollment, the student population has stabilized. There has been a shift in students to the newly formed Distance Learning Independent Study program. Projections for the 22-23 school year see stable enrollment.
2. School-wide goals:
 1. Improve school culture
 2. College and Career Readiness
 3. Improve data collection and analysis.
 4. Increase parent engagement

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	43	51	52	3.50%	3.8%	4.0%
Fluent English Proficient (FEP)	200	194	187	16.10%	14.4%	14.5%
Reclassified Fluent English Proficient (RFEP)	2			4.7%		

Conclusions based on this data:

1. Since the 19-20 school year, our school district has seen an almost 65% increase in our EL population. The data also shows a stagnation in the number of EL students qualifying for reclassification causing a decrease in overall percentage reclassified. To address this, we are in the process of improving program evaluation and curriculum to increase the number of reclassifications. We are also looking to increase the professional development opportunities to improve our integrated English Learner approach and outcomes. We are currently analyzing scheduling practices to ensure EL students have equal opportunity and exposure to all curriculum choices.
2. Data and reclassification in the 19-20 school year was affected by COVID-19. We are seeing an increase of English Learners that are not showing English proficiency.
3. We are currently discussing EL curriculum with our ELAC committee

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	277	301		133	231		133	231		48.0	76.7	
All Grades	277	301		133	231		133	231		48.0	76.7	

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	2572.	2542.		21.05	12.55		29.32	25.11		27.07	27.71		22.56	34.63	
All Grades	N/A	N/A	N/A	21.05	12.55		29.32	25.11		27.07	27.71		22.56	34.63	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	22.56	15.15		53.38	57.58		24.06	27.27	
All Grades	22.56	15.15		53.38	57.58		24.06	27.27	

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	21.80	17.90		52.63	49.34		25.56	32.75	
All Grades	21.80	17.90		52.63	49.34		25.56	32.75	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	8.27	8.23		75.94	66.67		15.79	25.11	
All Grades	8.27	8.23		75.94	66.67		15.79	25.11	

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	22.56	11.26		62.41	64.07		15.04	24.68	
All Grades	22.56	11.26		62.41	64.07		15.04	24.68	

Conclusions based on this data:

1. ELA CAASPP results indicate that there is room for growth.
2. Overall, ELA has been an area that has improved over the past 3 years.
3. Data is not available after the 18-19 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	277	301		123	227		123	227		44.4	75.4	
All Grades	277	301		123	227		123	227		44.4	75.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2521.	2505.		2.44	3.96		16.26	12.33		26.02	19.82		55.28	63.88	
All Grades	N/A	N/A	N/A	2.44	3.96		16.26	12.33		26.02	19.82		55.28	63.88	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2.44	6.61		47.15	34.80		50.41	58.59	
All Grades	2.44	6.61		47.15	34.80		50.41	58.59	

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	5.69	6.61		71.54	59.47		22.76	33.92	
All Grades	5.69	6.61		71.54	59.47		22.76	33.92	

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	5.69	6.17		69.92	63.88		24.39	29.96	
All Grades	5.69	6.17		69.92	63.88		24.39	29.96	

Conclusions based on this data:

1. Math performance has lagged, compared to ELA.

2. Most students do not take advanced Math courses, beyond the graduation requirement and are not enrolled in a Math class during grade 11, the year that the CAASPP is administered.
3. Data has not changed since the 18-19 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1534.5	1528.4		1511.5	1505.6		1556.9	1550.7		22	15	
10	*	1562.2		*	1546.5		*	1577.4		9	21	
11	*	*		*	*		*	*		10	8	
12	*	*		*	*		*	*		*	5	
All Grades										42	49	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.55	0.00		40.91	46.67		40.91	40.00		13.64	13.33		22	15	
10	*	23.81		*	47.62		*	19.05		*	9.52		*	21	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	14.29	14.29		42.86	44.90		33.33	30.61		9.52	10.20		42	49	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	13.64	0.00		45.45	60.00		27.27	26.67		13.64	13.33		22	15	
10	*	28.57		*	38.10		*	23.81		*	9.52		*	21	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	19.05	18.37		47.62	46.94		23.81	24.49		9.52	10.20		42	49	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.09	13.33		27.27	13.33		40.91	46.67		22.73	26.67		22	15	
10	*	14.29		*	33.33		*	42.86		*	9.52		*	21	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	11.90	10.20		35.71	26.53		35.71	48.98		16.67	14.29		42	49	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.09	0.00		72.73	80.00		18.18	20.00		22	15	
10	*	9.52		*	76.19		*	14.29		*	21	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	9.52	4.08		73.81	77.55		16.67	18.37		42	49	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	45.45	40.00		36.36	46.67		18.18	13.33		22	15	
10	*	71.43		*	14.29		*	14.29		*	21	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	47.62	59.18		40.48	28.57		11.90	12.24		42	49	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.55	13.33		59.09	40.00		36.36	46.67		22	15	
10	*	14.29		*	66.67		*	19.05		*	21	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	11.90	12.24		57.14	55.10		30.95	32.65		42	49	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	22.73	6.67		59.09	73.33		18.18	20.00		22	15	
10	*	9.52		*	85.71		*	4.76		*	21	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	23.81	10.20		64.29	77.55		11.90	12.24		42	49	

Conclusions based on this data:

1. In all categories the percentage of students who achieved level 1 has increased. On a positive note, we did see an increase in our levels 4 achievement areas overall. We also have noted that the percentage of students who have achieved a level 2 or 3 has changed in a manner that would suggest that students are either moving up to a level 4 or moving down to a level 1. To better understand student achievement, we will analyze our longitudinal data to determine where the student gaps are over time. While we do understand that COVID and distance learning had an impact, we need to improve our practice of data analysis to identify student needs so that they can be addressed. By identifying achievement gaps in domain areas we can address those areas with targeted and individualized instructional strategies.
2. Our ELPAC coordinator is an assistant principal that was and EL teacher and will use his expertise to lead the school in increase student growth.
3. LPHS hired a testing coordinator to assist with administering assessments late in the 21-22 school year.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,350	75.6	3.8	0.8
Total Number of Students enrolled in Las Plumas High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	51	3.8
Foster Youth	11	0.8
Homeless	19	1.4
Socioeconomically Disadvantaged	1,021	75.6
Students with Disabilities	183	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	2.6
American Indian	105	7.8
Asian	89	6.6
Filipino	10	0.7
Hispanic	308	22.8
Two or More Races	58	4.3
Pacific Islander	8	0.6
White	737	54.6

Conclusions based on this data:

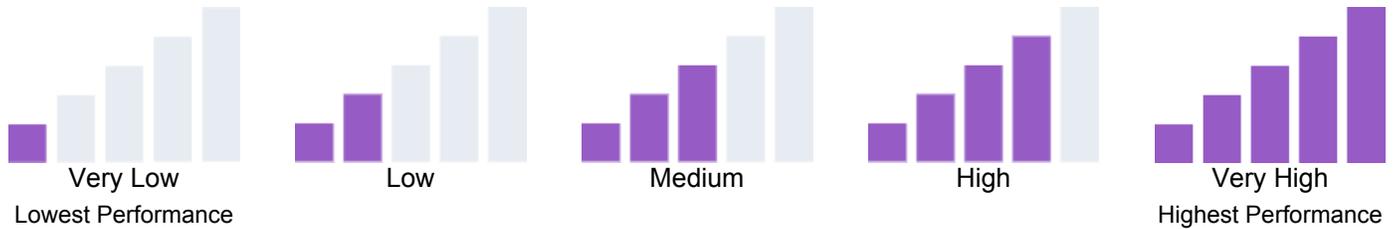
1. The student population is not significantly ethnically diverse.
2. The Socio-economically disadvantaged population is high and there are significant needs related to that population.
3. Resources that serve the socio-economically disadvantages population are limited and the need exceeds the ability to serve those students.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	Graduation Rate High	Suspension Rate Medium
Mathematics Very Low		
English Learner Progress Medium		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Suspension Rate has decreased. Dis-aggregation of this data is underway.
2. The OUHSD District Discipline Plan is being updated, with consideration to cultural, racial, behavioral and social-emotional supports, as well as fully implementing PBIS. We have moved to a tiered system of discipline interventions (1. teachers, 2. TCMs, counselors, and social workers, and 3.administration)
3. The District and school are implementing Culturally Responsive Teaching and Learning (CRTL), as well as Culturally Responsive Positive Behavioral Intervention Strategies (CR-PBIS).

School and Student Performance Data

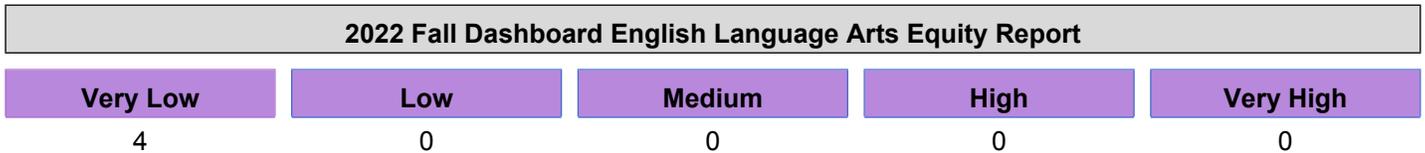
Academic Performance English Language Arts

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

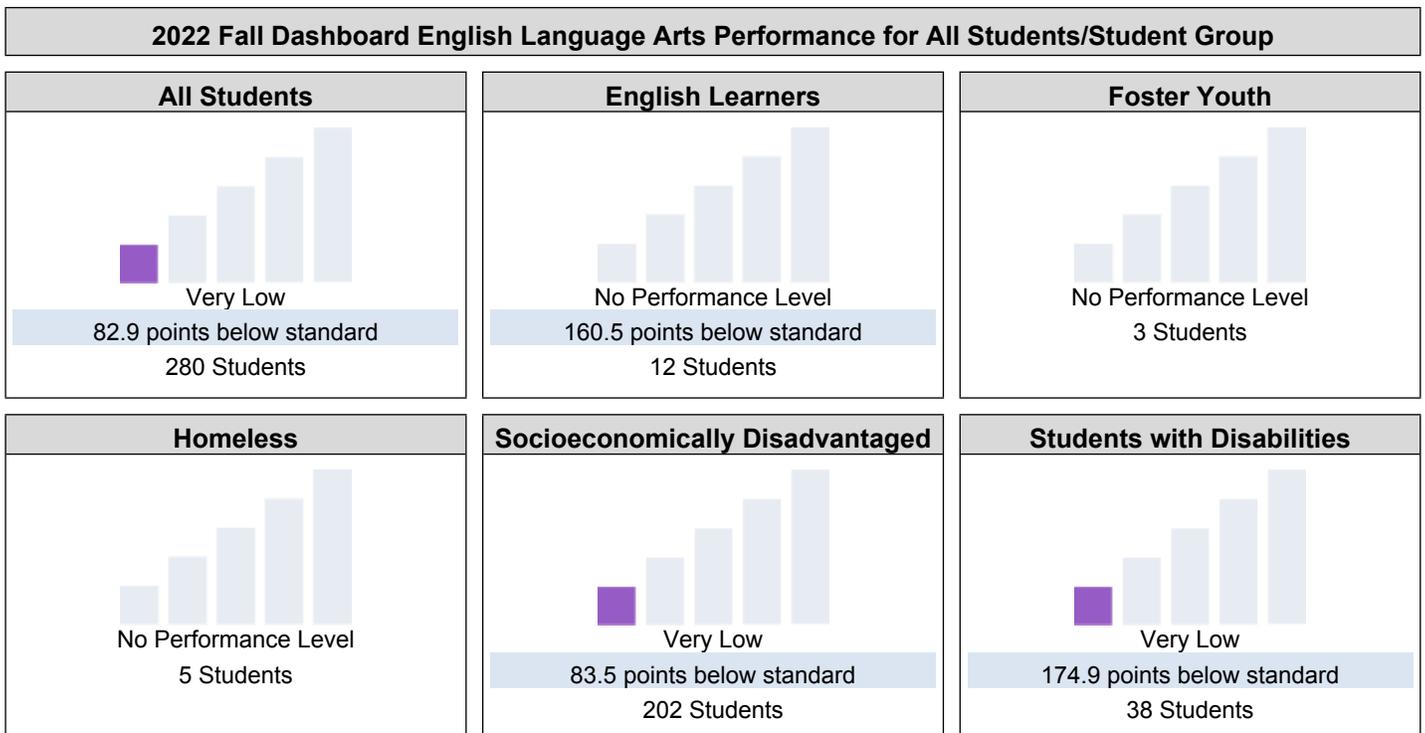
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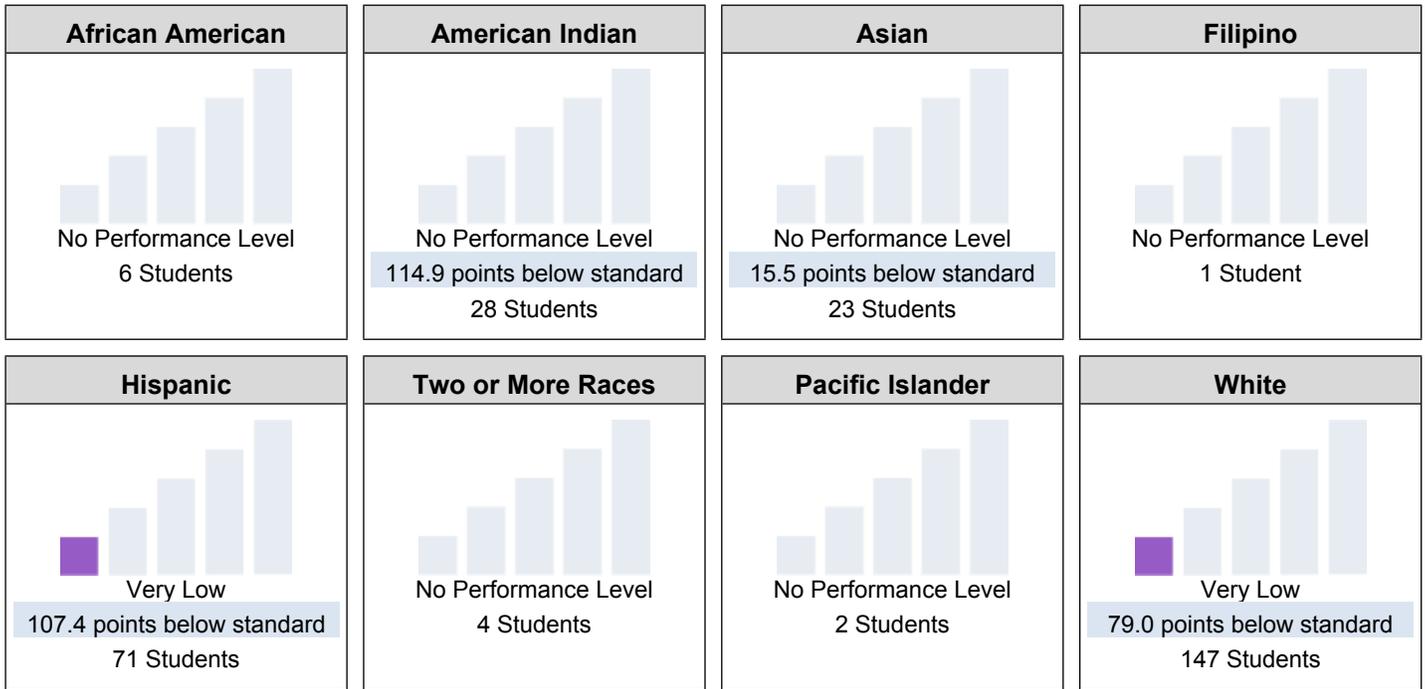
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
5 Students	7 Students	91.5 points below standard 220 Students

Conclusions based on this data:

1. Significant resources have been allocated to improving instructional practices. These practices must be implemented with fidelity to a greater degree.
2. The Socio-economically disadvantaged population has been an area of concern, with regard to dashboard indicators.
3. We are using the coteach model to meet some of our more challenged learners.

School and Student Performance Data

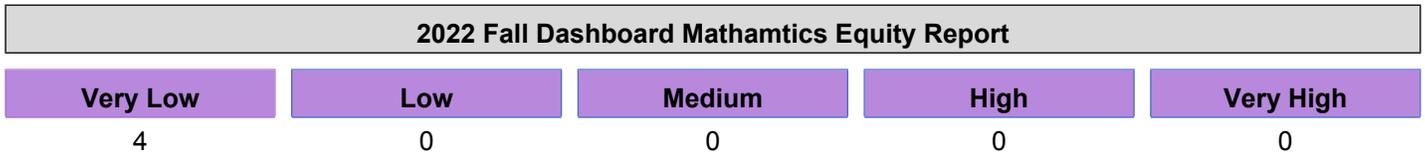
Academic Performance Mathematics

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

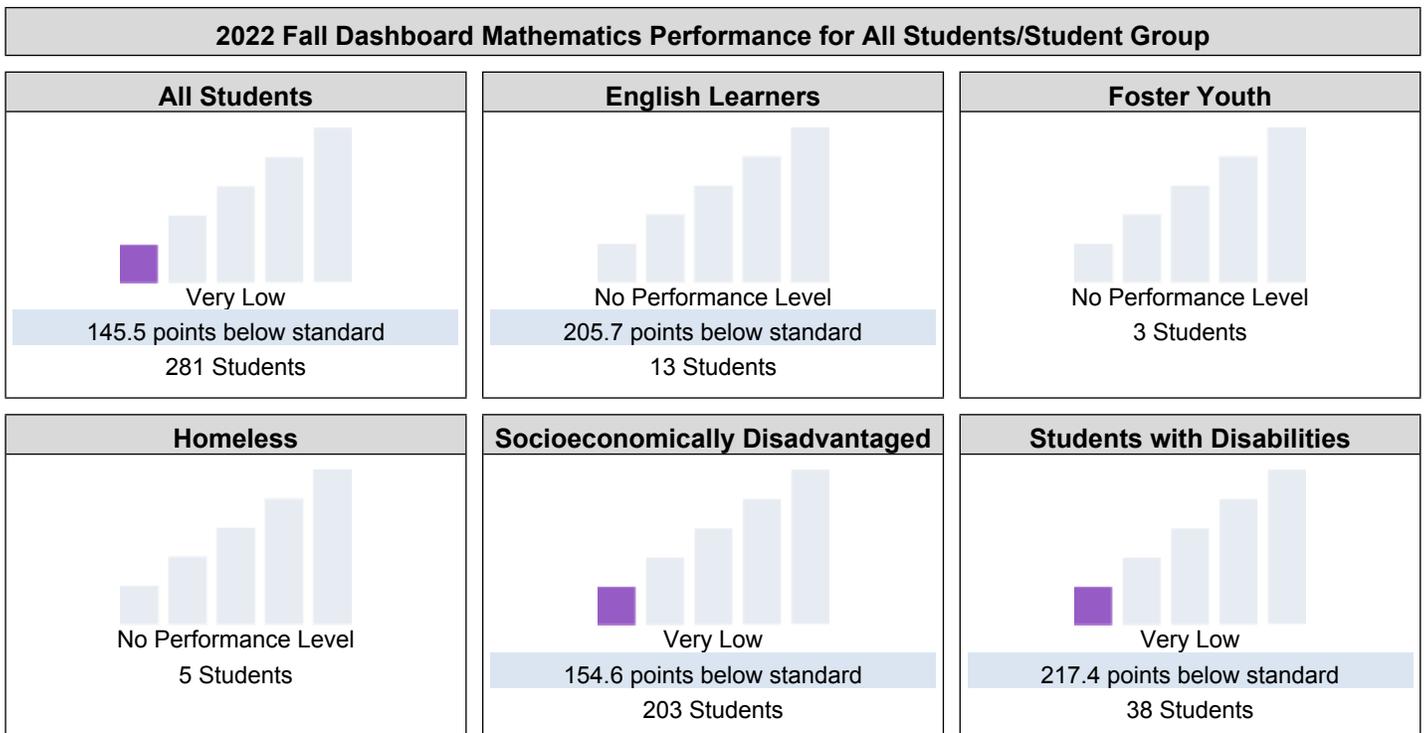
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



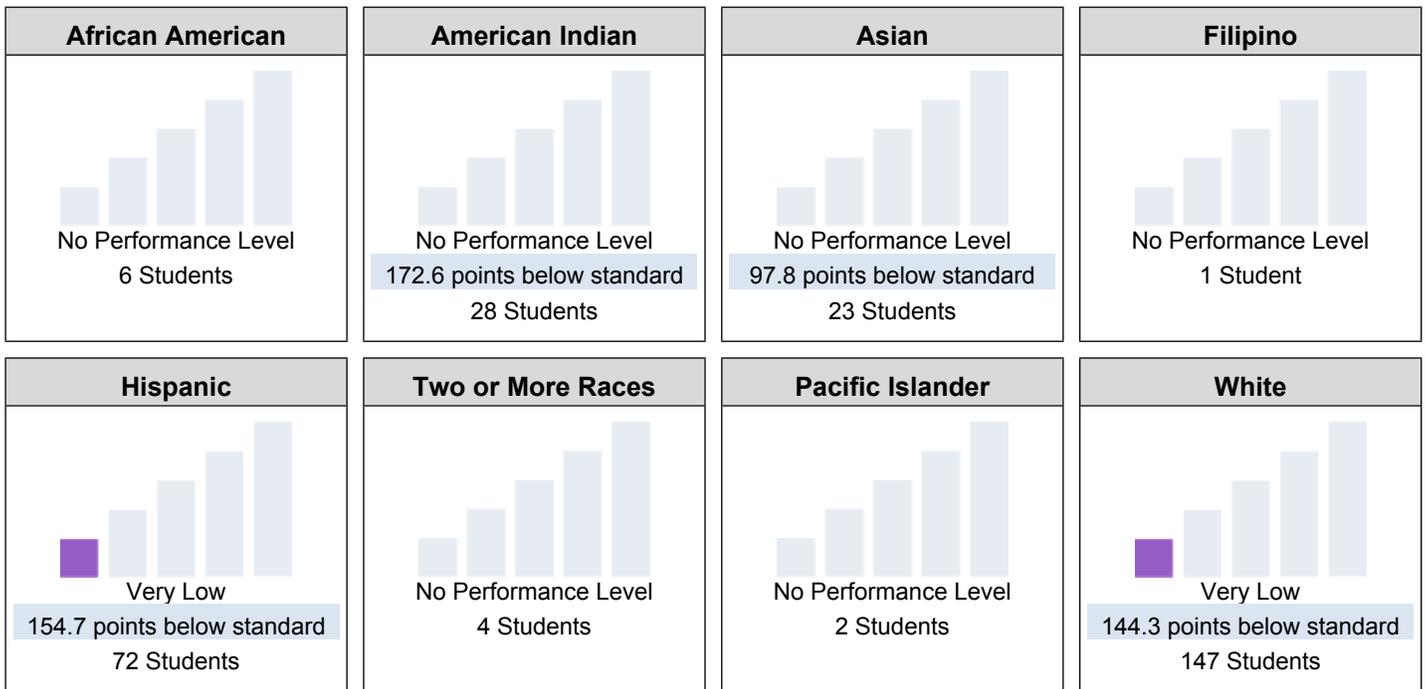
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6 Students	7 Students	<div style="background-color: #cccccc; padding: 2px;">149.8 points below standard</div> 220 Students

Conclusions based on this data:

1. Socio-Economically Disadvantaged student performance in Math is a major concern.
2. Overall, Math skills are low, when student enter 9th grade. We are using a coteach model to support some of our more.
3. A large number of students begin well below grade level and do not reach the proficiency required to perform well on the CAASPP.

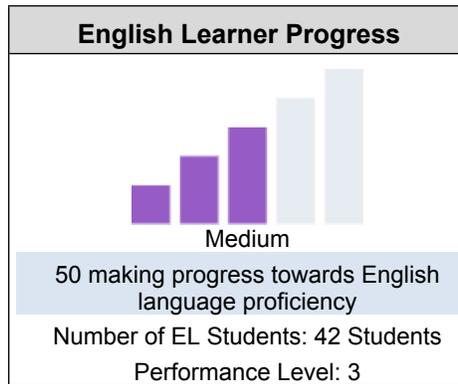
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.8%	26.2%	2.4%	47.6%

Conclusions based on this data:

- The number of ELL students has decreased, over time. The proficiency levels have also risen. This is due to the fact that there are fewer newcomers moving to Oroville. Lower opportunities for employment are a likely factor.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

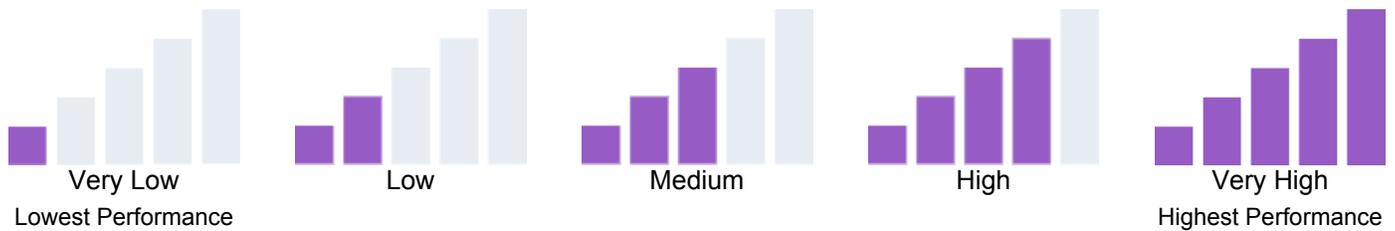
Conclusions based on this data:

1. After analysis of College and Career Preparedness data, it was discovered that students were enrolled in Concurrent Enrollment courses at Butte College; however, the coding in Aeries was incorrect, resulting in under reporting data.
2. This error has been corrected and future data should more accurately reflect College and Career performance.
3. LPHS has gone from 7 to 17 concurrent enrollment classes in the last 3 years

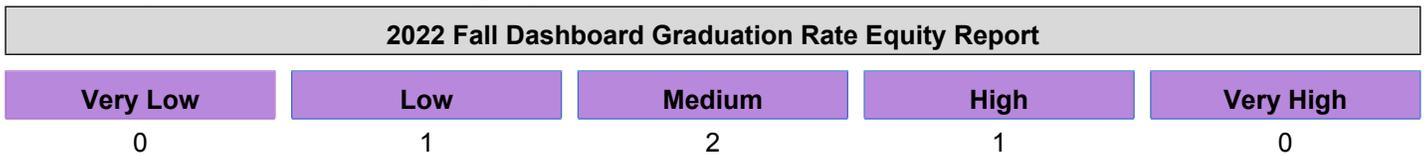
School and Student Performance Data

Academic Engagement Graduation Rate

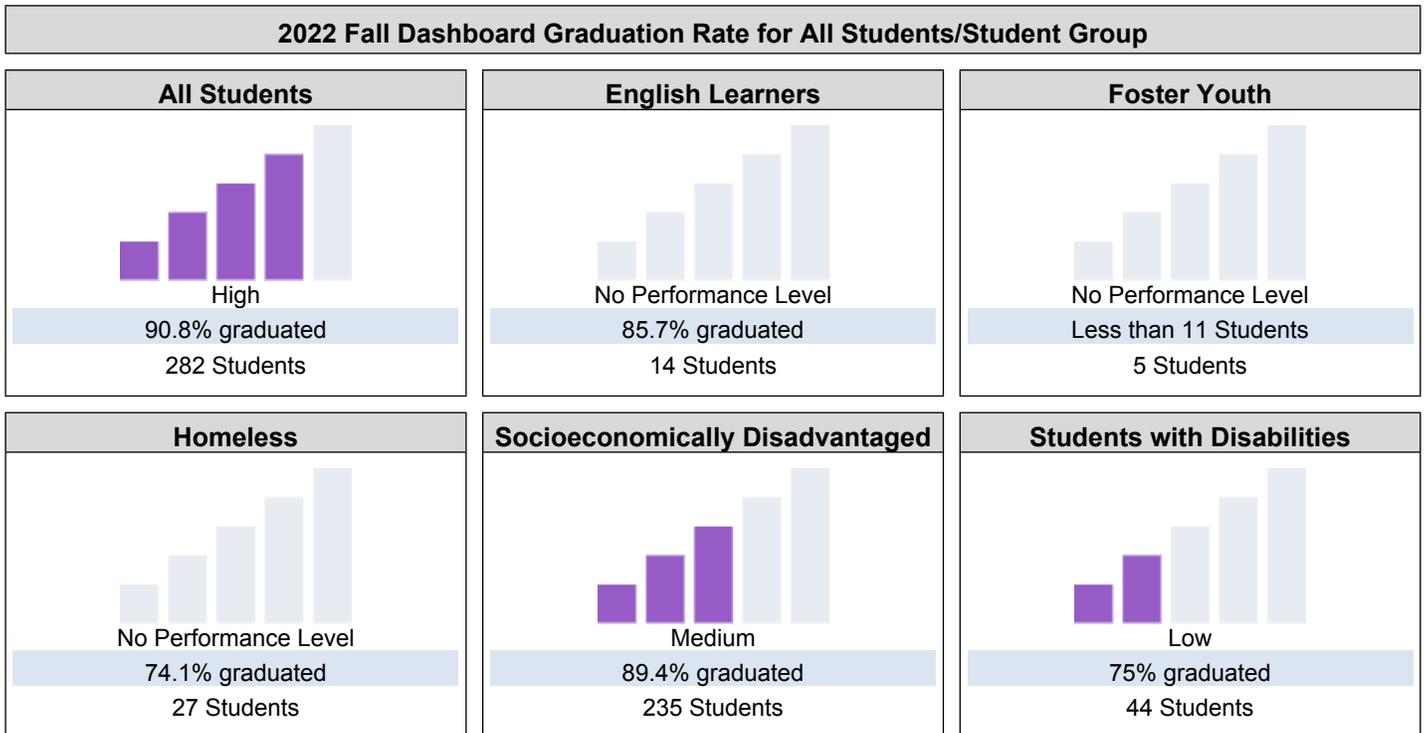
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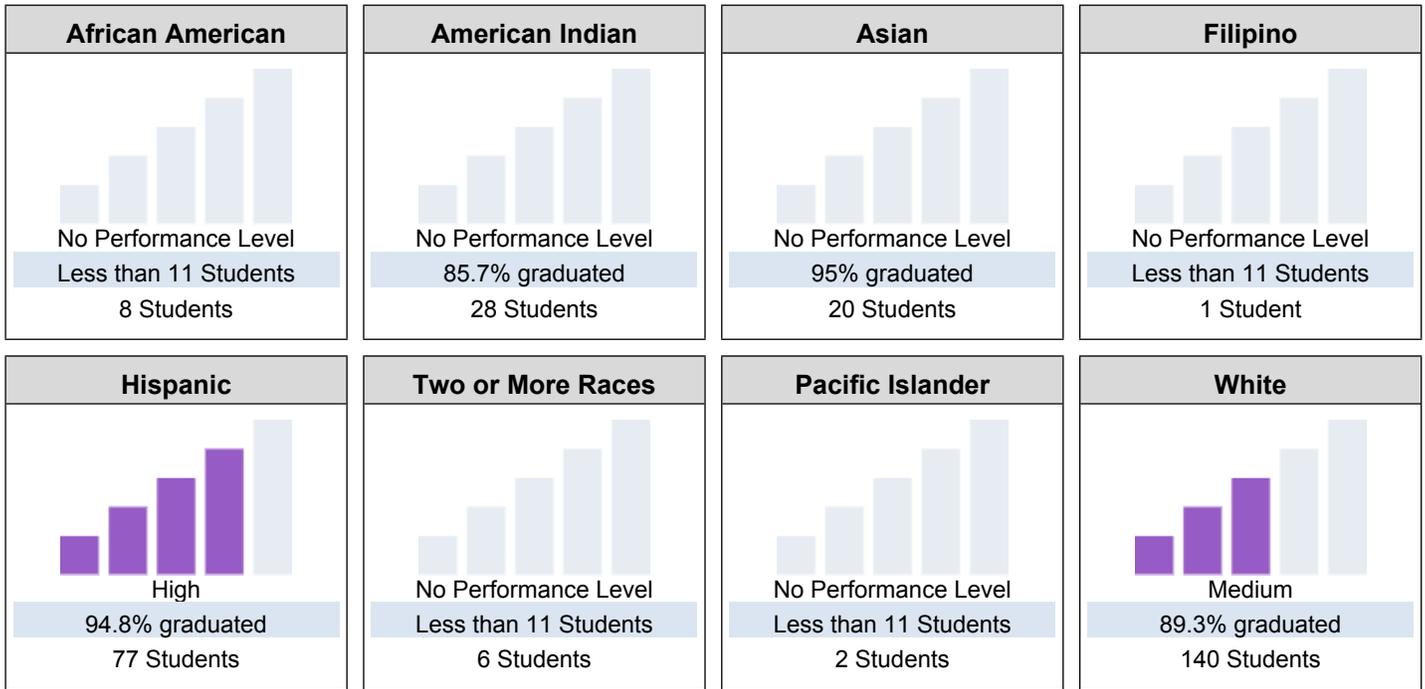
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

1. The graduation rate has risen slightly.
2. The transient nature of our student population results in students being included in the cohort that move out of the area and do not enroll in school when they leave.
3. Nearly all students who are continuously enrolled graduate from the school.

School and Student Performance Data

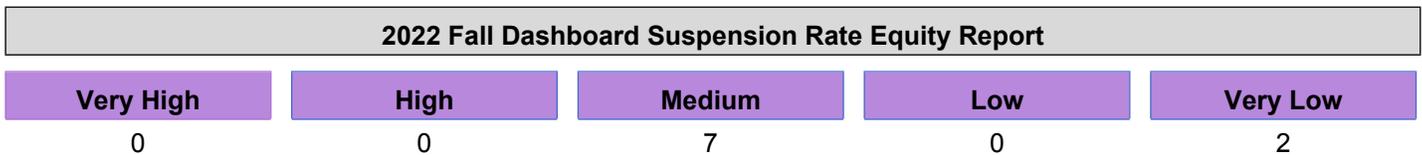
Conditions & Climate Suspension Rate

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

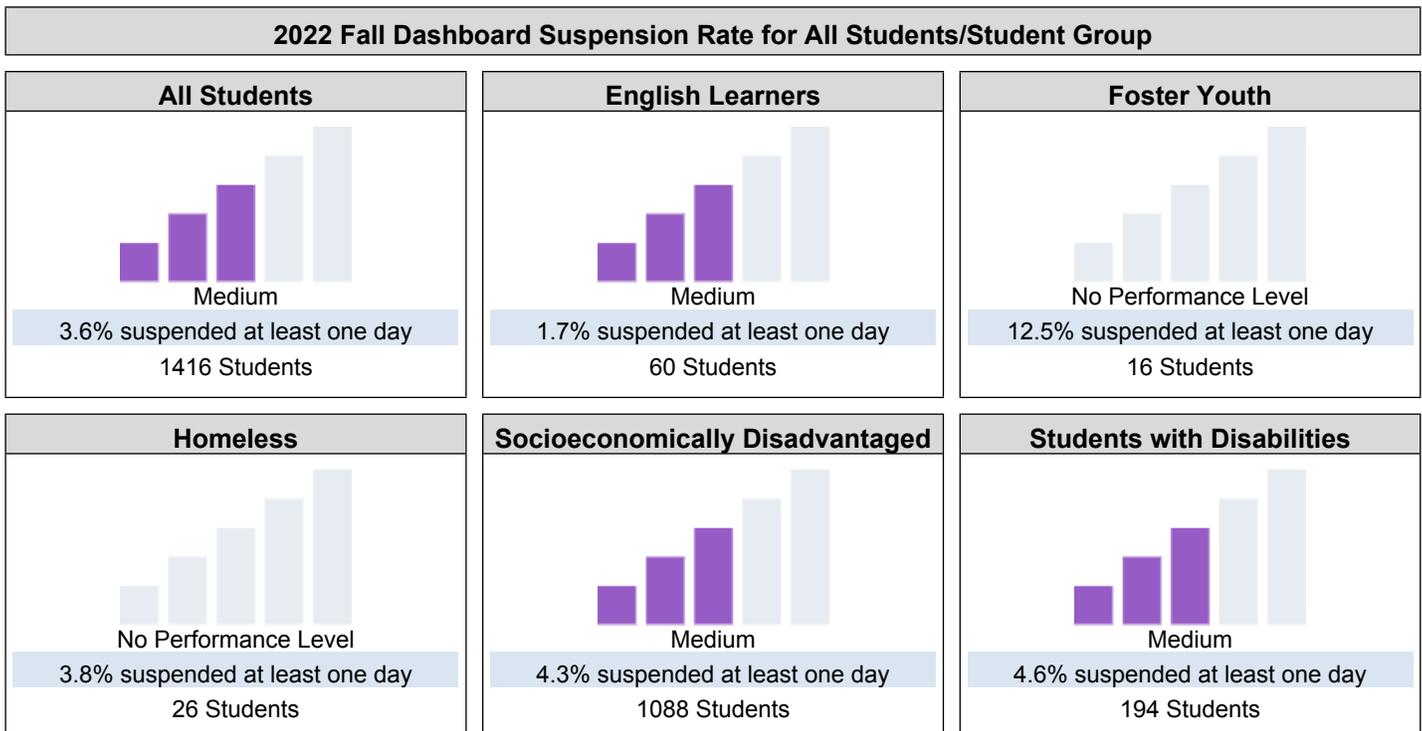
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



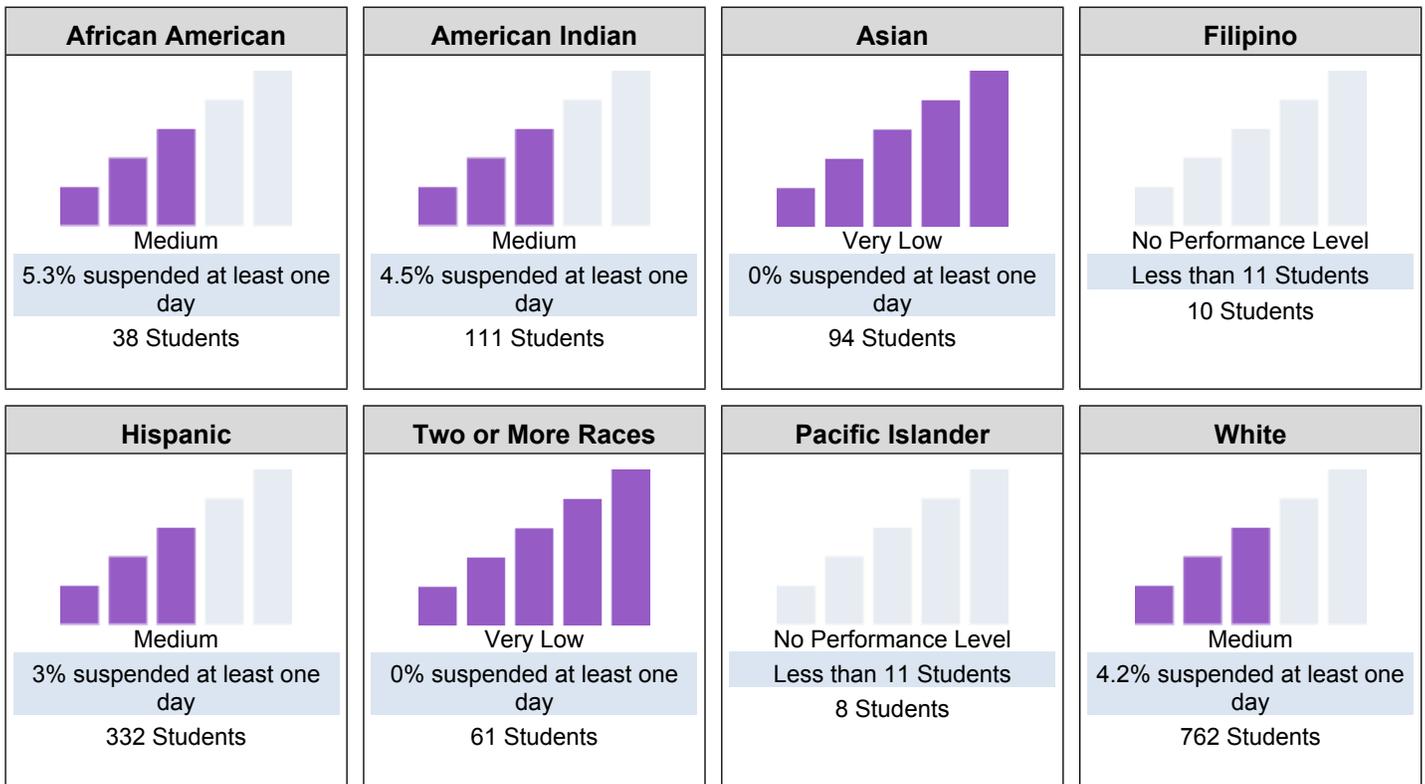
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Student discipline data is a major area of concern. To better track student discipline data we are now using SWIS
2. A Restorative Justice program is being implemented to address suspension and expulsion concerns.
3. The District Discipline plan has been modified and programs are being put in place during the 21-22 school year to address school climate and discipline concerns, as well as racial equity.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve school culture

LEA/LCAP Goal

#2 Provide a safe, nurturing and supportive environment for all students using Culturally Responsive Positive Behavior Intervention Supports as a framework.

Goal 1

Increase the percentage of students who engage with the school community and report that LPHS has a good, positive, and welcoming school culture.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Power of Being Seen Survey (staff)	approximately 50% of students are identifiable in at least 2 metrics (by staff)	85% of students are identifiable in at least 2 metrics (by staff)
Culture survey (students)	less than 50% students agree or strongly agree we have a good school culture	75% if students will agree or strongly agree on a positive school culture

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Using CRTL and CRPBIS strategies to ensure identified areas affecting student learning are met
 Using SEL resources and strategies to build positive relationships with students and their families
 Games and activities provided during lunch by ASB
 Freshmen orientation
 Targeted Case Manager support for students in need. We are adding and additional TCM for 23-24
 Community Circles
 Social Work Support for students in need

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,500

Source(s)

General Fund
4000-4999: Books And Supplies
Incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

In accordance with Principle 1.C of the EL Roadmap, in creating a school climate and campus that is affirming, inclusive, and safe, we will do the following:

Teachers will be able to identify their EL students and will pronounce their names correctly

Teachers will create a welcoming environment by greeting students by name as they enter the classroom

Staff will include cultural and geographical examples, content, and activities into their content areas to celebrate/appreciate cultural awareness and diversity.

The school will create a welcoming school campus by celebrating culturally appropriate artwork, flags, etc. that represent EL and other student populations.

To engage parents, students and staff, the school will host and participate in culturally important celebrations and events especially surrounding culturally significant holidays.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

General Fund

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The strategies proved very impactful for the students in attendance

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

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

We will increase the number of circles and will provide Restorative Training for Targeted Case Managers

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Readiness

LEA/LCAP Goal

#3 Every student will have a goal for college and/or careers, and our district will prepare them for participation in those opportunities.

Goal 2

Increase College and Career Readiness

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASPP/Dashboard Indicators	2019-20 Data	Eliminate Red and Orange indicators on Dashboard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Improve student achievement in math and science by:
 Reporting student progress toward graduation and dashboard indicators to the Site Council each quarter.
 Schedule tours for students at colleges in Northern California
 Develop a four-year plan for graduation for every student by:
 Meeting with all 9th grade students to develop a four-year plan toward graduation.
 Meeting annually with 10-12 grade students to update progress toward graduation.
 Coordinating strategies and activities with the College/Career Readiness Technician.
 Provide an opportunity for students to take advantage of the Reg2Go offering at Butte College

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
50,000	LCFF 2000-2999: Classified Personnel Salaries College and Career Technician

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

In alignment with Principle 4.A of the EL Roadmap, in building educational approaches and programs that are designed for continuity, alignment, and articulation across grade levels, we will do the following:
Convene a committee that will analyze our current scheduling and course offerings to make suggestions for change that ensure that EL students are provided equitable opportunities for participation in college and career readiness courses.
During the enrollment and scheduling process, we will target EL students who are new to LPHS and provide information on college and career opportunities available to them and encourage them to enroll in those courses.
We will also seek to engage families and parents through our ELAC meetings and provide information and awareness of college and career offerings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

4 year plans were developed for every student

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

We provided more college tours than were expected

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.

We will provide tours specifically for foster/homeless students

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve data collection and analysis.

LEA/LCAP Goal

#1 Provide equitable educational opportunities for all students.

Goal 3

Improve data collection and analysis.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CTE Pathway Completers	20-21 Dashboard Data	Increase the number of CTE pathway completers to 25% of our graduates in the next two (2) years.
CTE Industry Certifications	20-21 Dashboard data	Increase CTE industry certifications by 20% over the next two (2) years.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Each department reviews student achievement in aggregate and disaggregated form. The PLC reboot will address all 4 PLC questions and lead to better use of data. Staff use DataZone, DNA Assessment, and Aeries for schoolwide assessment of student attendance and discipline.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4200

Source(s)

Title I Part A: Allocation
5000-5999: Services And Other Operating Expenditures
Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

In accordance with principle 3A of the EL Roadmap, LPHS will maintain a systemic focus on continuous improvement towards English proficiency, academic engagement, and achievement by doing the following:

Creating a more robust evaluation model that will provide the information and data necessary to make institutional decision that support improvement and progress.

Align the school's evaluation model and accountability plan to the newly revised and updated district EL master plan.

The school ELAC will evaluate curriculum, progress, and program performance tri-annually, using ELPAC data, MAP assessment, content formative/summative assessment data, and other relative data.

Based on the evaluation model and data analysis, ELAC will make recommendations for further program growth and development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We did not do a good job collecting or assessing data

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

IO/DNA was not implemented

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.

We will implement a PLC reboot which will align both comprehensive campuses in the core subjects.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase parent participation

LEA/LCAP Goal

Goal 4

Identified Need

low participation in both SSC and ELAC

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We will call all EL parents, inviting them to the ELAC meetings. We will also call parents if they do not respond to the email invitation to join Site Council

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$174,836.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$59,200.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$4,200.00

Subtotal of additional federal funds included for this school: \$4,200.00

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 (\$)
General Fund	\$5,000.00
LCFF	\$50,000.00

Subtotal of state or local funds included for this school: \$55,000.00

Total of federal, state, and/or local funds for this school: \$59,200.00

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	174,836	174,836.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	5,000.00
LCFF	50,000.00
Title I Part A: Allocation	4,200.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	50,000.00
4000-4999: Books And Supplies	4,500.00
5000-5999: Services And Other Operating Expenditures	4,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	General Fund	500.00
4000-4999: Books And Supplies	General Fund	4,500.00
2000-2999: Classified Personnel Salaries	LCFF	50,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4,200.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1	5,000.00
Goal 2	50,000.00
Goal 3	4,200.00

School Site Council Membership

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

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

Name of Members	Role
Bill McCutchen	Other School Staff
David Loudermilk	Classroom Teacher
Miranda Johnson	Parent or Community Member
Bret Lawson	Classroom Teacher
Dave Croxell	Other School Staff
Sarah Fairbanks	Parent or Community Member
Lisa Torres	Parent or Community Member
Kalyn Peterson	Other School Staff Secondary Student
Lamar Collins	Principal
Bonnie Leih	Classroom Teacher Parent or Community Member
Jayden Rykola	Classroom Teacher Secondary Student
	Parent or Community Member
	Other School Staff
	Other School Staff
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on 6/8/2022.

Attested:



Principal, Dr. Lamar Collins, Sr on 5/8/2023



SSC Chairperson, Bret Lawson on 5/8/2023

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019