

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Western Placer Unified School District	31-66951-0000000	October 16, 2024	

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

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

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

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

This plan is being used by Western Placer Unified School District for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

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

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# Plan Description

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

This plan is being used by Western Placer Unified School District for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

With the support of CSI funding, we hired a part-time attendance clerk to enhance attendance tracking and reporting. Additionally, the district converted a temporary counselor position into a full-time FTE, funded through both CSI and LCAP. This expanded counseling support focuses on monitoring student attendance and developing individualized graduation plans. To further support our students, we have implemented a comprehensive intervention program tailored to the needs of older students, which we anticipate will help increase the graduation rate.

## Educational Partner Involvement

How, when, and with whom did Western Placer Unified School District consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Leadership students are involved in developing and reviewing the SPSA annually. Community members and staff are also involved in this process. Typically, the site council meets every quarter. The site plan is summarized by listing each goal along with a bulleted list of corresponding strategies from the plan. This provides talking points throughout the year so that progress can be monitored and any necessary adjustments can be made.

Community members, staff, students, and parents expressed their interest in continuing field trips and project based learning. This also included discussion about holding more school-wide activities and events.

## Resource Inequities

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

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

For Phoenix High School's SPSA, the required needs assessment highlighted several resource inequities, including limited access to full-time counseling services and insufficient staffing for attendance monitoring. To address these gaps, CSI funding was used to hire a part-time attendance clerk, and a temporary counselor position was converted to a full-time FTE through joint funding from CSI and LCAP. These changes aim to provide enhanced support for students, especially in the areas of attendance tracking and graduation planning, which are key to reducing the disparities identified in the assessment.

Phoenix High School has also seen a significant rise in the number of older, credit-deficient students referred for enrollment. Many of these students arrive several years behind in their academic credits, requiring at least one additional year to complete graduation requirements. This trend, which has increased since the COVID-19 pandemic, reflects the growing need for alternative placements that focus on credit recovery, particularly for students at comprehensive high schools.

In response, Phoenix High entered into an MOU with Roseville Adult School (RAS) to offer an evening high school diploma program for students aged 18 and older. Although this program provides a high school diploma, it is granted through adult education, meaning any former Phoenix High student—such as a 5th-year senior—who graduates through PSA cannot be counted toward Phoenix High's graduation rate.

To address this, Phoenix High developed a state minimum graduation track specifically for 5th-year students during the 2024-25 school year. This track is supported by designated teachers who work closely with these students to ensure they meet their graduation goals, allowing Phoenix High to better serve this population while maintaining a focus on graduation outcomes.

# Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

The 2024 data has not yet been published.

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

The 2024 data has not yet been published.

## Other Needs

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

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	2.44%	0.8%	%	3	1	
African American	2.44%	3.2%	1.83%	3	4	2
Asian	%	0.8%	0.92%	0	1	1
Filipino	0.81%	1.6%	1.83%	1	2	2
Hispanic/Latino	43.09%	48.8%	54.13%	53	61	59
Pacific Islander	0.81%	0%	%	1	0	
White	49.59%	37.6%	31.19%	61	47	34
Multiple/No Response	0.81%	4%	5.50%	1	5	6
<b>Total Enrollment</b>				123	125	109

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 10	14	6	3
Grade 11	33	47	21
Grade 12	76	72	85
<b>Total Enrollment</b>	123	125	109

#### Conclusions based on this data:

1. Hispanic/Latino enrollment has increased significantly each year.
2. The number of white students has an incremental decrease each year.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	10	21	23	8.6%	8.1%	21.1%
Fluent English Proficient (FEP)	26	29	28	19.8%	21.1%	25.7%
Reclassified Fluent English Proficient (RFEP)				0.0%		

### Conclusions based on this data:

1. Although 2024 data is not yet available, a review of PHS demographics reveals a significant increase in EL students. For example, in 2018-2019, 4% of the student body was classified as EL, while in 2023-2024, this figure rose to 21%.
2. No EL services have been added to the campus.
3. Most EL students are referred later in their academic career and are significantly behind in ELA credits. This limits the opportunity for students to graduate by the end of their 12th grade year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	49	48	34	44	46	34	44	46	34	89.8	95.8	100
All Grades	49	48	34	44	46	34	44	46	34	89.8	95.8	100

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2507.	2532.	2522.	6.82	4.35	2.94	18.18	23.91	23.53	27.27	41.30	38.24	47.73	30.43	35.29
All Grades	N/A	N/A	N/A	6.82	4.35	2.94	18.18	23.91	23.53	27.27	41.30	38.24	47.73	30.43	35.29

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	6.82	6.52	17.65	50.00	71.74	47.06	43.18	21.74	35.29
All Grades	6.82	6.52	17.65	50.00	71.74	47.06	43.18	21.74	35.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	4.55	8.89	2.94	43.18	51.11	52.94	52.27	40.00	44.12
All Grades	4.55	8.89	2.94	43.18	51.11	52.94	52.27	40.00	44.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	6.82	13.04	2.94	77.27	67.39	82.35	15.91	19.57	14.71
All Grades	6.82	13.04	2.94	77.27	67.39	82.35	15.91	19.57	14.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	11.36	6.52	2.94	56.82	82.61	70.59	31.82	10.87	26.47
All Grades	11.36	6.52	2.94	56.82	82.61	70.59	31.82	10.87	26.47

**Conclusions based on this data:**

1. Most incoming 11th graders or significantly behind in ELA. As a result, they have not completed the necessary course work needed to prepare for the state testing.
2. During the 23-24 school year, the percentage of students scoring above standard in reading increased. However, the percentage of students scoring below standard also rose, suggesting a widening gap between those performing above and below the standard. This trend may reflect the limited core academic credits students have when they first enroll at Phoenix, indicating they may lack essential grade-level skills upon entry.
3. We have over 40 new students enrolled this year.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	49	48	33	44	46	33	44	46	33	89.8	95.8	100
All Grades	49	48	33	44	46	33	44	46	33	89.8	95.8	100

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2450.	2450.	2430.	0.00	0.00	0.00	2.27	2.17	0.00	9.09	8.70	12.12	88.64	89.13	87.88
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	2.27	2.17	0.00	9.09	8.70	12.12	88.64	89.13	87.88

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00	0.00	13.64	10.87	15.15	86.36	89.13	84.85
All Grades	0.00	0.00	0.00	13.64	10.87	15.15	86.36	89.13	84.85

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2.27	0.00	0.00	56.82	63.04	39.39	40.91	36.96	60.61
All Grades	2.27	0.00	0.00	56.82	63.04	39.39	40.91	36.96	60.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00	3.03	59.09	41.30	48.48	40.91	58.70	48.48
All Grades	0.00	0.00	3.03	59.09	41.30	48.48	40.91	58.70	48.48

**Conclusions based on this data:**

1. Most incoming 11th graders or significantly behind in math. As a result, they have not completed the necessary course work needed to prepare for the state testing.
2. No students scored above standards in the Problem Solving & Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems area of the exam. Furthermore, there was an increase in the number of students who scored below standard in this area. Conversely, students scored significantly higher in the Communicating Reasoning Demonstrating Ability to Support Mathematical Conclusions portion of the test, with 3% achieving above the standard. This indicates a need for emphasis on the problem solving area of the exam.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*		*	*		*	*		*	4		*
11	*	1574.4	*	*	1574.8	*	*	1573.6	*	*	12	4
12	*	*	1582.2	*	*	1585.6	*	*	1578.3	*	8	17
All Grades										9	20	22

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*		*	*		*	*		*	*		*	*		*
11	*	8.33	*	*	58.33	*	*	25.00	*	*	8.33	*	*	12	*
12	*	*	35.29	*	*	29.41	*	*	23.53	*	*	11.76	*	*	17
All Grades	*	15.00	27.27	*	60.00	31.82	*	20.00	27.27	*	5.00	13.64	*	20	22

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*		*	*		*	*		*	*		*	*		*
11	*	41.67	*	*	50.00	*	*	8.33	*	*	0.00	*	*	12	*
12	*	*	47.06	*	*	35.29	*	*	11.76	*	*	5.88	*	*	17
All Grades	*	50.00	40.91	*	45.00	36.36	*	5.00	18.18	*	0.00	4.55	*	20	22

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*		*	*		*	*		*	*		*	*		*
11	*	8.33	*	*	25.00	*	*	50.00	*	*	16.67	*	*	12	*
12	*	*	5.88	*	*	35.29	*	*	41.18	*	*	17.65	*	*	17
All Grades	*	5.00	4.55	*	30.00	27.27	*	50.00	45.45	*	15.00	22.73	*	20	22

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*		*	*		*	*		*	*		*
11	*	0.00	*	*	83.33	*	*	16.67	*	*	12	*
12	*	*	11.76	*	*	70.59	*	*	17.65	*	*	17
All Grades	*	5.00	9.09	*	80.00	72.73	*	15.00	18.18	*	20	22

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*		*	*		*	*		*	*		*
11	*	91.67	*	*	8.33	*	*	0.00	*	*	12	*
12	*	*	82.35	*	*	11.76	*	*	5.88	*	*	17
All Grades	*	95.00	81.82	*	5.00	13.64	*	0.00	4.55	*	20	22

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*		*	*		*	*		*	*		*
11	*	16.67	*	*	33.33	*	*	50.00	*	*	12	*
12	*	*	11.76	*	*	58.82	*	*	29.41	*	*	17
All Grades	*	15.00	9.09	*	50.00	59.09	*	35.00	31.82	*	20	22

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>10</b>	*		*	*		*	*		*	*		*
<b>11</b>	*	16.67	*	*	83.33	*	*	0.00	*	*	12	*
<b>12</b>	*	*	17.65	*	*	70.59	*	*	11.76	*	*	17
<b>All Grades</b>	*	10.00	13.64	*	85.00	68.18	*	5.00	18.18	*	20	22

**Conclusions based on this data:**

1.

# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>125</b>	<b>56</b>	<b>16.8</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Western Placer Unified School District.	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	21	16.8
Foster Youth		
Homeless	14	11.2
Socioeconomically Disadvantaged	70	56
Students with Disabilities	6	4.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	3.2
American Indian	1	0.8
Asian	1	0.8
Filipino	2	1.6
Hispanic	61	48.8
Two or More Races	5	4
White	47	37.6

### Conclusions based on this data:

1. The 23-24 data has not been posted yet.

2. Enrollment at CBEDS for the 23-24 school year is expected to be slightly lower than in 22-23 due to an increase in ATLAS enrollment, which is supported by the same staff covering both programs.

# School and Student Performance Data

## Overall Performance

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

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

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



### 2023 Fall Dashboard Overall Performance for All Students

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

### Conclusions based on this data:

- Students who are referred are significantly credit deficient. During the 2024-2025 school year, we have had over 40 new students enroll for the first time at PHS.
- In 2022, the US Department of Education declined California's request for a waiver that would have allowed for the reclassification of credit-deficient alternative education students into a one-year cohort. As a consequence of this decision, all schools are now required to adhere to a four-year cohort framework. This change has significant



implications for alternative education programs, necessitating adjustments in student support and academic planning to ensure that credit-deficient students can meet graduation requirements within the established timeframe.

# School and Student Performance Data

## Academic Performance English Language Arts

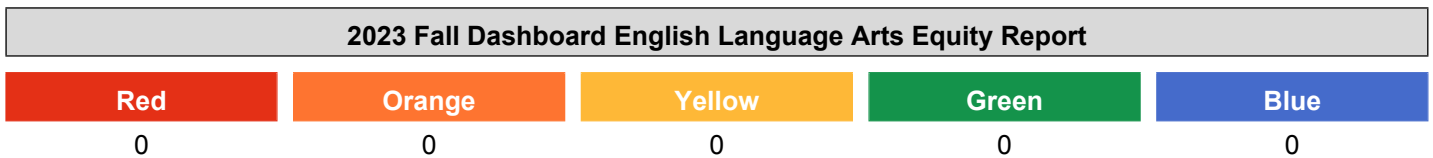
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>50.3 points below standard</p> <p>Increased Significantly +70 points</p> <p>41 Students</p>	<p><b>English Learners</b></p> <p>88.4 points below standard</p> <p>14 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>61 points below standard</p> <p>Increased Significantly +68.2 points</p> <p>27 Students</p>	<p><b>Students with Disabilities</b></p> <p>Less than 11 Students</p> <p>4 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  1 Student	Less than 11 Students  2 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
90.8 points below standard Increased +10.9 points  21 Students	Less than 11 Students  3 Students	 No Performance Color 0 Students	34.8 points below standard Increased Significantly +93.7 points  14 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
96.9 points below standard  12 Students	Less than 11 Students  2 Students	25.3 points below standard Increased Significantly +80.7 points  20 Students

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance Mathematics

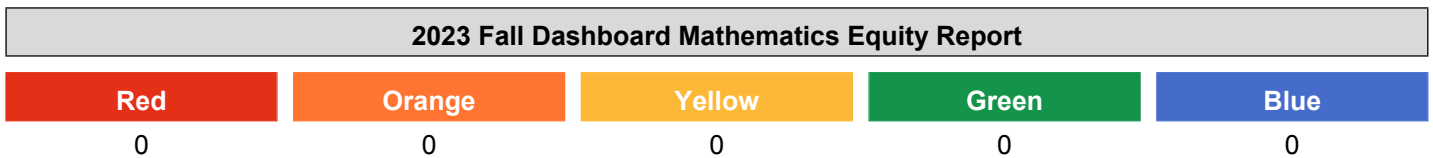
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 172.4 points below standard Increased Significantly +39.7 points 41 Students	<b>English Learners</b> 188.8 points below standard 14 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 8 Students	<b>Socioeconomically Disadvantaged</b> 159.7 points below standard Increased Significantly +60.3 points 27 Students	<b>Students with Disabilities</b> Less than 11 Students 4 Students

**2023 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  1 Student	Less than 11 Students  2 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
182.9 points below standard Increased Significantly +32.4 points 21 Students	Less than 11 Students  3 Students	 No Performance Color 0 Students	179.2 points below standard Increased Significantly +28.1 points 14 Students

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

**2023 Fall Dashboard Mathematics Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
178.8 points below standard 12 Students	Less than 11 Students  2 Students	178 points below standard Increased Significantly +36.6 points 20 Students

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

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

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
33.3% making progress towards English language proficiency
Number of EL Students: 18 Students
Performance Level: No Performance Level

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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	5	0	6

#### Conclusions based on this data:

- Although 2024 data is not yet available, a review of PHS demographics reveals a significant increase in English Learner (EL) students. For example, in 2018-2019, 4% of the student body was classified as EL, while in 2023-2024, this figure rose to 21%.

# School and Student Performance Data

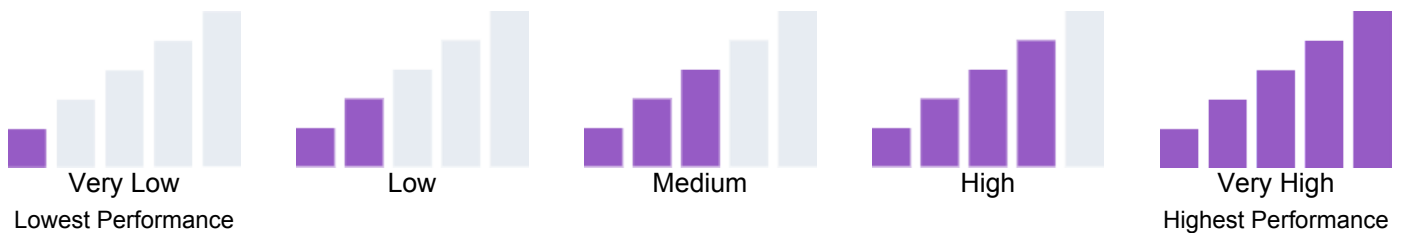
## Academic Performance College/Career Report

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

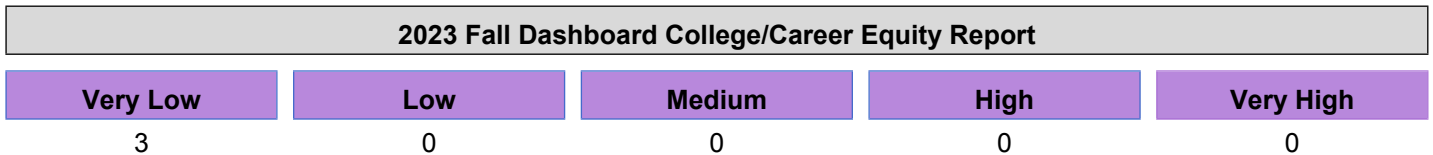
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

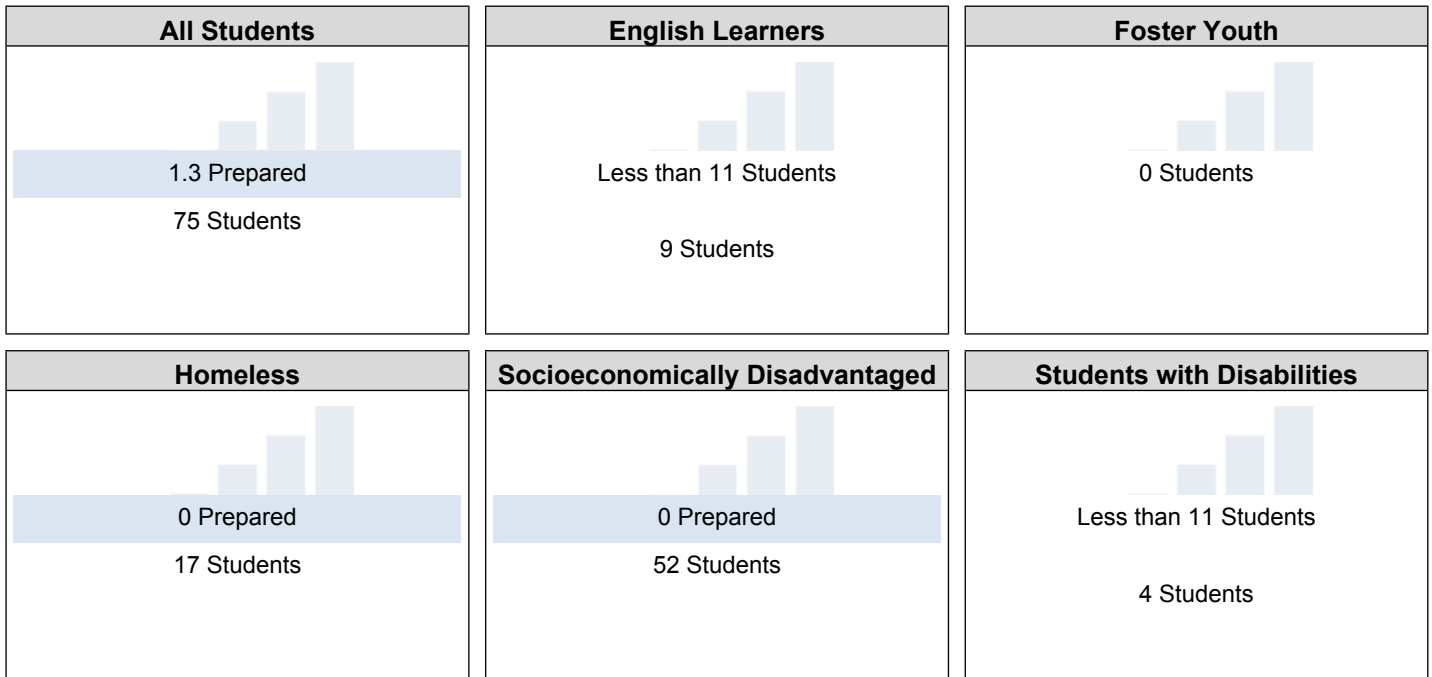


This section provides number of student groups in each level.

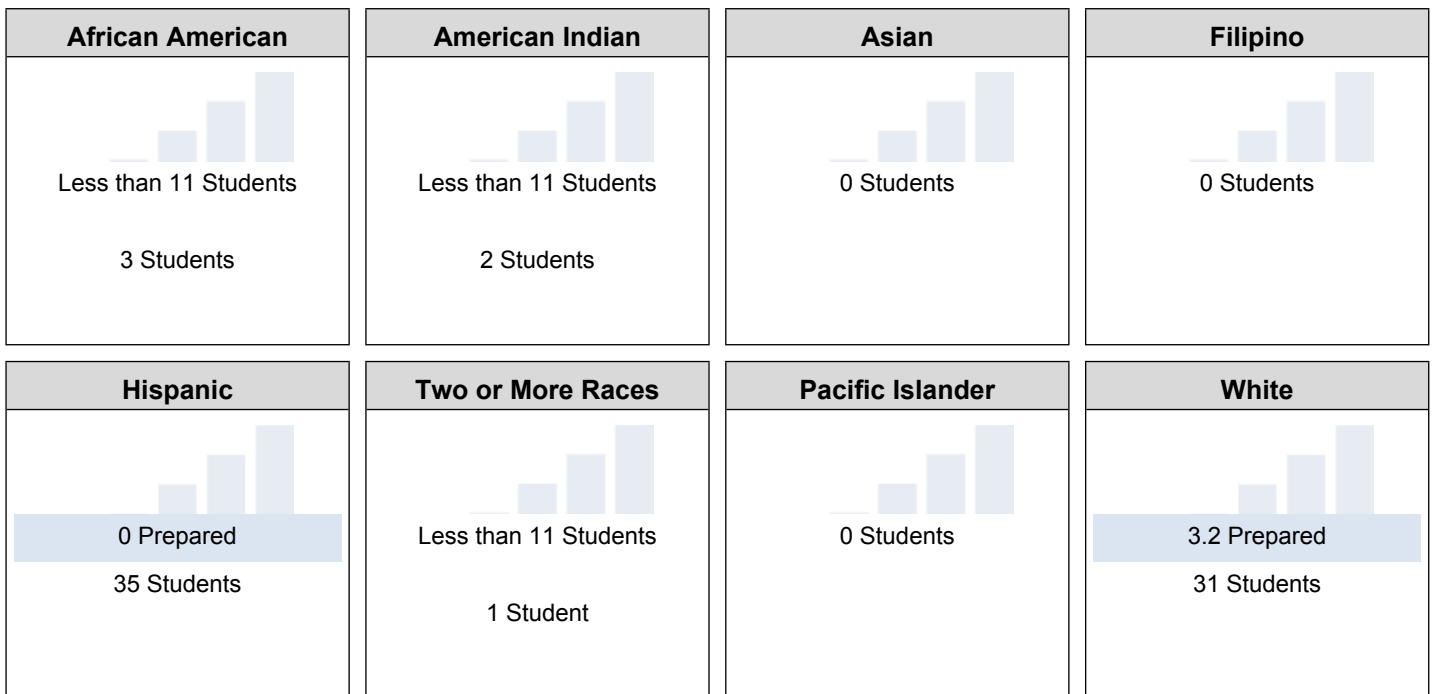


Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Conclusions based on this data:**

1.



# School and Student Performance Data

## Academic Engagement Graduation Rate

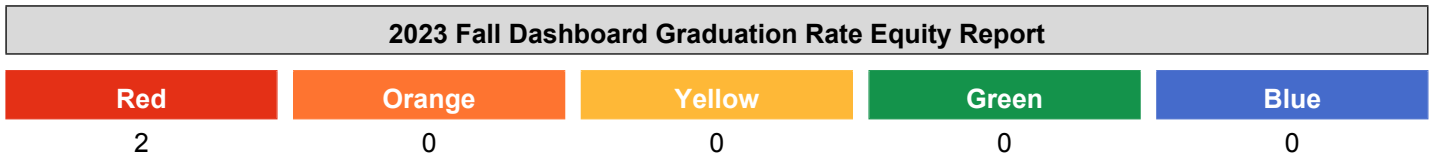
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<p style="text-align: center;"><b>All Students</b></p> <div style="text-align: center;">                       Red                      28% graduated                      Decreased Significantly -26.8                      82 Students                 </div>	<p style="text-align: center;"><b>English Learners</b></p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">9 Students</p>	<p style="text-align: center;"><b>Foster Youth</b></p> <div style="text-align: center;">                       No Performance Color                      0 Students                 </div>
<p style="text-align: center;"><b>Homeless</b></p> <div style="text-align: center;">                     17.6% graduated                      17 Students                 </div>	<p style="text-align: center;"><b>Socioeconomically Disadvantaged</b></p> <div style="text-align: center;">                       Red                      22.2% graduated                      Decreased Significantly -27.8                      54 Students                 </div>	<p style="text-align: center;"><b>Students with Disabilities</b></p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">5 Students</p>

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  3 Students	Less than 11 Students  2 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
24.3% graduated Decreased Significantly - 21.5 37 Students	Less than 11 Students  1 Student	 No Performance Color 0 Students	 Red 36.1% graduated Decreased Significantly - 21.5 36 Students

**Conclusions based on this data:**

1. Students are extremely credit deficient when they enroll. In 2022, the US Department of Education declined California's request for a waiver that would have allowed for the reclassification of credit-deficient alternative education students into a one-year cohort. As a consequence of this decision, all schools are now required to adhere to a four-year cohort framework. This change has significant implications for alternative education programs, necessitating adjustments in student support and academic planning to ensure that credit-deficient students can meet graduation requirements within the established timeframe.
2. Many students, facing substantial credit deficiencies and referrals later in their academic career, require adult education programs to complete their high school education. Consequently, they are not reflected as graduates in the graduation indicator statistics.
3. In the 2023-2024 school year, PHS obtained approval from the Assistant Superintendent of Educational Services to establish a state-minimum graduation pathway, designed to help older, credit-deficient students complete high school.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

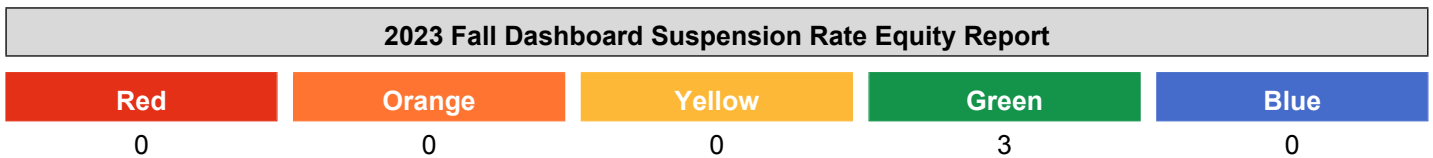
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 2% suspended at least one day Declined Significantly -2 152 Students	<b>English Learners</b> 0% suspended at least one day Declined -5.9 22 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 0% suspended at least one day Declined -11.8 27 Students	<b>Socioeconomically Disadvantaged</b>  Green 3.5% suspended at least one day Declined -0.3 86 Students	<b>Students with Disabilities</b> 0% suspended at least one day 11 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.4% suspended at least one day Declined -2.7 72 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	 Green 3.2% suspended at least one day Declined -1.3 62 Students

**Conclusions based on this data:**

1. These results are based on the 22-23 school year. There were not many suspensions during the 23-24 school year.
2. Suspensions have decreased significantly over the past several years.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### College & Career Readiness

Focus on the continual delivery of quality instruction and streamline systems to provide more educational options.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will graduate from high school college and career ready.

### Identified Need

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

Students are referred to PHS with a variety of unique experiences and academic needs. PHS is continually evaluating and developing programs that create a variety of college/career pathways that address the needs of all students.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator (ELA & Math SBAC)	Spring 2024 SBAC Results 27% of 11th graders "Exceeded" or "Met" the standard in English. 0% of 11th graders "Exceeded" or "Met" the standard in Math.	Increased percentage of students who score "Exceeded" and "Met" by 10%.
Graduation Rate Indicator	Class of 2023 4-year cohort graduation rate: 28%	Increase graduation rate to exceed 67%

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Monitor Student Progress 1. Weekly credit reports 2. Reconciling credit sheets and recording academic progress - making credit sheets available to parents electronically. 3. Research and graph credit trends. 4. Research and reconcile student transcripts.	All Students	1000.00 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Time care for extra hours spent on reconciling information
1.2	Provide designated periods of support.	Seniors & 5th Year Students	24205 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries

<b>1.3</b>	Utilize core academic instructors to proctor SBAC test.	All Students	3398.00 Title I 1000-1999: Certificated Personnel Salaries Substitutes
<b>1.4</b>	Provide 1.0 FTE school counselor to focus on intensive case management and increase graduation rate. 1. Analyze transcripts 2. Develop an educational/career plan 3. Coordinate co-enrollment	All Students	60400.00 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Full-time school counselor (partially funded by CSI and partially funded with district LCAP funds)
<b>1.6</b>	Career Readiness: Conduct career interest assessment - Strengths Finder	All Students	400 Title I 5000-5999: Services And Other Operating Expenditures Testing fees
<b>1.7</b>	Career Readiness: 1. Explore offering CTE courses on PHS campus 2. Co-enroll students in district CTE courses 3. Utilize counselor to assist with CTE enrollment	All Students	
<b>1.8</b>	College & Career Readiness: Provide .70 FTE College & Career technician 1. Develop a College & Career Center 2. Coordinates tutoring in core academics for credit deficient students. 3. Prioritizes intervention for seniors and 5th year seniors to help facilitate graduation. 4. Assists with providing technology so that students can access curriculum electronically.	All Students	63522.00 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries .70 College & Career Technician
<b>1.9</b>	Core Curriculum & Resources: Purchase of materials needed for standards-based instruction. 1. Mini-courses/project based learning for ELA, math, science, history. 2. Materials needed for science labs.	All Students	2501.00 Title I 4000-4999: Books And Supplies Course materials
<b>1.10</b>	College/Career Readiness: Provide transportation for college/career field trips.	All Students	1700.00 Title I 5000-5999: Services And Other Operating Expenditures Transportation costs
<b>1.12</b>	College & Career Readiness; Utilize an attendance clerk to increase school attendance.	All Students	24300.00 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries .50 FTE Attendance Clerk
<b>1.13</b>	Graduation Rate Utilize clerk to assist with monitoring attendance sheets and communicating graduation progress.	All students	13200.00 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries

<b>1.14</b>	Provide credit recovery programs outside of regular instructional hours.	Seniors & 5th Year Students	12911.00 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
<b>1.15</b>	Explore the possible implementation of CTE pathways. Three specific areas have been suggested: 1. Phlebotomy; 2. Mechatronics	All students	15499.00 Title I 1000-1999: Certificated Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Providing additional support helps students re-engage with their learning by integrating career exploration and planning. This approach gives students a clear sense of purpose for pursuing their high school education.

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.

Students have requested to have access to more CTE pathways, such as phlebotomy. A mechatronics class has also been proposed. Will explore these areas for future implementation.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### School & Community Engagement

Focus on addressing the social-emotional needs of all students.  
Focus on facility improvements and school safety.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students and families will be actively engaged in learning and in their school communities.

### Identified Need

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

There has been an increase in the social-emotional needs of students. More background information (counseling, behavior, anxiety, grades, skills, etc.) is needed when students are referred to PHS. More services are needed to address the social-emotional needs of students. As part of the WASC action plan, a goal has been established for developing and implementing social-emotional support programs for all students. There is a school-wide belief that every parent wants their child to succeed and that every parent is trying their best with in their own circumstance and available resources. Connecting with parents is critical. PHS encourages informal involvement whenever parents are able to attend. Moreover, with a full-time school counselor, the school is able to reach out to parents on a consistent basis.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate Indicator	Class of 2023 4-year cohort graduation rate: 28%	Increase graduation rate to exceed 67%
Suspension Rate Indicator	The suspension rate decreased from 3.9% the previous year to 2% in 2023-2024.	Continue to reduce the suspension rate to achieve the "Very Low" indicator on the DASS.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Youth Development: Develop and communicate positive image of the school. 1. Engage students through community service projects - subs needed to assist. 2. Collaborate with students to identify and complete projects. 3. Continue to develop outdoor education projects and field trips.	All Students	301 Title I 2000-2999: Classified Personnel Salaries Substitute Costs 1000.00 LCFF-Supplemental (Site Fund)



	<p>4. Collaborate with students to facilitate the weekly "Huddle" assemblies.</p> <p>5. Develop and implement alternative means of correction for student behavior other than suspension.</p>		Transportation & Substitute Costs
<b>2.2</b>	Develop a yearbook that highlights all of the student activities for the year.	All Students	<p>1358.00</p> <p>LCFF-Supplemental (Site Fund)</p> <p>4000-4999: Books And Supplies</p> <p>Costs associated with yearbook</p>
<b>2.3</b>	Leadership retreat to southern California & College Field Trips: Transportation; Hotel; Flight	Seniors and 5th Year Seniors	<p>19615.00</p> <p>Title I</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Costs related to leadership retreat (i.e. - transportation, lodging) -- NOT TO INCLUDE ENTRY FEES</p> <p>14349.00</p> <p>Title I</p>
<b>2.4</b>	<p>Communicate with parents about attendance and academic progress. Communicate expectations for parents, students, and school.</p> <p>Copies and postage to increase communication with parents who may lack the resources to fully utilize online platforms.</p>	All Students	
<b>2.5</b>	<p>Organize open house event—Career Fair</p> <p>1. Food &amp; Supplies</p>	All Students	<p>1509.00</p> <p>Title I - Parent Involvement</p> <p>4000-4999: Books And Supplies</p> <p>Supplies to support Open House &amp; other community events</p> <p>3000.00</p> <p>Title I</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Supplies for student/parent Thanksgiving Luncheon &amp; End of year celebration</p>
<b>2.7</b>	Provide transportation and sub coverage to take students on outdoor education field trips.	All Students	<p>6000.00</p> <p>LCFF-Supplemental (Site Fund)</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Costs related to fieldtrips, including transportation and sub coverage</p>
<b>2.8</b>	<p>Implement construction of new 12 classroom, 2 story building on campus</p> <p>1. Include staff and students in the design process.</p> <p>2. Meet with facilities to install new surveillance cameras.</p>	All students	<p>0</p> <p>None Specified</p>

	3. Meet with facilities to design and install a new key lock system for the new building.		
2.10	Provide opportunities for students to participate in intramural sports: League fees; Transportation; Subs	All Students	4200.00 LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures League entrance fees & transportation costs
2.11	Develop fine arts/music course	All Students	34870 Prop 28  Class supplies

# Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The school has emphasized actively engaging students by creating opportunities for them to participate in programs and events that might otherwise be inaccessible. A key focus has been establishing unconditional positive regard, ensuring each student is recognized for their uniqueness and feels a strong sense of belonging. These efforts have led to an increase in students choosing to attend Phoenix and have contributed to a steady reduction in suspensions over the past several years.

The school has received funding to build a new 12 classroom, 2 story building on campus. This will provide the facilities necessary to meet the district goal of providing up-to-date and well maintained environments.

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.

The construction of the new 12 classroom, 2 story building was added to the site plan this year. All funding for this project is allocated through the district office.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$216,106.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$309,238.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$198,538.00
Title I	\$60,763.00
Title I - Parent Involvement	\$1,509.00

Subtotal of additional federal funds included for this school: \$260,810.00

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

State or Local Programs	Allocation (\$)
LCFF-Supplemental (Site Fund)	\$13,558.00
None Specified	\$0.00
Prop 28	\$34,870.00

Subtotal of state or local funds included for this school: \$48,428.00

Total of federal, state, and/or local funds for this school: \$309,238.00

# 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
Comprehensive Support and Improvement (CSI)	198,538.00	0.00
Title I	60,763	0.00
Title I - Parent Involvement	1509	0.00
LCFF-Supplemental (Site Fund)	13,558	0.00
Prop 28	34,870	0.00

## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	198,538.00
LCFF-Supplemental (Site Fund)	13,558.00
None Specified	0.00
Prop 28	34,870.00
Title I	60,763.00
Title I - Parent Involvement	1,509.00

## Expenditures by Budget Reference

Budget Reference	Amount
	14,349.00
1000-1999: Certificated Personnel Salaries	93,208.00
2000-2999: Classified Personnel Salaries	125,528.00
4000-4999: Books And Supplies	5,368.00
5000-5999: Services And Other Operating Expenditures	34,915.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	73,311.00

2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	125,227.00
	LCFF-Supplemental (Site Fund)	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	1,000.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	1,358.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	10,200.00
	None Specified	0.00
	Prop 28	34,870.00
	Title I	14,349.00
1000-1999: Certificated Personnel Salaries	Title I	18,897.00
2000-2999: Classified Personnel Salaries	Title I	301.00
4000-4999: Books And Supplies	Title I	2,501.00
5000-5999: Services And Other Operating Expenditures	Title I	24,715.00
4000-4999: Books And Supplies	Title I - Parent Involvement	1,509.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	223,036.00
Goal 2	86,202.00

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

Name of Members	Role
Chuck Whitecotton	Principal
Kirstie MacQueen	Classroom Teacher
John Moran	Parent or Community Member
Kristine O'Toole	Other School Staff
Gavin Whelan	Secondary Student
Isabell Nunez	Secondary Student
Raegan Donnici	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 10/26/23.

Attested:



Gavin W

Principal, Chuck Whitecotton on 11/6/24

SSC Chairperson, Gavin Whelan on 11/6/24+



# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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



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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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