

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Prospect High School	046151504437566	5-15-2024	5-15-2023

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 Prospect High School 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
- Targeted Support and Improvement
- Additional Targeted 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.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- Plan Description ..... 3
- Educational Partner Involvement ..... 3
- Resource Inequities ..... 3
- Comprehensive Needs Assessment Components ..... 3
  - California School Dashboard (Dashboard) Indicators ..... 4
  - Other Needs ..... 4
- School and Student Performance Data ..... 5
  - Student Enrollment..... 5
  - CAASPP Results..... 7
  - ELPAC Results ..... 12
  - California School Dashboard ..... 15
  - Overall Performance ..... 17
- Goals, Strategies, & Proposed Expenditures..... 33
  - Goal 1 ..... 33
  - Goal 2..... 35
  - Goal 3..... 37
  - Goal 4..... 39
- Budget Summary ..... 41
  - Budget Summary ..... 41
  - Other Federal, State, and Local Funds ..... 41
- Budgeted Funds and Expenditures in this Plan ..... 42
  - Funds Budgeted to the School by Funding Source..... 42
  - Expenditures by Funding Source ..... 42
  - Expenditures by Budget Reference ..... 42
  - Expenditures by Budget Reference and Funding Source ..... 42
  - Expenditures by Goal ..... 43
- School Site Council Membership ..... 44
- Recommendations and Assurances ..... 45
- Instructions..... 46
- Appendix A: Plan Requirements ..... 53
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements ..... 56
- Appendix C: Select State and Federal Programs ..... 59

# 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 Prospect High School 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
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

Prospect High School must improve its California Dashboard data in areas including attendance and graduation rate. Curricular and instructional practices such as the development and implementation of formative assessments in all subject areas that will ultimately lead to improved student achievement. Culturally Responsive Positive Behavior Interventions and Supports have been developed and implemented, however, there needs to be additional professional development related to PBIS; specifically, as it relates to what constitutes student discipline and what constitutes an intervention. Moreover, the aforementioned supports must also be evident in our instructional practices. Prospect High School has recognized decreases in student discipline during the 2023-2024 school year, and shall strive to systematically improve its overall attendance and graduation rates during the 2024-2025 school year which will inevitably increase site and state-level level test scores.

## Educational Partner Involvement

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

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

CDS/Prospect High School has consulted with its student population, faculty and Site Council during the development of this SPSA. In 2023 Prospect's SPSA stated "our school needs to focus on the learning outcomes from our teaching that will help students to grow academically, increase rigor, and prepare students for college and career opportunities. Our school has taken steps to unify our efforts under the SPSA by assisting all students in reaching graduation through a variety of programs and support services. data collected from MAP testing information when possible, students will be scheduled into remediation classes to work on skills to bring them up to grade level standards. All categorical funding is dedicated to the classroom to assist students to reach reading at grade level and earning credits to stay on track for graduation. Once we receive the updated testing data from the recent CASSPP testing, we will combine that with the MAP data to get a clear picture of how and where to assist students in reaching their full potential. Grade level and subject level Common Assessments have been created and are also being revised and developed and baseline data at the beginning of every year will help with driving how to best serve our students.

## 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.

No areas of resource inequities have been identified by the school or District at this time.

## 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.

Graduation Rate (63.5%),

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.

## Other Needs

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

Chronic Absenteeism and Truancy Reduction

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	14.89%	12.73%	6.82%	14	14	6
African American	4.26%	1.82%	4.55%	4	2	4
Asian	1.06%	0.91%	2.27%	1	1	2
Filipino	%	1.82%	2.27%		2	2
Hispanic/Latino	24.47%	27.27%	20.45%	23	30	18
Pacific Islander	%	0%	%		0	
White	53.19%	45.45%	51.14%	50	50	45
Multiple/No Response	2.13%	10%	12.50%	2	11	11
<b>Total Enrollment</b>				94	110	88

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9			1
Grade 10		1	2
Grade 11	36	41	33
Grade 12	58	68	52
<b>Total Enrollment</b>	94	110	88

#### Conclusions based on this data:

1. PHS has an average enrollment over 80-85 students during the 2023-2024 school year. PHS had 205 total fluid students over 2022-2023 school year, and have graduated 16 this year.
2. PHS's student population is comprised of 10th, 11th and 12th grade students. A relatively small number of 10th grade students voluntarily transferred to PHS from the District's Community Day School in 2024, although they are not typically referred to PHS until they become credit deficient. PHS is recognizing an alarming trend whereby more and more 10th grade students are becoming extremely credit deficient as early as the first semester of their 10th grade year. This trend could potentially increase the schools enrollment exponentially.
3. Prospect graduates approximately 35-45 students annually.

# 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 (EL)	4	5	4	4.3%	4.5%	4.5%
Fluent English Proficient (FEP)	6	10	3	6.4%	9.1%	3.4%
Reclassified Fluent English Proficient (RFEP)	6	10		6.4%	9.1%	

### Conclusions based on this data:

1. All EL students are enrolled in EL classes taught by a appropriately credentialed teacher.
2. PHS only served 6 EL students throughout the 2023-2024 school 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	52	56	38	16	35	20	16	34	20	30.8	62.5	52.6
All Grades	52	56	38	16	35	20	16	34	20	30.8	62.5	52.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2447.	2468.	2372.	0.00	5.88	0.00	12.50	11.76	0.00	25.00	26.47	0.00	62.50	55.88	100.0
All Grades	N/A	N/A	N/A	0.00	5.88	0.00	12.50	11.76	0.00	25.00	26.47	0.00	62.50	55.88	100.0

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	11.76	*	*	50.00	*	*	38.24	*
All Grades	*	11.76	*	*	50.00	*	*	38.24	*

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	8.82	*	*	14.71	*	*	76.47	*
All Grades	*	8.82	*	*	14.71	*	*	76.47	*

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	5.88	*	*	58.82	*	*	35.29	*
All Grades	*	5.88	*	*	58.82	*	*	35.29	*

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2.94	*	*	67.65	*	*	29.41	*
All Grades	*	2.94	*	*	67.65	*	*	29.41	*

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**Conclusions based on this data:**

1. CAASPP scores in both ELA and Math are extremely low at PHS. The reasons for the consistently low scores vary depending upon whose opinion is solicited. The previous SPSA attributed the low scores "to low student buy-in regarding standardized testing." While this may be true in part, it doesn't adequately address why many off PHS' students are not demonstrating some small, incremental improvement even within the lower bands (1%-2%, or, even 2%-3% minute gains. Moreover, the previous SPSA stated "low scores may also be attributable to serving a large population of students with a history of truancy that typically creates large gaps in learning." Even if this is the case, PHS' Dashboard data should be demonstrating some degree of improved academic achievement even if the students are achieving extremely minimal gains. Prospect offers Title I English intervention and a remedial math class to help students increase academics skills and standardized test scores. A baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing has been instituted. Teachers have collaborated on reading and writing strategies, data analysis and how to apply it to improve instruction. The overall number of students participating in testing has increased over the past three year, but improvement overall is stagnant due to the enrolling truants from the two feeder comprehensive schools at or near the time the CAASPP each May.
2. Prospect's annual average attendance over the last three years consistently ranges from 82-83%. New goals shoot for 85% attendance. Month 11 attendance ranges from 10-15% lower than the previous 10 months. This is likely due to the large number of seniors who graduate early or attend half day schedules during the last 6 week block. This has a definite effect on the overall participation rate during April and May when the CAASPP is scheduled.
3. Teachers are integrating writing into their instruction and students are in fact writing more as well, we want to continue to improve quality of writing and continued collaboration between teachers on what high quality writing



looks like. We need to improve how students research and inquiry skills by encouraging and improving writing across the curriculum.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	52	56	39	14	36	22	14	36	21	26.9	64.3	56.4
<b>All Grades</b>	52	56	39	14	36	22	14	36	21	26.9	64.3	56.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	2423.	2415.	2393.	0.00	0.00	0.00	0.00	0.00	0.00	14.29	8.33	4.76	85.71	91.67	95.24
<b>All Grades</b>	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	14.29	8.33	4.76	85.71	91.67	95.24

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	*	0.00	*	*	13.89	*	*	86.11	*
<b>All Grades</b>	*	0.00	*	*	13.89	*	*	86.11	*

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00	*	*	47.22	*	*	52.78	*
All Grades	*	0.00	*	*	47.22	*	*	52.78	*

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00	*	*	44.44	*	*	55.56	*
All Grades	*	0.00	*	*	44.44	*	*	55.56	*

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**Conclusions based on this data:**

1. There has been a fluctuation in the number of students being CAASPP tested over the past three years. The issue cannot be attributed to one particular factor. Variables such as early graduation rates (students often times do not want to return to test) and the number of 11th grade students who are referred to PHS may vary significantly from year-to-year and therefore fewer students are test eligible.
2. Student participation and effort must be a focus if PHS is to demonstrate any semblance of improvement in this area.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	4	*	4
All Grades										4	*	5

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11		*	*		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11		*	*		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11		*	*		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
11		*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	

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Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
11		*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	

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Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
11		*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. N/A - No data due to the statistically low percentage of English Language Learners attending Prospect High School

# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>110</b>	<b>95.5</b>	<b>4.5</b>	<b>1.8</b>
Total Number of Students enrolled in Prospect High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	4.5
Foster Youth	2	1.8
Homeless	25	22.7
Socioeconomically Disadvantaged	105	95.5
Students with Disabilities	22	20

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1.8
American Indian	14	12.7
Asian	1	0.9
Filipino	2	1.8
Hispanic	30	27.3
Two or More Races	11	10
White	50	45.5

### Conclusions based on this data:

- Prospects High School's student population is 95.2% socioeconomically disadvantaged.

2. Prospect's homeless population is currently at 20%, while the county's overall homeless population is 3.8%.
3. Butte County's total SPED population is 14.7% while Prospect's SPED population is currently 20%.



# 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.

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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.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p><b>College/Career</b></p> <p>Very Low</p>	<p><b>Graduation Rate</b></p> <p>Red</p>	<p><b>Suspension Rate</b></p> <p>Yellow</p>
	<p><b>Chronic Absenteeism</b></p> <p>No Performance Color</p>	

#### Conclusions based on this data:

1. The Graduation Rate has declined and is now at 63%
2. Suspensions increased .04% to 7.9% and are now 125% above the state average of 3.5% suspended at least one day.

3. Prospect High School's College and Career Readiness numbers reflect a greater number of graduates who are prepared for college or a career Improvement can be recognized in a number of ways including but not limited to development of Career & Technical Education Pathway/s, improved academic achievement as measured by the Smarter Balanced Summative Assessments in English Language Arts/Literacy and Mathematics (Grade 11), and the creation and implementation of Work-Based Learning Experiences.

# School and Student Performance Data

## Academic Performance English Language Arts

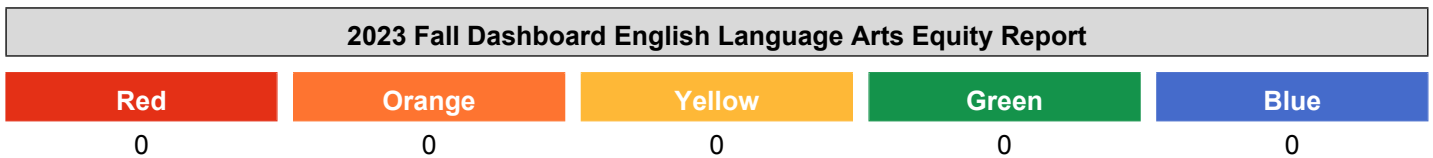
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b> 265.1 points below standard Decreased Significantly -40 points 36 Students	<b>English Learners</b> Less than 11 Students 2 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 7 Students	<b>Socioeconomically Disadvantaged</b> 270.5 points below standard Decreased Significantly -47.9 points 35 Students	<b>Students with Disabilities</b> 267.4 points below standard 12 Students

**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	Less than 11 Students  5 Students	 No Performance Color 0 Students	Less than 11 Students  1 Student
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
Less than 11 Students  10 Students	Less than 11 Students  8 Students	 No Performance Color 0 Students	285.8 points below standard Decreased Significantly -46 points 13 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>
Less than 11 Students  1 Student	Less than 11 Students  1 Student	265.4 points below standard Decreased Significantly -40 points 34 Students

**Conclusions based on this data:**

- PHS students are scoring at 100% within the "Standard Not Met" CAASPP interval while Butte County students are scoring 30.56 at the same interval.
- ELA scores have decreased precipitously over the past two years; (four if you control for COVID during 2020 and 2021 and go back an additional two years through 2019 & 2018 (265, 195, COVID, COVID, 119 & 117)).
- Common assessments must be developed and utilized by all certificated staff with fidelity and therefore the ELA dashboard results have not improved.

# School and Student Performance Data

## Academic Performance Mathematics

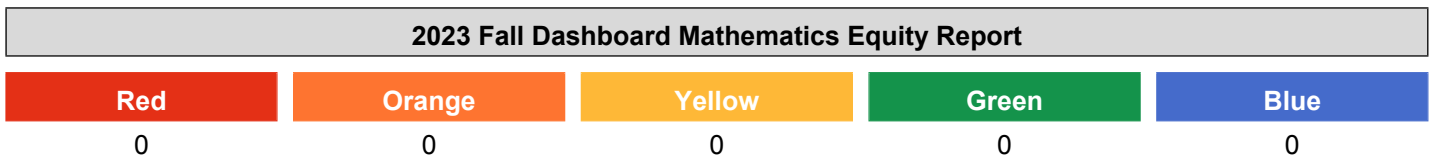
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>286.3 points below standard</p> <p>Maintained -1.4 points</p> <p>36 Students</p>	<p><b>English Learners</b></p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>287 points below standard</p> <p>Decreased -8.1 points</p> <p>34 Students</p>	<p><b>Students with Disabilities</b></p> <p>281.8 points below standard</p> <p>12 Students</p>

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

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	Less than 11 Students  5 Students	 No Performance Color 0 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students  9 Students	Less than 11 Students  8 Students	 No Performance Color 0 Students	304.1 points below standard Maintained +0.1 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

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students  1 Student	Less than 11 Students  1 Student	285.8 points below standard Increased +4 points  34 Students

#### Conclusions based on this data:

- PHS students in are underperforming in all areas although it should be noted that 4.76% of students scored at the "Standard Nearly Met Interval." students performed below standard (92.8% overall scored "standard not met"). Socioeconomic disadvantaged scored the lowest. Rigor must increase. Alternative means of assessment for Alternative Education students are a must.
- The Math scores indicate that there is ample room based upon the scoring scales for Prospect students to demonstrate even the slightest growth within the lowest CAASPP strand, "Standard Not Met (2280–2542)."

# 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.

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 4 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

<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
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#### Conclusions based on this data:

1. N/A - Not statistically significant.
2. The relatively few EL students (6 in 2023-2024) that attend PHS are all enrolled in EL classes.

# School and Student Performance Data

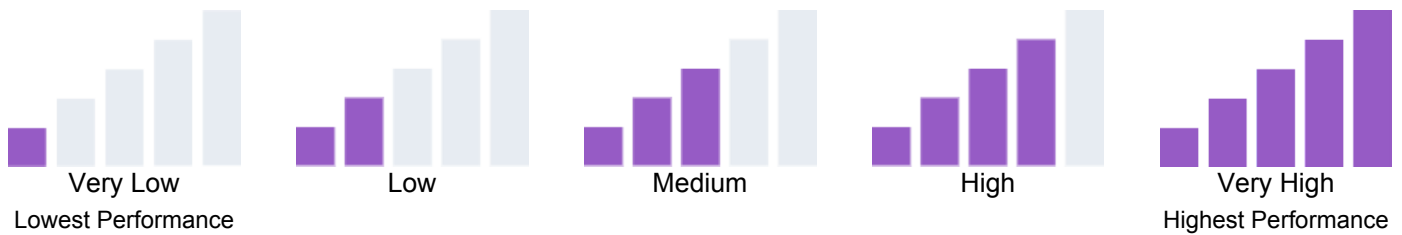
## Academic Performance College/Career Report

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

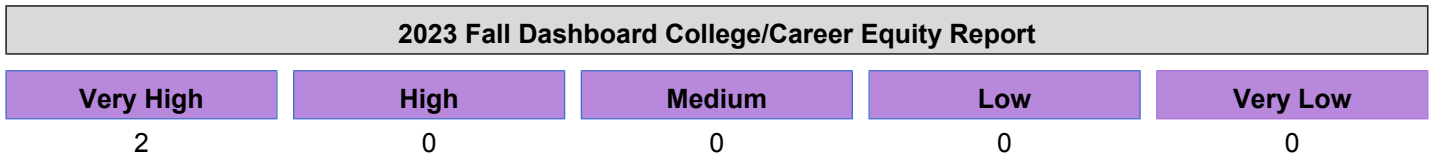
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



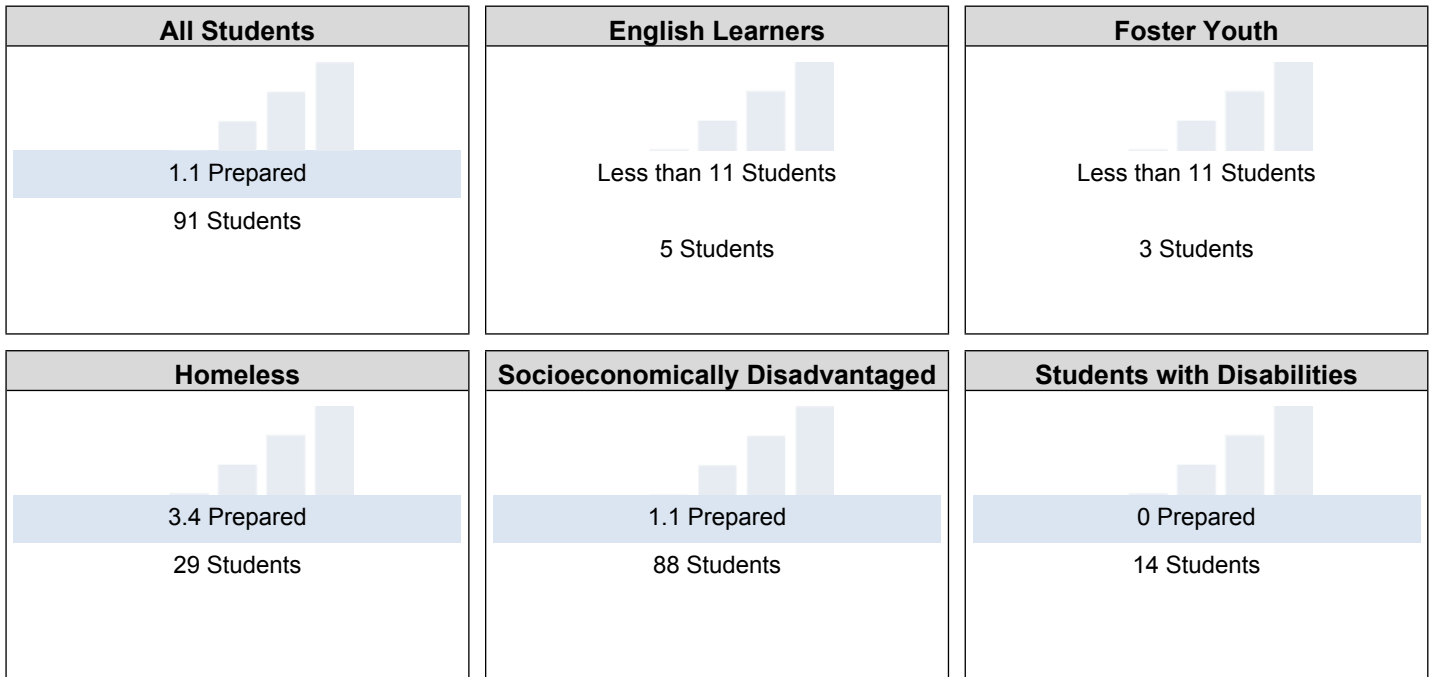
This section provides number of student groups in each level.



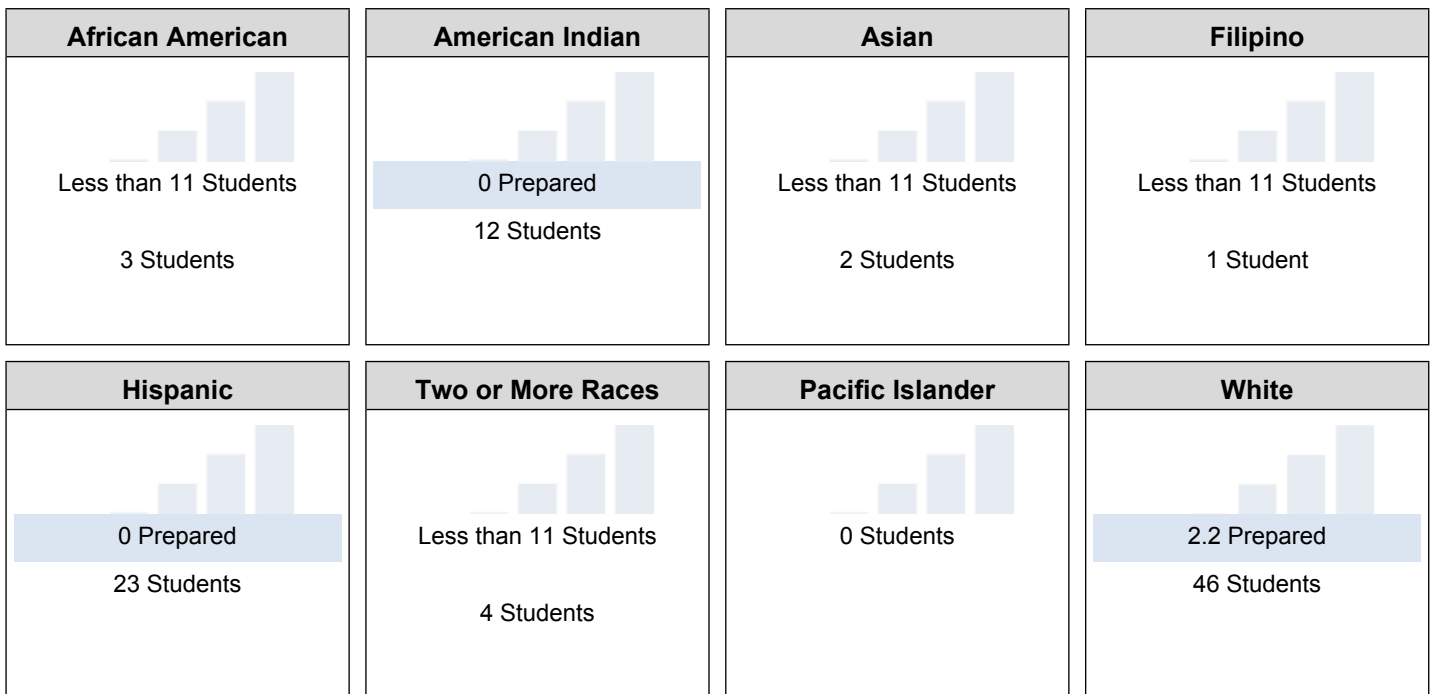
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



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



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



**Conclusions based on this data:**

1. Previous SPSA's stated: "Due to the nature of being an Alternative Education school in the District, the school does not offer programs to meet the College and Career criteria as needed to improve these tests scores or meet the needs of the State. Alternative means of measuring success for Alternative Schools is a must." This is untrue, Prospect's College/Career indicators will improve if we demonstrate increased academic achievement in our CAASPP scores.
2. Prospect's College/Career indicators will improve if we implement create Career Pathways, however, this will be a challenging task due to the relatively few number of teachers we employ.

3. Prospect's College/Career indicators will improve if PHS implement Work Experience opportunities.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

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

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color 0 Students	 No Performance Color 0 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>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

**Conclusions based on this data:**

1. According to Dataquest, Prospect High School's Chronic Absenteeism rate was at 92.5% at the conclusion of the 2022-2023 school year. Our average daily attendance is currently
2. Although previous SPSA's stated "Attendance Incentives are given weekly, the data clearly indicates that we must develop a systematic approach to improving our overall rates of attendance.
3. Despite attendance letters being sent home to parents/guardians and home visits performed by our Targeted Case Mangers, Prospect High School students are missing a significant number of full (approximately 68% more than Butte County's and the State's averages of 24%.

# School and Student Performance Data

## Academic Engagement Graduation Rate

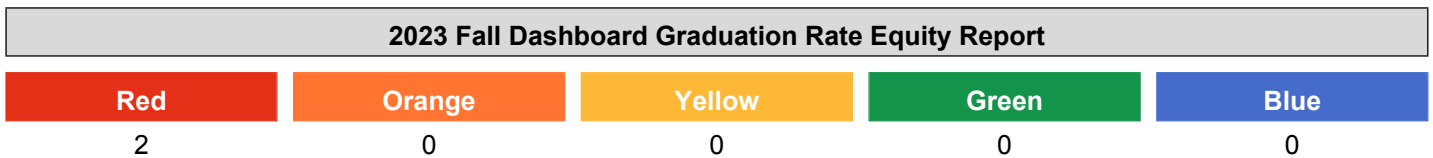
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>63.5% graduated</p> <p>Increased 3</p> <p>96 Students</p>	<p><b>English Learners</b></p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Homeless</b></p> <p>66.7% graduated</p> <p>Increased Significantly 41.7</p> <p>33 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>63.4% graduated</p> <p>Increased 2.9</p> <p>93 Students</p>	<p><b>Students with Disabilities</b></p> <p>64.3% graduated</p> <p>Decreased Significantly -18.1</p> <p>14 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	71.4% graduated Increased Significantly 21.4  14 Students	Less than 11 Students  2 Students	Less than 11 Students  1 Student
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
73.9% graduated Increased Significantly 12  23 Students	Less than 11 Students  4 Students	 No Performance Color 0 Students	 Red 57.1% graduated Decreased -4.6  49 Students

**Conclusions based on this data:**

1. Prospect's graduation has decreased.
2. Systems must be put in place to decrease the rate of chronic absenteeism.
3. Instructional practices must focus on engagement strategies that increase the number of students desiring to attend school.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

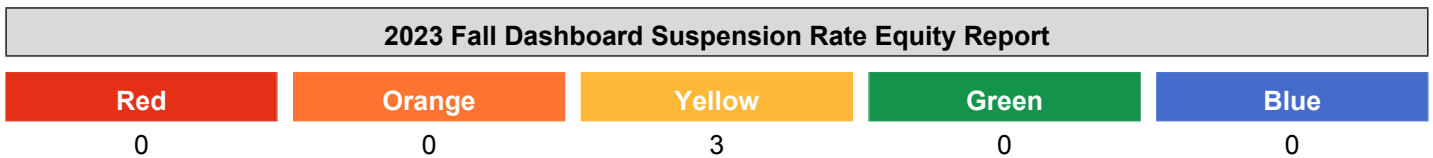
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This section provides number of student groups in each level.



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>  Yellow 7.9% suspended at least one day Declined Significantly -3.8 151 Students	<b>English Learners</b> Less than 11 Students 7 Students	<b>Foster Youth</b> Less than 11 Students 4 Students
<b>Homeless</b> 2.6% suspended at least one day 38 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 8.5% suspended at least one day Declined -3.6 142 Students	<b>Students with Disabilities</b> 19.2% suspended at least one day Increased 8.1 26 Students

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

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 3 Students</p>	<p>5% suspended at least one day</p> <p>Declined -2.7 20 Students</p>	<p>Less than 11 Students 3 Students</p>	<p>Less than 11 Students 2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Yellow</p> <p>7.9% suspended at least one day</p> <p>Declined -3.7 38 Students</p>	<p>13.3% suspended at least one day</p> <p>Declined -13.9 15 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Yellow</p> <p>7.1% suspended at least one day</p> <p>Declined -4.1 70 Students</p>

**Conclusions based on this data:**

1. Overall suspension rates have declined. We are definitely trending in the right direction.
2. African American, Hispanic, and Students with Disabilities suspensions have declined.
3. There were ZERO Suspensions for the 20/21 school year. Alternatives to Suspension were put in place. Suspensions were up in 21/22 with student behavior across the District elevated. Teaching School-Wide PBIS behavior expectations has started this year with Office Discipline referrals being tracked using SWIS.



# 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.

**Improve overall academic student engagement and achievement in all subjects areas.**

Develop courses that are built upon and aligned to the California State Standards with increased engagement strategies and rigor that will prepare students for post secondary success.

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

LCAP goal to which this school goal is aligned.

Aligned to OUHSD Goal 1: Provide equitable educational programming and tiered academic interventions for all students so that they can demonstrate improved core content knowledge.

### 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.

Our California Dashboard indicates that we must improve student achievement in both ELA and Math.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement - ELA CAASPP	2023 data: 0% of students met or exceeded the standard	PHS will decrease its CAASPP ELA "points below standard" by 30-40 points.
State Priority 4: Pupil Achievement - Math CAASPP	2023 data: 0% of students met or exceeded the standard	PHS will decrease its CAASPP Math "points below standard" by 30-40 points.
State Priority 4 & 5: Pupil Achievement & Engagement	2023 data: 63.5% of PHS students graduated - 26.5% lower than the state average of 86.4	PHS will increase its Graduation Rate by 5%.
	2023: 7.9% of PHS students were suspended - 107% higher than the state average	PHS will decrease its "Suspension Rate" by 5%.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Prospect High School staff will engage in weekly PLC meetings (carryover from previous year) focusing on curriculum, instruction, assessment, interventions, and extensions of learning.	All Students	51,800 General Fund 4000-4999: Books And Supplies

			Items needed for student success. Classroom materials including Chromebooks and materials to support credit recovery and achievement. 30,000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Allocate funding for professional development of certificated and classified personnel with an emphasis on improving engagement and instructional practices and lowering discipline rates.
1.2	Decrease student referral (discipline) rates by increasing course offerings.	All Students	19,451 Prop 28: Arts and Music None Specified  3,000 Lottery: Instructional Materials 5000-5999: Services And Other Operating Expenditures
1.3	Purchase Chromebooks to provide equitable access to curriculum, instruction, and all academic.	All Students	40,000 Comprehensive Support and Improvement (CSI) None Specified

## 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.

PHS staff must participate in weekly PLC meetings focusing on curriculum, instruction, assessment, interventions, and extensions of learning.

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

No major differences between "intended implementation" and/or "budgeted expenditures" impacted the overall implementation and effectiveness of the strategies/activities related to the stated goal.

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

Prospect High School will decrease it Chronic Absenteeism rate by 20%

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

LCAP goal to which this school goal is aligned.

Goal 2: Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports as a framework.

### 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.

Student attendance must improve if PHS is to recognize positive changes in it's California Dashboard indicators.

### 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
Priority 5: Student Engagement & School Climate (AERIES, Attention2Attendance, California Dashboard, SWIS, Fundamentals SEL Screener)	Increase weekly communication through email, phone calls, and on-campus meetings/forums or presentations	Improved student attendance and increased parent/guardian outreach leading to increased parent involvement and awareness of students' success or lack thereof.
Priority 6: School Climate (AERIES, California Dashboard, SWIS, Fundamentals SEL Screener)	Maintain the previously increased time associated with transcript review - every six weeks in Advisory period.	Students and parents/guardians will more closely follow their students academic progress and attendance. .
Priority 3: Parent Involvement: School Climate (Parent Square, SSC, Surveys)	Increase parental involvement as a means of drawing greater attention to the absenteeism issue	Increased student attendance.

### 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	Provide awards/recognition to recognize students with perfect attendance	All students	10,000 Title I 5000-5999: Services And Other Operating Expenditures

2.2	Provide awards/recognition to recognize students with improved attendance	All Students	10,000 Title I None Specified
2.3	Provide awards to recognize students for improved academic achievement	All Students	10,000 Title I None Specified

# 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.

NA

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

Increase students College and Career Readiness.

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

LCAP goal to which this school goal is aligned.

Goal 3: Increase student access to college and career oriented courses, skills, and pathways.

### 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.

This goal was developed after reviewing the College and Career Readiness Dashboard indicator where 1.14% of OUHSD students were deemed "Prepared."

### 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
Priority 8: Student Outcomes - Students will participate in work experience for course credit (local measures to be determined).	Graduation Rate: 2022-2023 63.5% graduated from PHS - (SED 63.4% w/ 93 students ,White 57.1% w/ 49 students	Increase graduation percentage by 5%
Priority 4: Student Achievement - Measures of College Readiness: Receive a score of Level 2 "Standard Nearly Met" on either ELA on Smarter Balance Summative Assessments.	College/Career: 2022-2023 1.1.&% prepared for college, 6.6.% approaching prepared, and 92.3% not prepared 22-22 Data	Smarter Balanced Summative Assessments: Receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 in the other area. I

### 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
3.1	Staff will help create greater student awareness of their respective Smarter Balanced scores and their meanings.	All students	65,000 Title I 1000-1999: Certificated Personnel Salaries
3.2	Establish a Work Experience program and recruit students to participate.	All Students	20,000 Title I 1000-1999: Certificated Personnel Salaries

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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.

NA

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

Decrease student suspensions and overall discipline referral rates through increased course offerings.

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

LCAP goal to which this school goal is aligned.

Priority 6: School Climate - Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness as relates to culture and climate, equity, and family and community.

### Identified Need

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

Rates of suspension and overall discipline referrals have dropped, however, continued reduction in both of these areas can occur.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate (California Dashboard)	7.9% suspended at least one day.	Lower instances of disciplinary referrals & corresponding suspensions

### 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
4.1	Administration and staff will analyze suspension/expulsion rates bi-monthly using empirical data.	All Students	0 None Specified

## 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	\$133646
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$259,251.00
Total Federal Funds Provided to the School from the LEA for CSI	\$166363

## 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)	\$70,000.00
Title I	\$115,000.00

Subtotal of additional federal funds included for this school: \$185,000.00

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

State or Local Programs	Allocation (\$)
General Fund	\$51,800.00
Lottery: Instructional Materials	\$3,000.00
None Specified	\$0.00
Prop 28: Arts and Music	\$19,451.00

Subtotal of state or local funds included for this school: \$74,251.00

Total of federal, state, and/or local funds for this school: \$259,251.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	125000	10,000.00
Comprehensive Support and Improvement (CSI)	166363	96,363.00

## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	70,000.00
General Fund	51,800.00
Lottery: Instructional Materials	3,000.00
None Specified	0.00
Prop 28: Arts and Music	19,451.00
Title I	115,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	85,000.00
4000-4999: Books And Supplies	51,800.00
5000-5999: Services And Other Operating Expenditures	43,000.00
None Specified	79,451.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	30,000.00
None Specified	Comprehensive Support and Improvement (CSI)	40,000.00
4000-4999: Books And Supplies	General Fund	51,800.00
5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	3,000.00
	None Specified	0.00
None Specified	Prop 28: Arts and Music	19,451.00

1000-1999: Certificated Personnel Salaries	Title I	85,000.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00
None Specified	Title I	20,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	144,251.00
Goal 2	30,000.00
Goal 3	85,000.00
Goal 4	0.00

# School Site Council Membership

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

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

Name of Members	Role
Brian Spears	Principal
Brad Lund	Classroom Teacher
Dominick Maybin	Secondary Student
Lee Gilbert	Other School Staff
David Joyner	Parent or Community Member
Amber Reeser	Other School Staff
Madelyn Casteel	Secondary Student
Brian Guthrie	Classroom Teacher
Drake Barker	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**



District/School Liaison Team for schools in Program Improvement

Other: Parent Member

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

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

This SPSA was adopted by the SSC at a public meeting on 6-14-2024.

Attested:



Principal, Brian Spears on June 14, 2024

# 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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