



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Las Plumas High School	04 61515 0434803	5/21/2025	5/21/2025

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 Las Plumas High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Las Plumas High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This plan is being used by Las Plumas High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

The school-wide plan meets the ESSA (Every Student Succeeds Act) requirements through:
Oroville Union High School District (OUHSD) gathers input through meetings and surveys with interested parties. The comprehensive needs assessment includes input from district leadership, site administrators, teachers, classified staff, students and parents, along with community members. The data gathered from the input is used to form the districts LCAP goals which outlines actionable goals:

Goal 1:

Provide equitable educational programming and environments for all students so that they can master core content knowledge to create future opportunities.

Goal 2:

Provide a safe, nurturing, and supporting environment to every student using Culturally Responsive Positive Behavior Intervention and Supports as a framework

Goal 3:

Every student will develop skills that are transferable to college, career, and life through district preparation programs and parent/community partnerships and experiences.

A comprehensive needs assessment of Las Plumas school includes information on the social emotional wellbeing and academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are not meeting those standards or are at risk of not meeting those standards.

The school-wide plan was developed to support the needs of the students as identified through the comprehensive needs assessment and in support of the District's LCAP goals. Each action item is budgeted through the district's multiple funding categories (LCAP, Title 1, Title 3, etc.). The School Plan for Student Achievement (SPSA) aligns with the district's LCAP. It outlines the goals and objectives based upon data analysis to ensure the success of each student at Las Plumas.

Key areas for Las Plumas to consider were:

- Address CA Dashboard Indicators for Math/English Achievement, Graduation Rates, Suspension Rates, and College/Career Readiness
- Address deficiencies for all student achievement in core subjects with particular attention to Students with Disabilities (SWD) especially SWD Graduation Rates and SWD Math, English Learner/LTELs (Long Term English Learners), Hispanic, White, and Socioeconomic Disadvantaged
- Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum using instructional strategies based in The Universal Design for Learning model
- Address social-emotional needs of students
- Address the climate and culture of the school
- Address parent and family engagement by conducting outreach to all parent and families.

Educational Partner Involvement

How, when, and with whom did Las Plumas 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

TEACHER INPUT

Data is reviewed and shared with staff at the monthly Staff Meeting. The Staff Advisory Council (SAC) provides additional input on needs.

STUDENT INPUT

Student input was gathered through a survey focused on student perceptions of school Connectedness, Self-Efficacy, Motivation, and school safety. The survey garnered approximately 670 (up 170 from last year) results and was pulled together into a comprehensive report which was then shared with Site Council, Department Chairs, staff, ELAC, and our Principals Council. Principal's Council includes approximately 25 (also up from last year) students of various grade, gender, ethnic and achievement backgrounds. In meeting with these student groups, students identified the following as areas of concern: feelings towards school in general and preparedness for learning

PARENT/COMMUNITY INPUT

Parents are involved in surveys and parent meetings to provide input. Parents also participate in groups such as Site Council and ELAC (English Learner Advisory Committee). The Las Plumas School Site Council meets monthly and oversees the academic and climate progress for our school, provides input on the SPSA, Title 1 funding, and related student/campus areas of concern. As well as provides input on the needs assessment.

Three times per year school data is shared with the community at the Supportive School Climate Committee. The community is welcomed to provide input and needs based on the data.

School and District data is shared with the community during monthly Board of Trustee meetings, as well as LCAP Educational Partner meetings.

Resource Inequities

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

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

Offering more dual enrollment/AP classes that lead to college credit would benefit students. LPHS currently has twelve classes that are eligible for dual enrollment for Butte College. Access to Tier 2 Academic Intervention has also been identified as an inequity as many of our Low Socioeconomic Disadvantaged students have transportation issues and the bus does not allow for adequate time to attend morning consultation which is only 24 minutes and starts before the busses arrive.

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.

According to the Ca Dashboard, Las Plumas has overall performance in the "Orange" for Math and "Red" for Suspension and English Learner Progress

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.

NA

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Las Plumas 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	7.78%	7.15%	6.08%	105	92	79
African American	2.59%	1.94%	2.00%	35	25	26
Asian	6.59%	6.68%	6.93%	89	86	90
Filipino	0.74%	0.7%	0.69%	10	9	9
Hispanic/Latino	22.81%	22.3%	24.87%	308	287	323
Pacific Islander	0.59%	0.54%	0.77%	8	7	10
White	54.59%	56.1%	51.81%	737	722	673
Multiple/No Response	4.30%	4.58%	6.47%	58	59	84
Total Enrollment				1,350	1287	1299

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	365	335	331
Grade 10	379	339	333
Grade 11	329	333	320
Grade 12	277	280	315
Total Enrollment	1,350	1,287	1,299

Conclusions based on this data:

1. After a period of declining enrollment, the student population has stabilized. There has been a shift in students to the newly formed Center for Independent Study. Projections for the 24-25 school year see stable enrollment. There is a noticeable decrease in American Indian and White student populations and a slight increase in the Hispanic student population.
2. Enrollment total is up. Most subgroups show and increase or stability with the only decrease being white student subgroup.

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)	51	52	53	3.8%	4.0%	4.1%
Fluent English Proficient (FEP)	194	187	181	14.4%	14.5%	13.9%

Conclusions based on this data:

1. There has been a slight increase in the number of EL students. This data set is missing the increase in the number of LTELs (Long Term English Language Learners), which has increased since COVID. We hope to see this bounce back and improve as we move forward.
2. RFEP data is missing - last year saw 48.9% making progress (maintained -1.1%) - a new curriculum was adopted for the 23/24 school year and adjustments will be made when the new data set becomes available
3. 23/25 Dashboard shows only 37.8% of EL students are making progress

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	301	324	312	231	267	290	231	266	290	76.7	82.4	92.9
All Grades	301	324	312	231	267	290	231	266	290	76.7	82.4	92.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2542.	2581.	2559.	12.55	21.43	18.62	25.11	28.57	26.90	27.71	26.69	25.17	34.63	23.31	29.31
All Grades	N/A	N/A	N/A	12.55	21.43	18.62	25.11	28.57	26.90	27.71	26.69	25.17	34.63	23.31	29.31

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	15.15	23.68	20.34	57.58	59.02	54.83	27.27	17.29	24.83
All Grades	15.15	23.68	20.34	57.58	59.02	54.83	27.27	17.29	24.83

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	17.90	21.80	16.90	49.34	52.26	48.97	32.75	25.94	34.14
All Grades	17.90	21.80	16.90	49.34	52.26	48.97	32.75	25.94	34.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	8.23	12.41	12.76	66.67	73.68	70.34	25.11	13.91	16.90
All Grades	8.23	12.41	12.76	66.67	73.68	70.34	25.11	13.91	16.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	11.26	21.80	18.97	64.07	63.91	62.07	24.68	14.29	18.97
All Grades	11.26	21.80	18.97	64.07	63.91	62.07	24.68	14.29	18.97

Conclusions based on this data:

1. Overall participation was at 92% resulting in less significant automatic hit towards scores than the previous year. Adjustments were made to the 24/25 testing and we are 92+% participation and not finished.
2. ELA CAASPP results indicate that there is room for growth but progress is being slowly attained.

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.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	301	324	312	227	260	289	227	259	289	75.4	80.2	92.6
All Grades	301	324	312	227	260	289	227	259	289	75.4	80.2	92.6

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2505.	2523.	2503.	3.96	5.41	6.92	12.33	13.13	11.42	19.82	22.78	19.03	63.88	58.69	62.63
All Grades	N/A	N/A	N/A	3.96	5.41	6.92	12.33	13.13	11.42	19.82	22.78	19.03	63.88	58.69	62.63

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	6.61	7.72	5.88	59.47	63.32	53.63	33.92	28.96	40.48
All Grades	6.61	7.72	5.88	59.47	63.32	53.63	33.92	28.96	40.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	6.17	6.95	7.61	63.88	59.07	55.36	29.96	33.98	37.02
All Grades	6.17	6.95	7.61	63.88	59.07	55.36	29.96	33.98	37.02

Conclusions based on this data:

1. Overall participation rate was at 92% resulting in a slight hit to results. Adjustments to the 24/25 testing has overall participation at 92%+ and is not yet finished
2. Most students do not take advanced Math courses, beyond the graduation requirement and are not enrolled in a Math class during grade 11, the year that the CAASPP is administered. Although for the 24/25 school year the number of students enrolled in Stats increased and the number of requests for Integrated Math III has increased significantly for the 25/26 school year
3. CAASPP data shows that Math has significant need of improvement

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://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1528.4	1543.8	1489.5	1505.6	1530.0	1459.4	1550.7	1557.3	1519.0	15	12	15
10	1562.2	1543.0	1543.4	1546.5	1526.6	1535.8	1577.4	1558.9	1550.0	21	15	11
11	*	1563.7	1558.9	*	1550.3	1547.5	*	1576.5	1569.8	8	18	13
12	*	*	1624.2	*	*	1631.3	*	*	1616.5	5	5	11
All Grades										49	50	50

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	8.33	0.00	46.67	41.67	40.00	40.00	33.33	20.00	13.33	16.67	40.00	15	12	15
10	23.81	20.00	27.27	47.62	53.33	36.36	19.05	13.33	18.18	9.52	13.33	18.18	21	15	11
11	*	16.67	23.08	*	44.44	38.46	*	27.78	23.08	*	11.11	15.38	*	18	13
12	*	*	54.55	*	*	27.27	*	*	9.09	*	*	9.09	*	*	11
All Grades	14.29	16.00	24.00	44.90	46.00	36.00	30.61	24.00	18.00	10.20	14.00	22.00	49	50	50

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	16.67	13.33	60.00	41.67	40.00	26.67	25.00	6.67	13.33	16.67	40.00	15	12	15
10	28.57	20.00	36.36	38.10	53.33	36.36	23.81	13.33	9.09	9.52	13.33	18.18	21	15	11
11	*	33.33	38.46	*	44.44	30.77	*	16.67	7.69	*	5.56	23.08	*	18	13
12	*	*	63.64	*	*	18.18	*	*	9.09	*	*	9.09	*	*	11
All Grades	18.37	24.00	36.00	46.94	44.00	32.00	24.49	22.00	8.00	10.20	10.00	24.00	49	50	50

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	13.33	8.33	0.00	13.33	25.00	20.00	46.67	50.00	26.67	26.67	16.67	53.33	15	12	15
10	14.29	6.67	9.09	33.33	33.33	18.18	42.86	46.67	45.45	9.52	13.33	27.27	21	15	11
11	*	11.11	23.08	*	38.89	15.38	*	22.22	46.15	*	27.78	15.38	*	18	13
12	*	*	54.55	*	*	9.09	*	*	18.18	*	*	18.18	*	*	11
All Grades	10.20	8.00	20.00	26.53	32.00	16.00	48.98	40.00	34.00	14.29	20.00	30.00	49	50	50

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	8.33	6.67	80.00	66.67	46.67	20.00	25.00	46.67	15	12	15
10	9.52	13.33	0.00	76.19	73.33	72.73	14.29	13.33	27.27	21	15	11
11	*	11.11	15.38	*	77.78	53.85	*	11.11	30.77	*	18	13
12	*	*	27.27	*	*	54.55	*	*	18.18	*	*	11
All Grades	4.08	10.00	12.00	77.55	72.00	56.00	18.37	18.00	32.00	49	50	50

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	40.00	50.00	53.33	46.67	41.67	6.67	13.33	8.33	40.00	15	12	15
10	71.43	60.00	72.73	14.29	26.67	9.09	14.29	13.33	18.18	21	15	11
11	*	55.56	72.73	*	33.33	18.18	*	11.11	9.09	*	18	11
12	*	*	81.82	*	*	9.09	*	*	9.09	*	*	11
All Grades	59.18	56.00	68.75	28.57	34.00	10.42	12.24	10.00	20.83	49	50	48

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	13.33	25.00	0.00	40.00	41.67	40.00	46.67	33.33	60.00	15	12	15
10	14.29	13.33	18.18	66.67	60.00	54.55	19.05	26.67	27.27	21	15	11
11	*	11.11	25.00	*	44.44	50.00	*	44.44	25.00	*	18	12
12	*	*	45.45	*	*	27.27	*	*	27.27	*	*	11
All Grades	12.24	14.00	20.41	55.10	48.00	42.86	32.65	38.00	36.73	49	50	49

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	6.67	0.00	0.00	73.33	83.33	66.67	20.00	16.67	33.33	15	12	15
10	9.52	0.00	0.00	85.71	86.67	72.73	4.76	13.33	27.27	21	15	11
11	*	38.89	0.00	*	44.44	84.62	*	16.67	15.38	*	18	13
12	*	*	27.27	*	*	63.64	*	*	9.09	*	*	11
All Grades	10.20	18.00	6.00	77.55	66.00	72.00	12.24	16.00	22.00	49	50	50

Conclusions based on this data:

1. In all categories the percentage of students who achieved level 1 has increased. On a positive note, we did see an increase in our levels 4 achievement areas overall. We also have noted that the percentage of students who have achieved a level 2 or 3 has changed in a manner that would suggest that students are either moving up to a level 4 or moving down to a level 1. To better understand student achievement, we will analyze our longitudinal data to determine where the student gaps are over time. While we do understand that COVID and distance learning had an impact, we need to improve our practice of data analysis to identify student needs so that they can be addressed. By identifying achievement gaps in domain areas we can address those areas with targeted and individualized instructional strategies.
2. LPHS hired a testing coordinator to assist with administering assessments late in the 21-22 school year and the position has not remained consistently filled until this year (24/25)

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,299	78.9%	4.1%	1.1%
Total Number of Students enrolled in Las Plumas High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	4.1%
Foster Youth	14	1.1%
Homeless	28	2.2%
Socioeconomically Disadvantaged	1,025	78.9%
Students with Disabilities	197	15.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	2%
American Indian	79	6.1%
Asian	90	6.9%
Filipino	9	0.7%
Hispanic	323	24.9%
Two or More Races	84	6.5%
Pacific Islander	10	0.8%
White	673	51.8%

Conclusions based on this data:

1. The student population is not significantly ethnically diverse. White, Hispanic, and Students with Disabilities are our largest subcategories.

2. The Socio-economically disadvantaged population is high at 78.9% and there are significant needs related to that population.
3. Resources that serve the socio-economically disadvantages population are limited and the need exceeds the ability to serve those students.

School and Student Performance Data

Overall Performance

The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Green	Suspension Rate  Red
Mathematics  Orange		
English Learner Progress  Red		
College/Career  Green		

Conclusions based on this data:

1. Suspension data for the 23/24 school year showed an increase in student behavior. Possibly due to a change in administration. SWIS/Aeries data for the 24/25 school year projects a decrease in suspensions with Black students and student with disabilities having the highest risk ratios.
2. Significant changes have been made to PBIS tiers for the 24/25 school year, increasing the use of restorative projects, mediation and conflict resolution.

School and Student Performance Data

Academic Performance English Language Arts

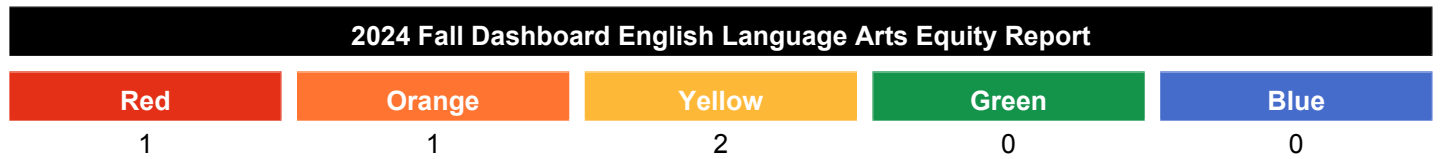
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 24.2 points below standard Increased 23.3 points 287 Students	English Learners  No Performance Color 146.4 points below standard Declined 35.6 points 16 Students	Long-Term English Learners  No Performance Color Less than 11 Students 10 Students
Foster Youth  No Performance Color Less than 11 Students 4 Students	Homeless  No Performance Color 79.0 points below standard 12 Students	Socioeconomically Disadvantaged  Yellow 32.7 points below standard Increased 33.0 points 236 Students

Students with Disabilities  Red 165.9 points below standard Maintained 2.3 points 36 Students	African American  No Performance Color Less than 11 Students 6 Students	American Indian  No Performance Color 91.1 points below standard Declined 55.4 points 17 Students
Asian  No Performance Color 34.1 points above standard Increased 42.5 points 18 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 54.9 points below standard Increased 18.3 points 65 Students
Two or More Races  No Performance Color 26.7 points above standard Increased 46.0 points 18 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 16.6 points below standard Increased 37.4 points 161 Students

Conclusions based on this data:

1. Significant resources have been allocated to improving instructional practices. These practices must be implemented with fidelity to a greater degree.
2. The Socio-economically disadvantaged population has been an area of concern, with regard to dashboard indicators. A co-teach model was implemented.
3. PLCs and PD were starting to be emphasized the 23/24 school year and there is an increased push towards PLCs for the 24/25 school year.

School and Student Performance Data

Academic Performance Mathematics

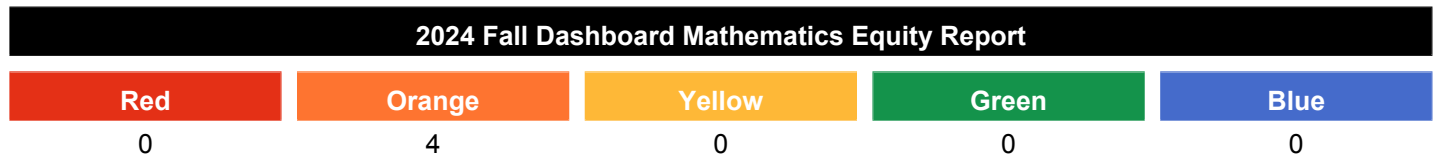
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 121.1 points below standard Increased 23.6 points 287 Students	English Learners  No Performance Color 195.5 points below standard Increased 7.3 points 15 Students	Long-Term English Learners  No Performance Color Less than 11 Students 10 Students
Foster Youth  No Performance Color Less than 11 Students 4 Students	Homeless  No Performance Color 159.4 points below standard 12 Students	Socioeconomically Disadvantaged  Orange 128.3 points below standard Increased 32.8 points 236 Students

Students with Disabilities  Orange 237.8 points below standard Increased 5.0 points 36 Students	African American  No Performance Color Less than 11 Students 6 Students	American Indian  No Performance Color 179.5 points below standard Declined 54.1 points 17 Students
Asian  No Performance Color 32.7 points below standard Increased 46.0 points 19 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 149.3 points below standard Increased 15.6 points 65 Students
Two or More Races  No Performance Color 68.7 points below standard Increased 54.6 points 18 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 118.3 points below standard Increased 35.2 points 161 Students

Conclusions based on this data:

1. Scores are slowly increasing.
2. Overall, Math skills are low (5th grade level), when student enter 9th grade. Academic Interventions must be addressed. The Cotaught model is in it's third year and showing some progress. Though we need to look at more interventions.
3. A large number of students begin well below grade level and do not reach the proficiency required to perform well on the CAASPP. The district only has a 2 year math requirement yet students are tested in the 11th grade.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Red
37.8% making progress.	35.9% making progress.
Number Students: 45 Students	Number Students: 39 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.8%	44.4%	0%	37.8%

Conclusions based on this data:

1. EL progress declined for the 23/24 school year.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

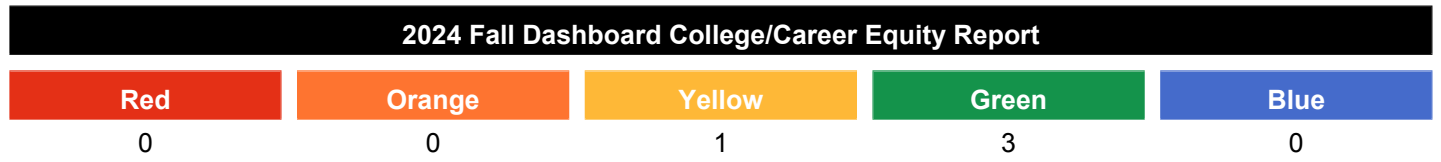
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Green 42.9 Prepared Increased 9.6 326 Students	English Learners  No Performance Color 25 Prepared 0 24 Students	Long-Term English Learners  No Performance Color 25 Prepared 0 16 Students
Foster Youth  No Performance Color Less than 11 Students 0 1 Student	Homeless  No Performance Color 33.3 Prepared Increased 26.7 12 Students	Socioeconomically Disadvantaged  Green 42.5 Prepared Increased 11.1 285 Students

Students with Disabilities  Yellow 30.2 Prepared Increased 13.2 43 Students	African American  No Performance Color Less than 11 Students 0 5 Students	American Indian  No Performance Color 38.9 Prepared Increased 10.3 18 Students
Asian  No Performance Color 48.1 Prepared Declined 8.4 27 Students	Filipino  No Performance Color Less than 11 Students 0 4 Students	Hispanic  Green 47.1 Prepared Increased 20.7 87 Students
Two or More Races  No Performance Color 50 Prepared 0 16 Students	Pacific Islander  No Performance Color Less than 11 Students 0 4 Students	White  Green 39.4 Prepared Increased 4.6 165 Students

Conclusions based on this data:

1. College and Career increased 9.6%
2. No subgroup was Red or Orange
3. Hispanic, Socioeconomically Disadvantaged and White were all Green

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Chronic absenteeism is a major concern. School staff conducts home visits to figure out reasons for students being absent.
2. A third Targeted Case Manager was hired early on 23/24 to help address chronic absenteeism. Home visits are done weekly.

School and Student Performance Data

Academic Engagement Graduation Rate

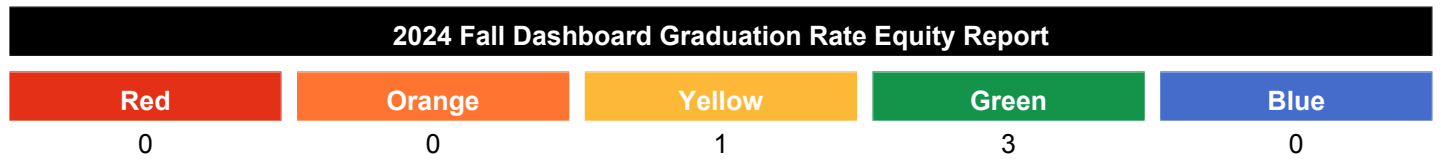
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 88.1% graduated Increased 2.1% 328 Students	English Learners  No Performance Color 79.2% graduated Increased 6.4% 24 Students	Long-Term English Learners  No Performance Color 93.8% graduated 16 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color 91.7% graduated Increased 22.9% 12 Students	Socioeconomically Disadvantaged  Green 87.8% graduated Increased 1.7% 287 Students

Students with Disabilities  Green 82.2% graduated Increased 19.4% 45 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color 100% graduated Increased 13.8% 19 Students
Asian  No Performance Color 88.9% graduated Declined 6.8% 27 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  Yellow 88.5% graduated Maintained 0.5% 87 Students
Two or More Races  No Performance Color 100% graduated 16 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	White  Green 85.5% graduated Increased 2.2% 165 Students

Conclusions based on this data:

1. Graduation rate increased 2.1% in 23/24
2. The transient nature of our student population results in students being included in the cohort that move out of the area and do not enroll in school when they leave. Nearly all students who are continuously enrolled graduate from the school.
3. No student subgroup is in the Red. SED, SWD, and White are in the Green. Asian Subgroup showed a slight dip.

School and Student Performance Data

Conditions & Climate Suspension Rate

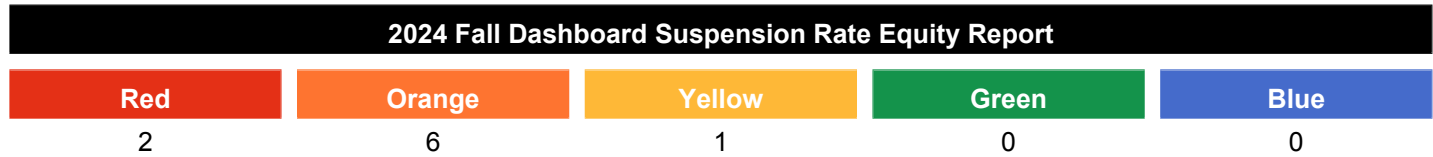
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 8% suspended at least one day Increased 3.1% 1367 Students	English Learners  Orange 5% suspended at least one day Increased 1.7% 60 Students	Long-Term English Learners  Orange 6.8% suspended at least one day Increased 2.7% 44 Students
Foster Youth  No Performance Color 15.8% suspended at least one day Increased 4% 19 Students	Homeless  No Performance Color 11.4% suspended at least one day Increased 1.1% 35 Students	Socioeconomically Disadvantaged  Red 8.9% suspended at least one day Increased 3.6% 1127 Students

Students with Disabilities  Orange 9.3% suspended at least one day Increased 2.4% 214 Students	African American  No Performance Color 16.7% suspended at least one day Increased 16.7% 30 Students	American Indian  Yellow 7.2% suspended at least one day Declined 1% 83 Students
Asian  Orange 5.4% suspended at least one day Increased 4.3% 93 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Hispanic  Orange 6.4% suspended at least one day Increased 2.4% 346 Students
Two or More Races  Red 12.1% suspended at least one day Increased 9% 91 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	White  Orange 8.7% suspended at least one day Increased 3% 704 Students

Conclusions based on this data:

1. Student discipline data is a major area of concern. To better track student discipline data we are now using SWIS, addressing discipline protocols, increasing PBIS, increasing tiered interventions with restorative practices and mediation/conflict resolutions.
2. Restorative Practices and a Tiered Intervention program is being implemented to address suspension and expulsion concerns.

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 Academic Achievement

Las Plumas will utilize data to drive PLC practices to support best instructional strategies to improve student performance levels in all subjects. Las Plumas will utilize targeted interventions to address barriers to academic success.

Las Plumas High School is committed to utilizing data to drive consistent and effective instructional practices across all content areas and offer quality, targeted systems of interventions to meet the needs of students who are not achieving performance standards, and who may be in danger of failing individual courses, and/or not graduating, as determined by CAASPP testing, Dashboard indicators, and Local indicators.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Provide equitable educational programming and environments for all students so that they can master core content knowledge to create future opportunities.

Goal 3: Every student will develop skills that are transferable to college, career, and life through district preparation programs and parent/community partnerships and experiences.

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.

State and local data demonstrate that our students are struggling to achieve proficiency in grade level standards, however there has been an increase over the last two years.

ELA:

The ELA indicator on the dashboard is listed as medium “yellow” with 50% of students meeting or exceeding standards on the 2024 CAASPP. This was a 23.3 point increase from the 2023 CAASPP. All subcategories demonstrated growth. English Learners and American Native students declined significantly compared to last years growth. Students with Disabilities and English learners remain the furthest from meeting standard.

MATH:

Our school dashboard indicator for all students in Math moved from very low to low at 121.1 points below standard (over a 20 point increase). All student groups showed improvement except American Native students who decreased significantly.

ELPAC.37.8% of EL students Progressed at least one ELPI level. This is down significantly compared to last year. Most significant is the number of students that decreased at least one ELPI level.

The co-teaching approach that was adopted for freshman and sophomore grade level courses, with special education teachers and paraeducators working in core content classes to provide additional support, has continued to be implemented.

In the 2023-24 and 24/25 school year, freshmen who were 8th grade non grads or students with significant struggles were placed into targeted groups to receive group counseling. The effectiveness of these groups is being monitored and will continue into the 25/26 school year before a decision to alter or keep is made.

This goal meets the following WASC Action #2:

Increase college and career readiness through improved achievement scores and academic forward planning.

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	2022-23 Data: 50% met or exceeded standards, 50% of students did not meet standards	Increase the percentage of students who meet or exceed standards by 2% All students: 52%
State Priority 4: Pupil Achievement Math CAASPP	2022-23 Data: 19% met or exceeded standards, 81% of students did not meet standards	Increase the percentage of students who meet or exceed standards by 2% All students: 21%
State Priority 4: Pupil Achievement English Learner Progress	2023 Data: 48.9% of English Learners are making progress	Increase the percentage of English Learners making progress by 2%
State Priority 4: Student Achievement Local Benchmarks	2023-24 Data: Math local benchmarks: 31% of students are meeting Integrated Math 1 Benchmarks, 23% of Math students received an A or B. ELA: 45.6% of ELA students received an A or B MAP Testing will be implemented 3 times per year.	Increase the percentage of students receiving A and B by 2% Establish baseline MAP data to make interim data informed decisions
State Priority 5: Student Engagement High School Graduation Rate	2022-23 Data: 86% graduation rate	Increase graduation rate by 2%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide a full-time paraeducator to support English Language Learners in English Language Development (ELD) classes (Tier III) and mainstream classes in order to provide support for EL including LTELs students in both designated and integrated classrooms.	English Language Learners	120000 Title I 2000-2999: Classified Personnel Salaries Provide a full-time paraeducator to support English Language Learners in English Language Development (ELD) classes (Tier III) and mainstream classes in order to provide support for EL including LTELs students in both designated and integrated classrooms.
1.2	Provide professional development opportunities for teachers to support them in delivering highly engaging and academically rigorous lessons.	All Students	40000 Title I 5800: Professional/Consulting Services And Operating Expenditures Provide professional development opportunities for teachers such as but not limited to AP training, UDL training, subject specific lesson planning and engagement

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The 24/25 school year was the 2nd year for the 3rd TCM. Implementation was not clearly laid out in 23/24 resulting in non optimal effectiveness. 24/25 showed increased positive results with students. The introduction of the Spanish speaking EL Para did not come until the end of the 23/24 school year and can therefore not be effectively evaluated as having an impact on student scores. Teacher professional development is paying off especially with the introduction of UDL and Learning Thinking Classrooms.

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

There were not any major differences in the intended implementation or budget for this 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.

TCM will be funded at district level and EL paras will continue be articulated and refined for the 25/26 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Improve Climate and Culture of School

Las Plumas High School is committed to improving the climate and culture of our school, creating a school where we see increasing student attendance, engagement, and graduation as determined by Dashboard indicators and Local indicators.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Provide equitable educational opportunities to all students;

Goal 2: Provide a safe, nurturing and supportive environment for all students using Culturally Responsive Positive Behavior Intervention and 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.

Chronic Absenteeism:

State and local data show that our students are struggling to attend regularly and be academically successful in their first years of high school. Overall chronic absenteeism for the 2022-23 school year for all students was 20.7% as measured by local data. Black, White, and Hispanic student populations have the most significant chronic absenteeism.

Currently, the chronic absenteeism data for the 2024-25 school year has decreased by 19.7% showing 24.4% chronic absenteeism for all students, with Black students continuing to have the highest percentage of chronic absenteeism. Our Juniors have the highest severe chronic absenteeism, while Freshman and Sophomores are close behind. There will be continued focus on chronic absenteeism by refining attendance intervention practices and increasing outreach with students and families. We credit the addition of a targeted case manager for the 2023-24 school year to our improvements for our overall chronic absenteeism.

Graduation:

Graduation rate has increased 7% over the last 2 years and is expected to increase for 24/25. No student populations are in red or orange. Hispanic student population is in yellow.

While still on par for the state average, it is a concern for LPHS. The hope is by increasing attendance and associated interventions as well as increasing engagement opportunities for students and families, there will be an increase in graduation in coming years.

We credit the addition of a targeted case manager for the 2023-24 school year to our improvements for our overall chronic absenteeism.

This goal meets the following WASC Action Plan #1: Improving school culture and engagement as measured by percentage of student passing courses

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 5: Student Engagement Chronic Absenteeism rates	Chronic Absenteeism Rates: 22/23: 30.2% 23/24: 24.9%	Decrease chronic absenteeism by 4%
State Priority 5: Student Engagement High School Graduation Rate	Graduation Rate: 22/23: 86% 23/24: 88%	Increase graduation rate by 2%
State Priority 4: Student Achievement Local Benchmarks (GPA Distributions)	23/24: none 24/25: establish MAP median scores for each grade level except math 9/10 only due to 2 year math requirement ELA (F9 48th) (F10 41st) (F11 49th) (F12 48th) (W9 49th) (W10 46st) (W11 44th) (W12 52th) Math (F9 40th) (F10 45th) (W9 43rd) (W10 42nd)	Collect baseline data and track for improvement

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	To provide cultural engagement & enrichment opportunities for students on campus in an effort to improve involvement & connectivity to Las Plumas	All students	7000 Title I 0001-0999: Unrestricted: Locally Defined Las Plumas will provide cultural engagement opportunities for students
2.2	Provide certificated & classified professional development opportunities that focus on best practices that focus on best practices to support student attendance & engagement as well as addressing learning gaps based on needs indicator by the dashboard or district/site needs assessment with an emphasis on ELA & Math.	All students	45000 Title I 1000-1999: Certificated Personnel Salaries Certificated staff will be paid the extra-duty rate to attend professional development and collaborate outside of the school day and and subs will be covered for professional development during the school day that focuses on the implementation of best practices to support student attendance and engagement.
2.3	To provide cultural engagement & enrichment opportunities for parents in an effort to improve involvement & connectivity to Las Plumas	All	6014 Title I 0001-0999: Unrestricted: Locally Defined

			Las Plumas will continue to provide information to students and families by providing cultural engagement opportunities for parents and families to participate in school activities and increasing school-to-home communication via phone/email/home visits/letters/apps.
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The most impact has come from the Targeted Case Manager targeting truancy. Target area that were orange and red have moved to yellow or green.

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

There were no major changes.

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.

No changes have been made to this goal for the 25/26 school year. There will be continued focus on moving students from yellow to green and green to blue.

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 College and Career Readiness

Las Plumas High School will continue to provide information to students and families about college & career options, expand the use of the four-year planning tools in Aeries, and provide experiences for students to provoke interest in college and career options after high school including technical and vocational programs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Provide equitable educational programming and environments for all students so that they can master core content knowledge to create future opportunities.

Goal 3: Every student will develop skills that are transferable to college, career, and life through district preparation programs and parent/community partnerships and experiences.

Identified Need

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

The College and Career Indicator returned for the 22/23 school year, from a three year gap. The new CCI shows that LPHS has 42.9% of students prepared compared to 23/24's 33.3% of graduates being college and career ready. Data shows that Las Plumas has historically had a low College and Career Readiness percentile. There has been over 15 percentage points increase since 2018, yet remains slightly below the state average of 43.9% prepared.

Las Plumas would like to move this to above state average. There will be a focus on increasing student knowledge of college and career options starting earlier and with continual reiteration. The new counselor and new college and career tech will work closely with students, starting the 24/25 year Freshman out strong and shoring up the other grades. The counselors will be expanding the use of the four-year planning tools in AERIES, and providing additional experiences such as college tours and field trips to technical and vocational programs.

There will be increased outreach to our students and families about college and career options, including a college fair and job fair. Our new credit recovery classes should provide an increase in the number of students capturing lost credits. This provides increased opportunity for students to achieve College and Career Readiness as well as increase graduation rates.

This goal meets the following WASC Action Item #2 Increase College and Career Readiness

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: Student Achievement Local Benchmarks	23/24: none 24/25: establish MAP median scores for each grade level except math 9/10 only due to 2 year math requirement ELA (F9 48th) (F10 41st) (F11 49th) (F12 48th) (W9 49th) (W10 46st) (W11 44th) (W12 52th) Math (F9 40th) (F10 45th) (W9 43rd) (W10 42nd)	demonstrate positive growth
State Priority 4: Student Achievement College and Career Readiness	22/23 CCI: 33.3% 23/24 CCI: 42.9%	Increase the percentage of students CC Ready by 2%
State Priority 5: Student Engagement High School Graduation Rate	23/24 Grad. Rate: 86% 24/25 Grad. Rate: 88%	Increase the percentage of students graduating by 2%
State Priority 5: Student Engagement Local Indicator: (College and Career Tech sign-in sheets)	No baseline set	Set baseline

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	Counselors & the College & Career Technician will collaborate with students to ensure that each student completes/updates their 4 year plan using the Aeries planning tool for 9th, 10th & 11th grade	ALL	
3.2	Counselors & the College & Career Technician will review and discuss 4 year plans with students	ALL	
3.3	Counselors & the College & Career Technician will promote opportunities such as field trips, ASVAB testing, and C&C counseling	ALL	
3.4	Provide a 4th counselor to redistribute the student load on counselors so they may better meet the academic planning needs and oversight of our students	ALL	123760 Other 1000-1999: Certificated Personnel Salaries Learning Recovery Emergency Block Grant
3.5	Staff will collaborate to ensure student engagement strategies are being addressed via best practice and using data driven decisions in order to address college and career readiness upon graduation		17196 Title I 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The College and Career Technician is fairly new but there is an increase in CCR from all historical records.

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

No major differences.

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

An additional (4th) counselor will be added to staffing.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Annual Review

SPSA Year Reviewed: 2024-25

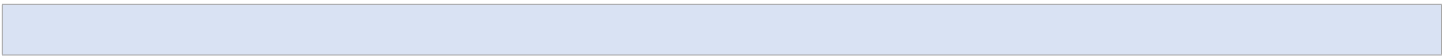
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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.



Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Annual Review

SPSA Year Reviewed: 2024-25

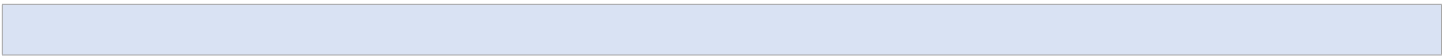
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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	\$260929.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$358,970.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$235,210.00

Subtotal of additional federal funds included for this school: \$235,210.00

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 (\$)
Other	\$123,760.00

Subtotal of state or local funds included for this school: \$123,760.00

Total of federal, state, and/or local funds for this school: \$358,970.00

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	260929	25,719.00

Expenditures by Funding Source

Funding Source	Amount
Other	123,760.00
Title I	235,210.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	13,014.00
1000-1999: Certificated Personnel Salaries	185,956.00
2000-2999: Classified Personnel Salaries	120,000.00
5800: Professional/Consulting Services And Operating Expenditures	40,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Other	123,760.00
0001-0999: Unrestricted: Locally Defined	Title I	13,014.00
1000-1999: Certificated Personnel Salaries	Title I	62,196.00
2000-2999: Classified Personnel Salaries	Title I	120,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	40,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	160,000.00
Goal 2	58,014.00

Goal 3

140,956.00

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
- 0 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Rebecca Howard	Classroom Teacher
Rachel Ramirez	Classroom Teacher
Akira Allen	Classroom Teacher Secondary Student
Apollo Mann	Secondary Student
Raiaha Brown	Secondary Student
Shanna Lee	Principal
Jacob Elledge	Parent or Community Member
Mindy Williams	Parent or Community Member
Lisa Torres	Parent or Community Member
	Other School Staff
	Other School Staff
	Parent or Community Member
	Other School Staff
	Other School Staff
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Principal

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

be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on 5/21/25.

Attested:

Principal, Shanna Lee on 5/21/25

SSC Chairperson, on 5/21/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023