School Year: **2025-26**

# School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement

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

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

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement

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

# Educational Partner Involvement

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

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

Our school has taken steps to unify our efforts to assist all students and families in reaching graduation through a variety of programs and support services. Various forms of data related to attendance (AERIES), ELA & Math baseline testing ("Let's Go Learn") and California Dashboard dats were analyzed and shared with our education partners during the 2024-2025 school year which helped promote greater student and partner awareness of of the achievement. In 2024 Prospect High School and the Oroville Union High School District solicited feedback from students, parents, and community members. The overall feedback reinforced the fact that our community appreciates our efforts and wants us to further promote students' academic growth by increasing the rigor incorporated into our daily lessons. This will ensure we are preparing our students for college and career opportunities which will positively impact our college and career readiness indicator on statewide assessment data.

# Resource Inequities

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

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

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

# Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

Graduation Rate (67.3%)

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.

Graduation Rate: PHS' rate was 67.3 % for an increase of 3.7%. The state average was 86.7%.

## Other Needs

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

Ongoing Chronic Absenteeism and Truancy Reduction, although our outreach efforts have proven to be quite effective in improving overall attendance.

# School and Student Performance Data

## Student Enrollment

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

## Enrollment By Student Group

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

## Enrollment By Grade Level

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

**Conclusions based on this data:**

1. PHS has an average enrollment over 80-85 students during the 2024-2025 school year. A newly developed transfer process was implemented in the Fall of 2025. The process promotes transparency and consistency in the recruitment of students based upon attendance, credits at the time of transfer, etc., and other criteria that proved to be quite successful.
2. PHS's student population is comprised of 10th-12th grade students. A relatively small number of 10th grade students voluntarily transferred to PHS from the District's Community Day School in 2024, although they are not typically referred to PHS until they become credit deficient. PHS is recognizing an alarming trend whereby more and more 10th grade students are becoming extremely credit deficient as early as the first semester of their 9th grade year.

3. Prospect graduates approximately 35-45 students annually, however in 2024-2025 we expect to have 50+ graduates.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| English Learners (EL) | 4 | 5 | 4 | 4.3% | 4.5% | 4.5% |
| Fluent English Proficient (FEP) | 6 | 10 | 3 | 6.4% | 9.1% | 3.4% |
| Reclassified Fluent English Proficient (RFEP) | 6 | 10 | | 6.4% | 9.1% | |

**Conclusions based on this data:**

1. All EL students are enrolled in EL classes taught by an appropriately credentialed teacher.
2. PHS only served 4 EL students throughout the 2024-2025 school year.

# School and Student Performance Data

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

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 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 | 56 | 38 | 35 | 35 | 20 | 26 | 34 | 20 | 26 | 62.5 | 52.6 | 74.3 |
| All Grades | 56 | 38 | 35 | 35 | 20 | 26 | 34 | 20 | 26 | 62.5 | 52.6 | 74.3 |

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 | 2468. | 2372. | 2457. | 5.88 | 0.00 | 0.00 | 11.76 | 0.00 | 7.69 | 26.47 | 0.00 | 26.92 | 55.88 | 100.0 | 65.38 |
| All Grades | N/A | N/A | N/A | 5.88 | 0.00 | 0.00 | 11.76 | 0.00 | 7.69 | 26.47 | 0.00 | 26.92 | 55.88 | 100.0 | 65.38 |

| Reading<br>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 | 11.76 | * | * | 50.00 | * | * | 38.24 | * | * |
| All Grades | 11.76 | * | * | 50.00 | * | * | 38.24 | * | * |

| Writing<br>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 | 8.82 | * | * | 14.71 | * | * | 76.47 | * | * |
| All Grades | 8.82 | * | * | 14.71 | * | * | 76.47 | * | * |

| Listening<br>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 | 5.88 | * | * | 58.82 | * | * | 35.29 | * | * |
| All Grades | 5.88 | * | * | 58.82 | * | * | 35.29 | * | * |

| Research/Inquiry<br>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 | 2.94 | * | * | 67.65 | * | * | 29.41 | * | * |
| All Grades | 2.94 | * | * | 67.65 | * | * | 29.41 | * | * |

**Conclusions based on this data:**

1. CAASPP scores in both ELA have significantly increased both in 2023-2024 and 2024-2025. Previous SPSA 's attributed the low scores "to low student buy-in regarding standardized testing, however this belief was not empirically true. Moreover, it didn't adequately address why many off PHS' students are not demonstrating some small, incremental improvement even within the lower bands (1%-2%, or, even 2%-3% minute gains. In addition to this, the aforementioned SPSA's stated "low scores may also be attributable to serving a large population of students with a history of truancy that typically creates large gaps in learning." Even if this was the case, PHS' Dashboard data should be demonstrating some degree of improved academic achievement even if the students are in fact beginning with a lower baseline. Prospect offers Title I English intervention and a remedial math class to help students increase academics skills and standardized test scores. A baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing has been instituted. Teachers have collaborated on reading and writing strategies, data analysis and how to apply it to improve instruction. The overall number of students participating in testing has increased over the past three year (100% in 2-0245-2025).
2. Prospect's annual average attendance over the last three years has been extremely poor.
3. Teachers are integrating writing into their instruction and students are in fact writing more which will undoubtedly improve the quality of writing and the associated CAASPP scores.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 56 | 39 | 34 | 36 | 22 | 25 | 36 | 21 | 25 | 64.3 | 56.4 | 73.5 |
| All Grades | 56 | 39 | 34 | 36 | 22 | 25 | 36 | 21 | 25 | 64.3 | 56.4 | 73.5 |

* 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 | 2415. | 2393. | 2402. | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 8.33 | 4.76 | 4.00 | 91.67 | 95.24 | 96.00 |
| All Grades | N/A | N/A | N/A | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 8.33 | 4.76 | 4.00 | 91.67 | 95.24 | 96.00 |

| Problem Solving & Modeling/Data Analysis<br>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 | 0.00 | * | * | 47.22 | * | * | 52.78 | * | * |
| All Grades | 0.00 | * | * | 47.22 | * | * | 52.78 | * | * |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 0.00 | * | * | 44.44 | * | * | 55.56 | * | * |
| All Grades | 0.00 | * | * | 44.44 | * | * | 55.56 | * | * |

**Conclusions based on this data:**

1. Math scores have increased at PHS in both 2023-2024 and 2024-2025. As we have systemized our testing process, our corresponding participation rates have now increased to 100%. We expect this trend to continue with some obvious variance from year-to-year. As CAASPP scores are compared/contrasted from grade to grade their is nor reason PHS can't consistently demonstrate growth from students' 8th and 1th grade test results.

2. Student participation and corresponding effort is a by product of staff by in.

# 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) web page or the ELPAC.org website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>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 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | 4 | * |
| All Grades | | | | | | | | | | * | 5 | 4 |

| Overall Language<br>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 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

| Oral Language<br>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 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

| Written Language<br>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 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

| Listening Domain<br>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 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

| Speaking Domain<br>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 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

| Reading Domain<br>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 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

| Writing Domain<br>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 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

**Conclusions based on this data:**

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

# School and Student Performance Data

## 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 |
| 88 | 94.3% | 4.5% | 1.1% |
| Total Number of Students enrolled in Prospect High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group | | |
|---|---|---|
| Student Group | Total | Percentage |
| English Learners | 4 | 4.5% |
| Foster Youth | 1 | 1.1% |
| Homeless | 31 | 35.2% |
| Socioeconomically Disadvantaged | 83 | 94.3% |
| Students with Disabilities | 20 | 22.7% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| Student Group | Total | Percentage |
| African American | 4 | 4.5% |
| American Indian | 6 | 6.8% |
| Asian | 2 | 2.3% |
| Filipino | 2 | 2.3% |
| Hispanic | 18 | 20.5% |
| Two or More Races | 11 | 12.5% |
| Pacific Islander | 0 | 0.0% |
| White | 45 | 51.1% |

**Conclusions based on this data:**

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

2. Prospect's homeless population is currently at 20%, while the county's overall homeless population is 3.8%.

3. Butte County's total SPED population is 14.7% while Prospect's SPED population is currently 20%.

# School and Student Performance Data

## Overall Performance

The 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.

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."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

**2024 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>No Performance Color | **Graduation Rate**<br>Red | **Suspension Rate**<br>Red |
| **Mathematics**<br>No Performance Color | | |
| **English Learner Progress**<br>No Performance Color | | |
| **College/Career**<br>Orange | | |

**Conclusions based on this data:**

1. The Graduation Rate improved 4.3% and is now 67.3%

2. Out of School Suspensions increased 6.8% to 14.8%.

3. Prospect High School's College and Career Readiness preparedness increased 2.7% in 2023-2024 and is now at 3.8% which indicates greater number of graduates who are prepared for college or a career. Improvement can be recognized in a number of ways including but not limited to: development of Career & Technical Education Pathway/s, improved academic achievement as measured by the Smarter Balanced Summative Assessments in English Language Arts/Literacy and Mathematics (Grade 11), and the creation and implementation of Work-Based Learning Experiences.

# School and Student Performance Data

## Academic Performance
## English Language Arts

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.

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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

**2024 Fall Dashboard English Language Arts Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

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 | English Learners | Long-Term English Learners |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| 176.9 points below standard | Less than 11 Students | Less than 11 Students |
| Increased 88.2 points | 2 Students | 2 Students |
| 25 Students | | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students | 230.0 points below standard | 174.7 points below standard |
| 0 Students | 14 Students | Increased 95.8 points |
| | | 23 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students | Less than 11 Students | Less than 11 Students |
| 5 Students | 2 Students | 1 Student |

| Asian | Filipino | Hispanic |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| 0 Students | 0 Students | Less than 11 Students |
| | | 4 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students | 0 Students | 156.5 points below standard |
| 3 Students | | Increased 129.3 points |
| | | 15 Students |

**Conclusions based on this data:**

1. PHS students are scoring at 100% within the "Standard Not Met" CAASPP interval while Butte County students are scoring 30.56 at the same interval.
2. ELA scores increased 88.2 points in 2024 and 100% of PHS students were tested in 2025 in all subject areas.
3. Additional scaffolding and use of formative assessments to drive instruction must be utilized by all certificated staff with fidelity.

# School and Student Performance Data

## Academic Performance
## Mathematics

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.

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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

**2024 Fall Dashboard Mathematics Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

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 | English Learners | Long-Term English Learners |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| 246.3 points below standard | Less than 11 Students | Less than 11 Students |
| Increased 40.1 points | 2 Students | 2 Students |
| 25 Students | | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students | 274.1 points below standard | 243.9 points below standard |
| 0 Students | 14 Students | Increased 43.1 points |
| | | 23 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| No Performance Color<br>Less than 11 Students<br>5 Students | No Performance Color<br>Less than 11 Students<br>2 Students | No Performance Color<br>Less than 11 Students<br>1 Student |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color<br>0 Students | No Performance Color<br>0 Students | No Performance Color<br>Less than 11 Students<br>4 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| No Performance Color<br>Less than 11 Students<br>3 Students | No Performance Color<br>0 Students | No Performance Color<br>249.7 points below standard<br>Increased 54.4 points<br>15 Students |

**Conclusions based on this data:**

1. PHS students demonstrated a 40.1 increase on the CAASPP assessment during the 22024 school year. in are underperforming in all areas although it should be noted that 4.76% of students scored at the "Standard Nearly Met Interval." students performed below standard (92.8% overall scored "standard not met"). Socioeconomic disadvantaged scored the lowest. Rigor must increase. Alternative means of assessment for Alternative Education students are a must.
2. The Math scores indicate that despite the improvement in CAASPP scores, there remains ample opportunity to demonstrate continued improve in the subject area.

# 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.

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

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

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

| 2024 Fall Dashboard English Learner Progress Indicator | |
|---|---|
| **English Learner Progress** | **Long-Term English Learner Progress** |
| <br>No Performance Color<br>making progress.<br>Number Students: 4 Students | <br>No Performance Color<br>making progress.<br>Number Students: 4 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** |

**Conclusions based on this data:**

1. N/A - Not statistically significant.
2. The relatively few EL students (4 in 2023-2024) that attend PHS are all enrolled in EL classes.

# 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.

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

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

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



Very Low
Lowest Performance



Low



Medium



High



Very High
Highest Performance

This section provides number of student groups in each level.

| 2024 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 1 | 0 | 0 | 0 |

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** | **English Learners** | **Long-Term English Learners** |
|  Orange |  No Performance Color |  No Performance Color |
| 3.8 Prepared | Less than 11 Students 0 | Less than 11 Students 0 |
| Increased 2.7 | 3 Students | 3 Students |
| 53 Students | | |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
|  No Performance Color |  No Performance Color |  Orange |
| Less than 11 Students 0 | 0 Prepared | 3.8 Prepared |
| 4 Students | Declined 3.4 | Increased 2.7 |
| | 20 Students | 52 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| 0 Prepared | Less than 11 Students 0 | Less than 11 Students 0 |
| Maintained 0 | 3 Students | 5 Students |
| 14 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students 0 | Less than 11 Students 0 | 0 Prepared |
| 1 Student | 1 Student | Maintained 0 |
| | | 12 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students 0 | 0 Students | 9.5 Prepared |
| 10 Students | | Increased 7.3 |
| | | 21 Students |

**Conclusions based on this data:**

1. Prospect's College/Career indicator increased 2.7% in 2024.
2. Prospect High School is in the process of implementing a Work Experience program which will inevitably increase the College/Career indicator percentage.

# 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.

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

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

| 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. According to Dataquest, Prospect High School's Chronic Absenteeism rate was at 92.5% at the conclusion of the 2022-2023 school year. This rate decreased to 90% at the conclusion of the 2024 school year. Our average daily attendance is rate is consistently improving as per AERIES attendance data, however, chronic absenteeism is 70% higher than the county average of 20%.
2. PHS administration has adopted a systematic approach to improving our overall rates of attendance. This includes the continued analysis and dissemination of AERIES attendance data coupled with our PBIS attendance incentives at the conclusion of every 6-week block. These efforts appear to have increased overall attendance exponentially from 2024-2025 and our currently at 69.5%.
3. Despite attendance letters being sent home to parents/guardians and home visits performed by our Targeted Case Mangers, Prospect High School still has a large percentage of students who are missing over 10 to 20% of the school year.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

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.

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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

**2024 Fall Dashboard Graduation Rate Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 1 | 0 | 0 | 0 | 0 |

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 | English Learners | Long-Term English Learners |
|---|---|---|
|  Red |  No Performance Color |  No Performance Color |
| 67.3% graduated | Fewer than 11 students - data not displayed for privacy | Fewer than 11 students - data not displayed for privacy |
| Increased 3.7% | 4 Students | 3 Students |
| 55 Students | | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Red |
| Fewer than 11 students - data not displayed for privacy | 52.4% graduated | 66.7% graduated |
| 4 Students | Declined 14.3% | Increased 3.2% |
| | 21 Students | 54 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| 40% graduated | Fewer than 11 students - data not displayed for privacy | Fewer than 11 students - data not displayed for privacy |
| Declined 24.3% | 3 Students | 5 Students |
| 15 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| Fewer than 11 students - data not displayed for privacy | Fewer than 11 students - data not displayed for privacy | 69.2% graduated |
| 1 Student | 1 Student | Declined 4.7% |
| | | 13 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| Fewer than 11 students - data not displayed for privacy | 0 Students | 54.5% graduated |
| 10 Students | | Declined 2.6% |
| | | 22 Students |

**Conclusions based on this data:**

1. Prospect's graduation rate has increased.
2. Overall attendance is trending upward.
3. Instructional practices must focus on engagement strategies that increase the number of students desiring to attend school on a more frequent basis.

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

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.

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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

**2024 Fall Dashboard Suspension Rate Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 3 | 0 | 0 | 0 | 0 |

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 | English Learners | Long-Term English Learners |
|---|---|---|
| Red | No Performance Color | No Performance Color |
| 14.8% suspended at least one day | Fewer than 11 students - data not displayed for privacy | Fewer than 11 students - data not displayed for privacy |
| Increased 6.8% | 5 Students | 5 Students |
| 115 Students | | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | Red | Red |
| Fewer than 11 students - data not displayed for privacy | 18.2% suspended at least one day | 14.7% suspended at least one day |
| 4 Students | Increased 15.6% | Increased 6.2% |
| | 44 Students | 109 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| 20% suspended at least one day | Fewer than 11 students - data not displayed for privacy | Fewer than 11 students - data not displayed for privacy |
| Increased 0.8% | 5 Students | 8 Students |
| 25 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| Fewer than 11 students - data not displayed for privacy | Fewer than 11 students - data not displayed for privacy | 20.8% suspended at least one day |
| 2 Students | 2 Students | Increased 12.9% |
| | | 24 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | Red |
| 14.3% suspended at least one day | 0 Students | 11.7% suspended at least one day |
| Increased 1% | | Increased 4.5% |
| 14 Students | | 60 Students |

**Conclusions based on this data:**

1. Suspension rates have increased, however, overall discipline is down by nearly 85%
2. African American, Hispanic, and Students with Disabilities suspensions have declined.
3. Teaching School-Wide PBIS behavior expectations has helped us build and sustain a more academically oriented student culture.

# 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.

**Provide academic instruction and tiered interventions to ensure student learning and high achievement for each and every student.**
LCAP Goal 1:
Ensure equitable access to educational programs and environments across all demographics, enabling every student to achieve mastery in core content areas and thereby empowering them to unlock future opportunities.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Aligned to OUHSD Goal 1: Provide academic instruction and tiered academic interventions promote student learning and increase overall academic achievement.

## Identified Need

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

Our California Dashboard indicates that we must improve student achievement in all academic 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 |
|---|---|---|
| | | |
| State Priority 4: Pupil Achievement - ELA CAASPP | 2024 data: 7.69% of students met or exceeded the standard | PHS will decrease its CAASPP ELA "points below standard" by 5-8+ points. |
| State Priority 4: Pupil Achievement - Math CAASPP | 2024 data: 0% of students met or exceeded the standard | PHS will decrease its CAASPP Math "points below standard" 5-8+ points. |
| State Priority 4 & 5: Pupil Achievement & Engagement | 2024 data: 68.3% of PHS students graduated - 19% lower than the state average of 86.7 | PHS will increase its Graduation Rate by 3-5%. |
| | 2024: 14.8% of PHS students were suspended - 11.6% higher than the state average | PHS will decrease it "Suspension Rate" by 10%. |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |
| 1.1 | Review credentials and assignments - OUHSD/PHS will review credentials to ensure that | All Students | 16,500<br>Prop 28: Arts and Music |

| | | | |
|---|---|---|---|
| | all students have highly qualified teachers who are appropriately assigned and credentialed. | | None Specified<br><br>3,000<br>Lottery: Instructional Materials<br>5000-5999: Services And Other Operating Expenditures |
| 1.2 | PHS will purchase standards-aligned textbooks, supplemental materials and resources, and educational software to ensure teachers and/or administration can remediate or enrich instruction as necessary. | All Students | 51,800<br>General Fund<br>4000-4999: Books And Supplies<br>Items needed for student success. Classroom materials including Chromebooks and materials to support credit recovery and achievement.<br>30,000<br>Comprehensive Support and Improvement (CSI)<br>5000-5999: Services And Other Operating Expenditures<br>Allocate funding for professional development of certificated and classified personnel with an emphasis on improving instructional practices, increasing student engagement, and lowering discipline rates. |
| 1.3 | Technology - PHS will purchase and provide devices for 10-12 grade students as needed per district technology policy (e.g. Chromebooks). | All Students | 40,000<br>Comprehensive Support and Improvement (CSI)<br>None Specified |

# 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.

1. PHS staff will participate in weekly PLC meetings focusing on curriculum, instruction, assessment, tiered interventions and extensions of learning.
2. Continued Professional Development w/ a focus on writing across the curriculums.

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

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

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

PHS staff are in the initial stages of creating curriculum that taught and re-taught based upon data from baseline and formative assessments. The curriculum will be characterized by high levels of differentiation and scaffolding strategies in order to help facilitate students grasp and application of the content. The SPSA will continue to emphasize the consistent incorporation of differentiation and support strategies.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 2

## Title and Description of School Goal

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

**Prospect High School will decrease the number of classes missed by each student 10-15%.**
Provide a safe, nurturing, and supporting environment to every student using Culturally Responsive Positive Behavior Intervention and Supports as a framework.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | |
| Priority 3: Parent Involvement: School Climate (Parent Square, SSC, Surveys) | Increase parental involvement as a means of drawing greater attention to each individual student's absenteeism. Increase weekly communication and on-campus forums/presentations. through email, and phone calls. | Improved student attendance and increased parent/guardian outreach leading to increased parent involvement and awareness of students' success or lack thereof. |
| Priority 5: Pupil Engagement & School Climate (AERIES, Attention2Attendance, California Dashboard, and SWIS. | Continue transcript review every six weeks in Advisory period as well as the use of AERIES attendance data for student/staff review as a means of improving overall attendance. | Increased student attendance. |
| Priority 6: School Climate (AERIES, California Dashboard, SWIS, Fundamentals SEL Screener) | Increase the number of instructional minutes each student receives while attending school. to the case manager me | A reduction in the number of visits to the aforementioned manager and an increase in the number of instructional minutes. |
| . | | |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |

| | | | |
|---|---|---|---|
| **2.1** | Provide awards/recognition to recognize students with 80% attendance or above and for students who demonstrate 10+% or more improvement from one six week block to the next. | All students | 10,000<br>Title I<br>5000-5999: Services And Other Operating Expenditures |
| **2.2** | Provide awards/recognition to recognize students for academic achievement: 12.5 or more credits (Honor Roll). | All Students | 2,500<br>Title I<br>None Specified |
| **2.3** | Provide awards/recognition to recognize students for academic achievement: 15.0 credits (Principal's Honor Roll). | All Students | 2,500<br>Title I<br>None Specified |
| **2.4** | Parent/Guardian engagement will increase through the use of ParentSquare (emails, texts, phone messages). | All students | 0<br>District Funded |
| **2.5** | Employ the services of a social worker. | All students | 93,000<br>Title I Part A: Disadvantaged Students<br>2000-2999: Classified 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.

Our overall absenteeism has declined and individual and aggregate student data is shared w/ students and staff on an ongoing basis. The sharing of and discussions with students and staff regarding PHS attendance appears has empirically improved overall attendance.

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

NA

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

Due to the extremely high percentage of McKinney Vento students PHS serves, reducing Chronic Absenteeism (10% or more of the school year) is a difficult task. PHS has witnessed a tangible difference in the overall number of classes attended in 2024-2025 from 2023-2024. Measuring students attendance is six week increments has helped to greatly raise student awareness of the absenteeism problem, however, we have created the conditions whereby greater attendance habits are being exhibited by a significant percentage of our student population. Entertaining the possibility of holding credit recovery classes later in the school day may help us reach progress towards this goal.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 3

## Title and Description of School Goal

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

**Increase students College and Career Readiness.**

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Empower every student to cultivate transferable skills essential for success in college, career, and life, through district preparation programs and robust partnerships with parents and the community.

## Identified Need

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

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

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | |
| Priority 4: Student Achievement - Measures of College Readiness: Receive a score of Level 2 "Standard Nearly Met" on either ELA or Smarter Balance Summative Assessments. | College/Career: 2022-2023 1.1.&% prepared for college, 6.6.% approaching prepared, and 92.3% not prepared. For 2024-2025 the College and Career indicator increased 2.7% to 3.*% | Smarter Balanced Summative Assessments: Receive a score of Level 3 or higher in one subject area (ELA or Mathematics) and a score of Level 2 in the other area. I |
| Priority 8: Student Outcomes - Students will participate in work experience and earn course credit (local measures to be determined). | Graduation Rate: In 2023-2024, 63.6% of students graduated from PHS - (SED 67.3% w/ 93 students, White 52.4% w/ 49 students. The graduation rate increased Increased 3.7% in 2024 to 67.3% of students received a high school diploma within four or five years of entering ninth grade. | Work experience can positively impact a student's college and career readiness score on the California School Dashboard, particularly through the Work-Based Learning measure. The College and Career indicator on the California Dashboard is positively impacted by Career Technical Education Pathway Completion, participation in state and federal job programs, and participation in college courses. Increase graduation percentage by 5% and the College and Career Readiness indicator by 5+%. |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |
| 3.1 | Certificated staff will aid students in understanding the meaning/s of their CAASPP/Smarter Balanced test scores and how to improve them during Advisory Classes. | All students | 65,000<br>Other<br>0001-0999: Unrestricted: Locally Defined |
| 3.2 | Establish a work experience program and recruit students to participate. | All Students | 3593<br>Title I<br>5000-5999: Services And Other Operating Expenditures |
| 3.3 | Expedite the process of developing and implementing pathways in PHS' CTE program. | All students | 40000<br>Comprehensive Support and Improvement (CSI) |

# 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.

Growth in Goal 3 must be realized at PHS to a greater extent during the 2025-2026 school year. The work experience program failed to materialize due in large part due to the school's low staff numbers (10). Course electives are always at a premium, however, the work experience class requires an actual course section, a corresponding prep period, and follow-up with the students' potential employers. The CAASPP/Smarter Balanced test scores and their respective meaning have been shared with the students, however, more practical experience with the students' individual data must occur during the course of the school day. When this occurs the students will become more invested in their own academic growth as opposed to simply accumulating credits for the sake of graduation. PHS' staff will create a CTE pathway with the support of administration.

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

NA

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

NA

# Goals, Strategies, & Proposed Expenditures

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

# Goal 4

## Title and Description of School Goal

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

**Decrease student suspensions and overall discipline rates through relevant and rigorous course offerings.**

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

## Identified Need

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

Decrease suspension rates.

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | |
| Suspension Rate (California Dashboard) | In 2022-2023 7.9% of all students were suspended at least one day. In 2023-2024 14.8% of students were suspended at least one day. | Lower instances of school suspensions. |
| Overall disciplinary referrals (SWIS/AERIES) | In 2022-2023 888 disciplinary referrals were submitted. In 2023-2024, 888 disciplinary referrals were submitted. At the time of this entry 155 referrals have been written for 204-2025- an 87% decrease. | Continued reduction of disciplinary referrals. |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |
| 4.1 | Administration and staff will analyze suspension/expulsion rates bi-monthly using empirical data and share w/ staff and students. | All Students | 0<br>District Funded |
| 4.2 | Certificated staff will incorporate the use of the SWIS/Aeries non-identifying disciplinary data into their respective advisory classes. Staff will then create a monthly advisory lesson utilizing said data. | All Students | 0<br>District Funded |

# 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.

Overall disciplinary referrals have decreased by over 87% over the course of the past two years. Suspensions, however, have slightly increased from 2023-2024 to 2024-2025. Due to economies of scale these percentages appear greater than they are.

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

NA

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

No changes will be made to this goal. PHS administration and staff will however will have to determine how to to proactively reduce the incidents of the suspendable behaviors by continuing to analyze their antecedents and then determining which interventions are most effective at reducing the unwanted behaviors.

# 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 | $133646 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $357,893.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | $166363 |

## Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation ($) |
|---|---|
| | |
| Comprehensive Support and Improvement (CSI) | $110,000.00 |
| Title I | $18,593.00 |
| Title I Part A: Disadvantaged Students | $93,000.00 |

Subtotal of additional federal funds included for this school: $221,593.00

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 ($) |
|---|---|
| | |
| District Funded | $0.00 |
| General Fund | $51,800.00 |
| Lottery: Instructional Materials | $3,000.00 |
| Other | $65,000.00 |
| Prop 28: Arts and Music | $16,500.00 |

Subtotal of state or local funds included for this school: $136,300.00

Total of federal, state, and/or local funds for this school: $357,893.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| Title I | 125000 | 106,407.00 |
| Comprehensive Support and Improvement (CSI) | 166363 | 56,363.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| Comprehensive Support and Improvement (CSI) | 110,000.00 |
| District Funded | 0.00 |
| General Fund | 51,800.00 |
| Lottery: Instructional Materials | 3,000.00 |
| Other | 65,000.00 |
| Prop 28: Arts and Music | 16,500.00 |
| Title I | 18,593.00 |
| Title I Part A: Disadvantaged Students | 93,000.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 0001-0999: Unrestricted: Locally Defined | 65,000.00 |
| 2000-2999: Classified Personnel Salaries | 93,000.00 |
| 4000-4999: Books And Supplies | 51,800.00 |
| 5000-5999: Services And Other Operating Expenditures | 46,593.00 |
| None Specified | 61,500.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| | Comprehensive Support and Improvement (CSI) | 40,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Comprehensive Support and Improvement (CSI) | 30,000.00 |
| None Specified | Comprehensive Support and Improvement (CSI) | 40,000.00 |

| | | |
|---|---|---|
| | District Funded | 0.00 |
| 4000-4999: Books And Supplies | General Fund | 51,800.00 |
| 5000-5999: Services And Other Operating Expenditures | Lottery: Instructional Materials | 3,000.00 |
| 0001-0999: Unrestricted: Locally Defined | Other | 65,000.00 |
| None Specified | Prop 28: Arts and Music | 16,500.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 13,593.00 |
| None Specified | Title I | 5,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A: Disadvantaged Students | 93,000.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 141,300.00 |
| Goal 2 | 108,000.00 |
| Goal 3 | 108,593.00 |
| Goal 4 | 0.00 |

# School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

4 Secondary Students

| Name of Members | Role |
|---|---|
| Brian Spears | Principal |
| Brad Lund | Classroom Teacher |
| Lee Gilbert | Other School Staff |
| Lucia Solis | Secondary Student |
| David Joyner | Parent or Community Member |
| Jessana Carmona | Other School Staff |
| Alexa Roa | Secondary Student |
| Brian Guthrie | Classroom Teacher |
| Aaliyah Samut | Secondary Student |
| Neo-Roman Flores | Secondary Student |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
| --- | --- |
|  | Other: Parent Member |

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

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

This SPSA was adopted by the SSC at a public meeting on 6-5-2025.

Attested:

| | |
| --- | --- |
|  | Principal, Brian Spears on June 14, 2024 |

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Identified Need

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

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Annual Measurable Outcomes

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

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

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

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

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

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

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

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

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

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

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

## CSI Resources

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

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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

# Appendix C: Select State and Federal Programs

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

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

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