



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silverado High School	36-67934-3630787	April 23, 2025	June 24, 2025

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

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

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

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

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement

Silverado High School has developed a School Plan for Student Achievement (SPSA) that meets the essential guidelines of the "Every Student Succeeds Act" by ensuring all children have an opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. SHS engages in timely and meaningful consultation with stakeholders both in the planning stage as well as implementation of the SPSA. The stakeholder groups review data and evaluate programs that target our historically low-performing groups of students. SHS recognizes achievement gaps are deepest and most prevalent among students with disabilities, low-income students, minority students, and English Learners. Many students belong to two or more of these identified student groups, heightening the need for additional supports and services to close these gaps. The plan is also developed with the Victor Valley Union High School District Local Control and Accountability Plan goals, actions, and services as a guide for continued academic progress. The goals in the SPSA are aligned to the goals in the LCAP. The school community is committed to meeting the guidelines set forth of all federal, state, and local funding sources with the goal of providing a highly effective, well-rounded educational experience that meet the needs of all students to prepare them for post-secondary college and career readiness.

## Educational Partner Involvement

How, when, and with whom did Silverado 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

All stakeholders contributed to the Comprehensive Needs Assessment via Title One Surveys and Panorama Surveys (Staff/Student/Parents/Community).

Overall, the Panorama survey results are positive with parents feeling an increase in levels of Family Engagement/Involvement, students feeling an improvement in areas of Safety, Knowledge and Fairness of Discipline, Rules and Norms, and Climate of Support for Academic Learning, and staff feeling an increase in involvement in safety and professional development. The most recent Student Survey was completed in the Spring of 2025. Additionally, regular and frequent parent meetings held via the Family Engagement Center provided insightful feedback into the continuing needs of the school site.

## 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.

Categorical allotments for the 2025-2026 school year have been somewhat reduced from previous years. Consequently, all activity requests are closely scrutinized for alignment to site/district goals with some requests needing to be rejected due to lack of funds and/or alignment. Allotments for extra duty hours to support categorical programs have been reduced. Additionally, requests have been made for categorical program requests to be lessened by evaluating chaperone ratios, substitute costs, and transportation costs. While no one item has been completely eliminated, some item allotments have been reduced. Additionally, Equity Multiplier funds will continue to be used to reinstate some of these activities and to develop new ones.

## 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.

Performance on ELA State Test: ELs, SWD, African American Students/Performance on Math State Test: ELs, H, LI Students/Suspension Rate: Foster Youth, Students of Two or More Races, All Students, AA, LI SWD/Graduation Rate: SWD

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.

Performance on ELA State Test: ELs, SWD, African American Students/Performance on Math State Test: ELs, H, LI Students/Suspension Rate: Foster Youth, Students of Two or More Races, All Students, AA, LI SWD/Graduation Rate: SWD

## **Other Needs**

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

Discipline Disproportionality Among African-American Male and Female Students; Campus Security and Supervision relative to safety/security of Restrooms with clean and equitable access

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Silverado 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	0.38%	0.32%	0.18%	9	7	4
African American	18.51%	18.39%	20.64%	435	400	448
Asian	1.53%	1.75%	1.57%	36	38	34
Filipino	0.68%	0.87%	0.74%	16	19	16
Hispanic/Latino	68.26%	67.63%	66.51%	1604	1471	1444
Pacific Islander	0.60%	0.51%	0.28%	14	11	6
White	5.79%	4.78%	4.70%	136	104	102
Two or More Races	3.62%	4%	3.92%	85	87	85
Not Reported	0.64%	1.75%	1.47%	15	38	
<b>Total Enrollment</b>				2350	2175	2171

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	558	572	563
Grade 10	652	528	570
Grade 11	579	572	507
Grade 12	561	503	531
<b>Total Enrollment</b>	2,350	2,175	2,171

#### Conclusions based on this data:

1. Student enrollment is relatively consistent over time.
2. Student ethnicity has remained essentially equal. Any increases or decreases are negligible and directly correlative to the minor decline in total enrollment.
3. Class sizes remain essentially the same, although recent contract negotiations did reduce the teacher/student ratio to 32:1

# 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	333	327	346	14.2%	15.0%	15.9%
Fluent English Proficient (FEP)	523	458	411	22.3%	21.1%	18.9%

### Conclusions based on this data:

1. There continues to be a need to focus on reclassification of EL students.
2. Implementation of the new Legacy Program in 2023-2024 specifically focused on improving the performance of our LTEL students.
3. Our ELPAC testing percentage was almost 100%.

# 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	490	495	467	479	485	453	478	484	452	97.8	98.0	97
All Grades	490	495	467	479	485	453	478	484	452	97.8	98.0	97

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	2534.	2546.	2542.	8.58	10.12	13.05	27.20	30.58	26.99	29.08	28.51	24.78	35.15	30.79	35.18
All Grades	N/A	N/A	N/A	8.58	10.12	13.05	27.20	30.58	26.99	29.08	28.51	24.78	35.15	30.79	35.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	13.84	13.64	15.27	57.23	58.68	55.53	28.93	27.69	29.20
All Grades	13.84	13.64	15.27	57.23	58.68	55.53	28.93	27.69	29.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	12.42	11.78	14.38	51.37	58.26	48.67	36.21	29.96	36.95
All Grades	12.42	11.78	14.38	51.37	58.26	48.67	36.21	29.96	36.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	8.18	8.26	9.07	70.86	72.93	71.02	20.96	18.80	19.91
All Grades	8.18	8.26	9.07	70.86	72.93	71.02	20.96	18.80	19.91

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	8.81	11.78	17.04	68.97	69.21	60.62	22.22	19.01	22.35
All Grades	8.81	11.78	17.04	68.97	69.21	60.62	22.22	19.01	22.35

**Conclusions based on this data:**

1. Participation rates remained roughly the same at 97%. Results for the 2023-2024 CAASPP indicated an increase in proficiency rates.
2. English/Language Arts performance was significantly higher school wide than was Math performance; ELA increased slightly over the previous year. Results for the 2023-2024 CAASPP indicated an increase in proficiency rates of approximately 1%. Finally, based on data, a determination was made to move from Met/Not Met Standards to Distance from Standard. This aligns with dashboard data and makes it easier to show growth in the future. This eventual change aligns with district LCAP and measurements.
3. Results for the 2023-2024 CAASPP indicated an increase in proficiency rates of approximately 1%.

# 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
<b>Grade 11</b>	491	497	465	477	486	452	477	486	452	97.1	97.8	97.2
<b>All Grades</b>	491	497	465	477	486	452	477	486	452	97.1	97.8	97.2

\* 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
<b>Grade 11</b>	2472.	2474.	2492.	1.68	1.65	2.88	5.45	3.91	9.51	15.72	17.70	19.69	77.15	76.75	67.92
<b>All Grades</b>	N/A	N/A	N/A	1.68	1.65	2.88	5.45	3.91	9.51	15.72	17.70	19.69	77.15	76.75	67.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	1.68	1.85	5.31	26.00	23.87	31.86	72.33	74.28	62.83
<b>All Grades</b>	1.68	1.85	5.31	26.00	23.87	31.86	72.33	74.28	62.83

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	3.35	2.88	3.76	51.78	55.76	55.09	44.86	41.36	41.15
<b>All Grades</b>	3.35	2.88	3.76	51.78	55.76	55.09	44.86	41.36	41.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	1.47	2.88	3.32	58.28	54.12	60.18	40.25	43.00	36.50
All Grades	1.47	2.88	3.32	58.28	54.12	60.18	40.25	43.00	36.50

**Conclusions based on this data:**

1. Participation rate expectations increased over the previous year. Results for the 2023-2024 CAASPP indicate an increase in proficiency rates.
2. Math performance was significantly lower school wide than was English/Language Arts performance. Results for the 2023-2024 CAASPP indicate an increase in proficiency rates. Finally, based on data, a determination was made to move from Met/Not Met Standards to Distance from Standard. This aligns with dashboard data and makes it easier to show growth in the future. This eventual change aligns with district LCAP and measurements.
3. Results for the 2023-2024 CAASPP indicate an increase in proficiency rates of approximately 7%.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1540.0	1530.0	1516.8	1536.5	1514.6	1501.6	1543.1	1544.9	1531.3	89	83	90
10	1544.6	1550.4	1531.8	1542.5	1539.7	1521.1	1546.3	1560.7	1541.9	113	83	84
11	1543.6	1549.4	1542.2	1537.3	1539.3	1534.6	1549.2	1558.9	1549.4	63	96	87
12	1540.0	1540.4	1552.3	1535.2	1529.1	1555.7	1544.2	1551.3	1548.3	36	45	62
All Grades										301	307	323

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	10.11	4.82	1.11	35.96	39.76	35.56	40.45	36.14	36.67	13.48	19.28	26.67	89	83	90
10	13.27	13.25	9.52	37.17	46.99	33.33	30.09	30.12	36.90	19.47	9.64	20.24	113	83	84
11	6.35	15.63	6.90	41.27	34.38	43.68	36.51	29.17	27.59	15.87	20.83	21.84	63	96	87
12	8.33	8.89	16.13	41.67	31.11	29.03	25.00	35.56	30.65	25.00	24.44	24.19	36	45	62
All Grades	10.30	11.07	7.74	38.21	38.76	35.91	33.89	32.25	33.13	17.61	17.92	23.22	301	307	323

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	22.47	9.64	15.56	41.57	44.58	32.22	22.47	32.53	30.00	13.48	13.25	22.22	89	83	90
10	22.12	20.48	22.62	47.79	54.22	39.29	17.70	14.46	19.05	12.39	10.84	19.05	113	83	84
11	17.46	23.96	25.29	44.44	40.63	43.68	26.98	17.71	13.79	11.11	17.71	17.24	63	96	87
12	19.44	15.56	29.03	47.22	35.56	37.10	11.11	40.00	19.35	22.22	8.89	14.52	36	45	62
All Grades	20.93	17.92	22.60	45.18	44.63	38.08	20.27	24.10	20.74	13.62	13.36	18.58	301	307	323

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.62	0.00	2.22	16.85	19.28	17.78	44.94	54.22	42.22	32.58	26.51	37.78	89	83	90
10	4.42	7.23	0.00	30.09	34.94	32.14	33.63	39.76	40.48	31.86	18.07	27.38	113	83	84
11	3.17	2.08	1.15	14.29	30.21	18.39	49.21	35.42	44.83	33.33	32.29	35.63	63	96	87
12	0.00	6.67	4.84	19.44	15.56	16.13	41.67	40.00	41.94	38.89	37.78	37.10	36	45	62
All Grades	3.99	3.58	1.86	21.59	26.38	21.36	41.20	42.35	42.41	33.22	27.69	34.37	301	307	323

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.25	4.82	4.44	80.90	73.49	66.67	16.85	21.69	28.89	89	83	90
10	3.54	8.43	8.33	78.76	79.52	69.05	17.70	12.05	22.62	113	83	84
11	1.59	4.17	6.90	68.25	71.88	63.22	30.16	23.96	29.89	63	96	87
12	5.56	4.44	16.13	66.67	57.78	53.23	27.78	37.78	30.65	36	45	62
All Grades	2.99	5.54	8.36	75.75	72.31	63.78	21.26	22.15	27.86	301	307	323

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	64.04	59.76	37.78	25.84	23.17	32.22	10.11	17.07	30.00	89	82	90
10	65.49	72.29	47.62	24.78	16.87	29.76	9.73	10.84	22.62	113	83	84
11	57.14	50.00	60.92	34.92	34.38	20.69	7.94	15.63	18.39	63	96	87
12	58.33	55.56	59.68	19.44	33.33	32.26	22.22	11.11	8.06	36	45	62
All Grades	62.46	59.48	50.77	26.58	26.47	28.48	10.96	14.05	20.74	301	306	323

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	12.36	7.23	7.78	39.33	54.22	43.33	48.31	38.55	48.89	89	83	90
10	15.93	13.25	10.71	38.94	56.63	50.00	45.13	30.12	39.29	113	83	84
11	3.17	13.54	3.45	52.38	41.67	50.57	44.44	44.79	45.98	63	96	87
12	11.11	8.89	9.68	44.44	42.22	35.48	44.44	48.89	54.84	36	45	62
All Grades	11.63	11.07	7.74	42.52	49.19	45.51	45.85	39.74	46.75	301	307	323

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>9</b>	1.12	0.00	0.00	79.78	86.75	72.22	19.10	13.25	27.78	89	83	90
<b>10</b>	1.77	1.20	0.00	74.34	90.36	77.38	23.89	8.43	22.62	113	83	84
<b>11</b>	12.70	11.46	1.15	66.67	69.79	79.31	20.63	18.75	19.54	63	96	87
<b>12</b>	2.78	8.89	8.06	75.00	73.33	70.97	22.22	17.78	20.97	36	45	62
<b>All Grades</b>	3.99	5.21	1.86	74.42	80.46	75.23	21.59	14.33	22.91	301	307	323

**Conclusions based on this data:**

1. Results for the 2023-2024 ELPAC indicate a decrease in number of students performing at Levels 4 and 3.
2. Regardless, our EL population remains a sustained focus for schoolwide improvement. Results for the 2023-2024 ELPAC indicate a decrease in number of students performing at Levels 4 and 3.
3. The Legacy Program continues to focus on performance improvement of our Longterm English Language Learners.

# 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
2,171	79.7%	15.9%	2.8%
Total Number of Students enrolled in Silverado 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	346	15.9%
Foster Youth	61	2.8%
Homeless	33	1.5%
Socioeconomically Disadvantaged	1,730	79.7%
Students with Disabilities	409	18.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	448	20.6%
American Indian	4	0.2%
Asian	34	1.6%
Filipino	16	0.7%
Hispanic	1,444	66.5%
Two or More Races	85	3.9%
Pacific Islander	6	0.3%
White	102	4.7%

### Conclusions based on this data:

1. Our foster youth population is growing annually. Additional resources are required. Data is now reflective of the 2023-2024 school year.

2. Our EL population grows, however not to the same degree as our SWD population. Data is now reflective of the 2023.-2024 school year.
3. Our SED population continues to be our highest population at approximately 80% annually. Data is now reflective of the 2023-2024 school year.

# School and Student Performance Data

## Overall Performance

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

#### Academic Engagement

##### Graduation Rate



Green

#### Conditions & Climate

##### Suspension Rate



Red

##### Mathematics



Orange

##### English Learner Progress



Red

##### College/Career



Yellow

**Conclusions based on this data:**

1. ELA Performance continues to be a focus area for improvement as the performance band moved back to Orange. Analysis is based on the 2024 Dashboard Results.
2. Math Performance continues to be a focus area for improvement. However, a 7% increase in proficiency was realized based on the 2024 Dashboard Results.
3. Graduation Rate improved to Green based on the 2024 Dashboard Results while English Learner Progress and Suspension Rate moved down to Red. College and Career Readiness remained Yellow. Analysis is based on the 2024 Dashboard Results.

# School and Student Performance Data

## Academic Performance English Language Arts

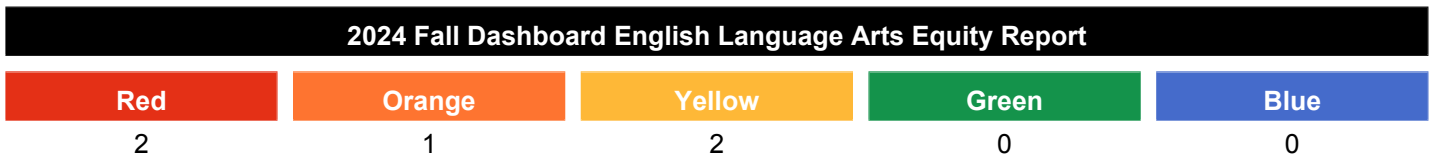
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>28.1 points below standard</p> <p>Maintained 1.8 points</p> <p>415 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>99.6 points below standard</p> <p>Maintained 0.7 points</p> <p>77 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>94.4 points below standard</p> <p>Increased 12.8 points</p> <p>58 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>111.1 points below standard</p> <p>12 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>32.7 points below standard</p> <p>Increased 3.1 points</p> <p>341 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>110.9 points below standard</p> <p>Increased 5.9 points</p> <p>70 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>58.2 points below standard</p> <p>Declined 17.6 points</p> <p>77 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>21.3 points below standard</p> <p>Increased 7.9 points</p> <p>296 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>73.5 points below standard</p> <p>Declined 70.4 points</p> <p>13 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>41.8 points below standard</p> <p>Declined 14.5 points</p> <p>15 Students</p>

**Conclusions based on this data:**

1. ELA Performance for English Language Learners and African American students continues to be a focus for improvement. Analysis is based on the 2024 Dashboard.
2. Distance from standard will continue to be a focus. Analysis is based on the 2024 Dashboard.
3. LTELs were addressed through the Legacy Program for the 2024-2025 school year. Legacy will continue into the 2025-2026 school year as well.

# School and Student Performance Data

## Academic Performance Mathematics

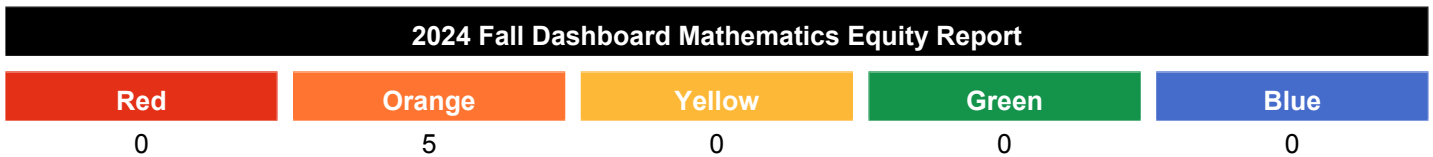
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>126.3 points below standard</p> <p>Increased 20.0 points</p> <p>419 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>184.4 points below standard</p> <p>Increased 12.8 points</p> <p>82 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>177.1 points below standard</p> <p>Increased 33.0 points</p> <p>58 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>170.5 points below standard</p> <p>12 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>131.4 points below standard</p> <p>Increased 21.5 points</p> <p>343 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>188.2 points below standard</p> <p>Increased 19.6 points</p> <p>70 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>145.0 points below standard</p> <p>Increased 14.3 points</p> <p>77 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>124.9 points below standard</p> <p>Increased 22.3 points</p> <p>300 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>155.0 points below standard</p> <p>Declined 22.9 points</p> <p>13 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>105.6 points below standard</p> <p>Increased 13.3 points</p> <p>15 Students</p>

**Conclusions based on this data:**

1. Math performance, to a greater degree, continues to be a focus area for improvement schoolwide. However, all student groups moved up to Orange as a result of the 7% overall proficiency increase schoolwide. Analysis is based on the 2024 Dashboard.
2. Distance from standard will continue to be a focus. Analysis is based on the 2024 Dashboard.
3. LTELs were a focus through the Legacy Program in the 2024-2025 school year. Legacy will continue into the 2025-2026 school year.

# School and Student Performance Data



## Academic Performance English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 32.1% making progress. Number Students: 290 Students	<b>Long-Term English Learner Progress</b>  Red 33.1% making progress. Number Students: 251 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			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
35.2%	32.8%	1.7%	30.3%

### Conclusions based on this data:

1. There is a need to decrease the percentage of students performing at levels 1-3 while increasing the percentage of students performing at level 4. Analysis is based on the 2024 Dashboard.
2. Roughly 30% of students tested progressed at least one ELPI level.
3. LTELs were a focus through the Legacy Program in the 2024-2025 school year. Legacy will continue into the 2025-2026 school year.

# School and Student Performance Data

## Academic Performance College/Career Report

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

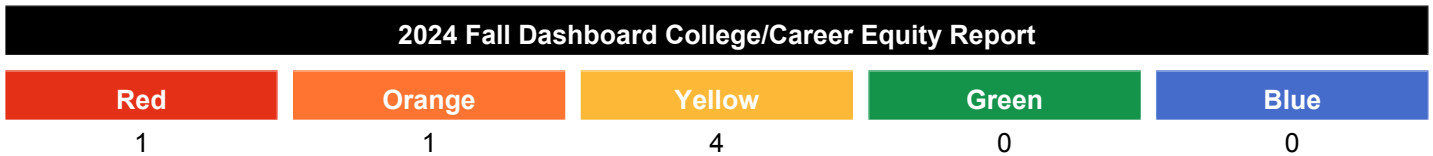
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>30.1 Prepared</p> <p>Increased 7.9</p> <p>472 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>15.9 Prepared</p> <p>Increased 5.5</p> <p>82 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>13.2 Prepared</p> <p>Maintained 1.2</p> <p>68 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>14.3 Prepared</p> <p>Increased 10.3</p> <p>21 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>31.4 Prepared</p> <p>Increased 10.6</p> <p>35 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>29.9 Prepared</p> <p>Increased 8.4</p> <p>435 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>7.2 Prepared</p> <p>Maintained 1.8</p> <p>97 Students</p>	<p><b>African American</b></p>  <p>Yellow</p> <p>30 Prepared</p> <p>Increased 16.1</p> <p>100 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>7 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>6 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>28.3 Prepared</p> <p>Increased 5.3</p> <p>307 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>41.2 Prepared</p> <p>Increased 34.9</p> <p>17 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>32.1 Prepared</p> <p>Increased 5.1</p> <p>28 Students</p>

**Conclusions based on this data:**

1. The 2024 Dashboard data shows increases in student groups moving to Orange and Yellow, with only SWD remaining in Red.



# School and Student Performance Data

## Academic Engagement Graduation Rate

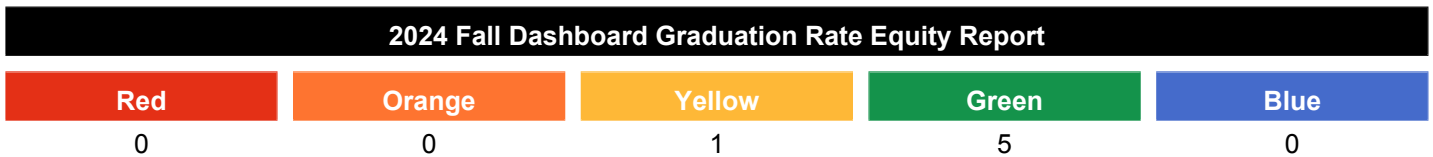
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>88.3% graduated</p> <p>Increased 3.8%</p> <p>478 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>84.5% graduated</p> <p>Increased 11.6%</p> <p>84 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Green</p> <p>87.1% graduated</p> <p>Increased 10.7%</p> <p>70 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>71.4% graduated</p> <p>Increased 3.4%</p> <p>21 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>94.3% graduated</p> <p>Increased 19.3%</p> <p>35 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>87.8% graduated</p> <p>Increased 2.2%</p> <p>441 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>69.3% graduated</p> <p>Increased 2.3%</p> <p>101 Students</p>	<p><b>African American</b></p>  <p>Green</p> <p>90.1% graduated</p> <p>Increased 12.3%</p> <p>101 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>88.4% graduated</p> <p>Increased 1.9%</p> <p>310 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>94.1% graduated</p> <p>Increased 6.6%</p> <p>17 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>79.3% graduated</p> <p>Increased 6.3%</p> <p>29 Students</p>

**Conclusions based on this data:**

1. One graduation student group is in Yellow (SWD) while all others moved to Green.
2. Continued focus on graduation rate for Students with Disabilities will remain in the 2025-2026 school year. Additionally, this population will now have access to the Alt. Diploma.
3. Results for the 2024 Graduation Rate show improvement in all areas/student groups.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

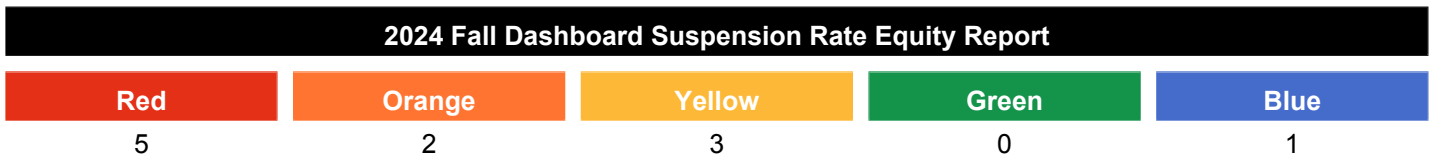
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>11.2% suspended at least one day</p> <p>Increased 1.2%</p> <p>2561 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>6.2% suspended at least one day</p> <p>Declined 1.5%</p> <p>419 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Yellow</p> <p>7.4% suspended at least one day</p> <p>Declined 1.1%</p> <p>339 Students</p>
<p><b>Foster Youth</b></p> <p>Red</p> <p>21.2% suspended at least one day</p> <p>Increased 1.4%</p> <p>99 Students</p>	<p><b>Homeless</b></p> <p>Red</p> <p>16.3% suspended at least one day</p> <p>Increased 10.4%</p> <p>80 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>11.6% suspended at least one day</p> <p>Increased 0.9%</p> <p>2093 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>13.9% suspended at least one day</p> <p>Increased 0.4%</p> <p>488 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>23.3% suspended at least one day</p> <p>Increased 7.1%</p> <p>549 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.4%</p> <p>37 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>18 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>7.8% suspended at least one day</p> <p>Declined 0.5%</p> <p>1684 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>11.9% suspended at least one day</p> <p>Declined 4.9%</p> <p>135 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>8.7% suspended at least one day</p> <p>Increased 1.4%</p> <p>126 Students</p>

**Conclusions based on this data:**

1. Five student groups moved to Red based on analysis of the 2024 Dashboard.
2. The Asian student group moved to Blue. Five other groups remained in Orange and Yellow.
3. Silverado High School moved from CSI to ASTI in the 2022-2023 school year and remained there in the 2023-2024 school year. ASTI status will continue into the 2025-2026 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Academic Performance -- Math & English/Language Arts (Literacy)

SHS-01: Silverado High School will increase the percentage of students meeting or exceeding California State Standards in English/Language Arts and Math and reaching "Prepared" on the College and Career Indicator.

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

LCAP goal to which this school goal is aligned.

LCAP Goal #1: The Victor Valley Union High School District will provide a rich academic program grounded in equity-based practices with measurable impact on middle and high school success indicators.

Equity Multiplier Goal #8: By June 2027, Silverado High School (SHS) will improve academic achievement in mathematics for English Learners (ELs), Hispanic and Low Income (LI) students and Students with Disabilities (SWD) and increase achievement in English Language Arts for African American (AA), ELs and SWDs by decreasing the negative distance from standard. The school will improve outcomes for all students including EL and Long-Term English Learners as measured by the English Learner Progress Indicator. The school will also decrease suspension rates for all students including AA, Foster Youth (FY), Homeless, LI, SWD and Two or More Races (MR). Additionally, the school will increase the Graduation Rate and College and Career Readiness for SWDs. (State Priority #4, #5, and #6)

### 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.

Results of the 2023-2024 CAASPP indicate 7% growth in Math Proficiency. Proficiency rates remained low at 13%.

Results of the 2023-2024 CAASPP indicate an approximate measurable growth of roughly 1% in ELA Proficiency from 40% to 41%, indicating there is still a significant need for improvement.

### 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
11th Grade SBAC English/Language Arts: % Standards Met or Exceeded (CAASPP 2024-2025)	2023-2024 39% of tested students met or exceeded standards	2024-2025 +3% improvement to 42% of tested students meeting or exceeding standards Improvement in the Distance from Standard for all student groups to be closer to meeting the established Proficiency Target, thus also increasing overall proficiency rates.
11th Grade SBAC Math: % Standards Met or Exceeded (CAASPP 2024-2025)	2023-2024 11% of tested students met or exceeded students	2024-2025 +2% improvement to 13% of tested students meeting or exceeding standards Improvement in the Distance from Standard for all student groups to be

		closer to meeting the established Proficiency Target, thus also increasing overall proficiency rates.
Distance from Standard (DFS) in Math and ELA (CAASPP 2024-2025)	<p>Baseline ELA: EL = -99.6 DFS SWD = -110.9 DFS</p> <p>Baseline Math: EL = -184.4 DFS Hispanic = -124.9 DFS LI = -131.4 DFS SWD = -188.2 DFS</p>	<p>Goal ELA: EL = -90 DFS SWD = -100 DFS</p> <p>Goal Math: EL = -185 DFS Hispanic = -137 DFS LI = -142 DFS SWD = -195 DFS</p>

## 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	SHS-01-01: Supplemental curricular materials and student technology will be purchased in an effort to increase student achievement. The curriculum materials will be of high interest and visually appealing to our lowest performing students (specifically Foster, Homeless, SWD, and SED students) in an effort to promote literacy and close the achievement gap of these traditionally underperforming student groups. Additionally, staff support, supplemental materials, and technology for EL students will be purchased in an effort to increase the student achievement of the EL-specific student group.	All students	<p>10000 Title I 1000-1999: Certificated Personnel Salaries EL Coordinator Extra Duty Hours and Sub Costs</p> <p>10000 Title I 4000-4999: Books And Supplies High Interest Library Books and access to online literature source (SORA)</p>
1.2	SHS-01-02: Binder Reminders will be purchased for student use in an effort to support research-based strategies of organization, note taking (Cornell note inserts) and Parent Involvement (Title One Parent Notifications included in student handbook). These research-based organizational and instructional strategies covered by the Binder Reminder are designed to close the achievement gap of our most under performing students.	All students	<p>15000 Title I 4000-4999: Books And Supplies Student Planners/Binder Reminders</p>
1.3	SHS-01-03: Silverado High School will support professional learning opportunities in the areas of literacy, critical thinking, instructional design, and methodology through contracts with content specialists and conference attendance for teachers of all students with specific focus given to AA, EL, H, LTEL, SWD, and LI for the purpose of improving academic outcomes as measured by Equity Multiplier LCAP Plan Metric Numbers 8.2, 8.3, 8.4, and 8.4. (Equity Multiplier LCAP Goal 8.5)	All Students	<p>225000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Contracts/Conferences</p>
1.4	SHS-01-04:	All Students	<p>200000 Equity multiplier</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Silverado High School staff will establish community outreach services for all students with particular focus on EL, FY, and MR by creating home visit teams, offering student mentorships, providing parent workshops, and improving transportation services in order to reduce suspension rates and improve academic outcomes as measured by Equity Multiplier LCAP Metric Numbers 8.1, 8.3, and 8.4. (Equity Multiplier LCAP Goal 8.1)		5000-5999: Services And Other Operating Expenditures Outreach/Mentorship/Parent Workshops/Transportation Services
1.5	SHS-01-05: SHS will provide additional support staff such as Math Coaches, Bilingual Instructional Assistants, and Roving Substitute Teachers to support teachers and parents of all student groups giving priority to AA, EL, Hispanic, LI, LTEL, and SWD for the purpose of providing release time for teachers to collaborate and co-teach lessons as well as offer content-specific support to families in order to increase academic achievement in English/Language Arts, Mathematics, and English Language acquisition as measured by metrics 8.3, 8.4, and 8.6.	EL, FY, SWD, All Students	250000 Equity multiplier 1000-1999: Certificated Personnel Salaries  200000 Equity multiplier 2000-2999: Classified Personnel Salaries
1.6	SHS-01-06: SHS will provide access to additional technology and intervention platforms such as Math 180 for all students with a focus on AA, EL, SWD, Hispanic and LI students in order to improve academic outcomes as measured by metrics 8.2, 8.3, 8.4, and 8.5.	All Students	100000 Equity multiplier 5000-5999: Services And Other Operating Expenditures
1.7	SHS-01-07: SHS will establish a framework to build academic culture and community for all staff and students, with a focus on AA, EL, Hispanic, Homeless, LI, LTEL, and SWD, guided by the research-based Josten's Renaissance 6 R's formula which recognizes academic achievement through study trips and other materials that motivate students to be engaged in their academic success as measured by metrics 8.1, 8.2, 8.3, 8.4, 8.5, and 8.6.	EL, FY, LI	100000 Equity multiplier 4000-4999: Books And Supplies  100000 Equity multiplier 5000-5999: Services And Other Operating 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.

These activities were effective in establishing improved proficiency rates on the ELPAC.

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

No major differences.

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

No changes will be made.

# 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.

#### Conditions and Climate

SHS-02: Provide targeted intervention and support for underperforming students: an Early Warning System and Intervention system and team will be developed with the specific purpose of identifying struggling students early in an effort to create interventions to improve their academic success and close the achievement gap of our most underperforming students. Additionally, disproportionate student groups will be focused on in an effort to decrease instances of academic and behavioral deficits amongst these populations. Silverado will employ high-quality, evidence based strategies to achieve this goal. These strategies include but are not limited to PBIS and the PLUS Program. Technology will be used to efficiently track and maintain discipline data in an effort to demonstrate a reduction in suspendable and expellable offenses schoolwide. Additionally, technology will be utilized to track a corresponding increase in Average Daily Attendance as a result. Finally, SEL services through a contracted employee will be supported.

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

LCAP goal to which this school goal is aligned.

Goal 2: The Victor Valley Union High School District will provide a safe learning environment that supports a positive school climate for students and staff with high levels of community engagement.

Goal 3: The Victor Valley Union High School District will provide clean campuses, access to technology, sufficient instructional materials and highly qualified teachers at all school sites.

Equity Multiplier Goal #8: By June 2027, Silverado High School (SHS) will improve academic achievement in mathematics for English Learners (ELs), Hispanic and Low Income (LI) students and Students with Disabilities (SWD) and increase achievement in English Language Arts for African American (AA), ELs and SWDs by decreasing the negative distance from standard. The school will improve outcomes for all students including EL and Long-Term English Learners as measured by the English Learner Progress Indicator. The school will also decrease suspension rates for all students including AA, Foster Youth (FY), Homeless, LI, SWD and Two or More Races (MR). Additionally, the school will increase the Graduation Rate and College and Career Readiness for SWDs. (State Priority #4, #5, and #6)

### 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.

Reducing disproportionate discipline rates continues to be a district-wide focus.

### 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
Reduction in Very High (7) and High (3) categories on the current dashboard. Specific student groups include FY and MR. Movement from Very High and High to Medium, Low, and Very Low categories.	Very High (7) and High (3) student group categories on the current dashboard.  FY = 21.2% MR = 11.9%	Improve suspension rate to the degree that disproportionality is minimized and suspension rates decrease by at least 5% across all students and student groups, thus moving student groups from the Very High and High categories to the Medium, Low, and Very Low categories.  Target for Year 3 Outcome: FY = 10% MR = 12%

## 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	SHS-02-01: Silverado High School will contract to provide additional staff such as a Board Certified Behavioral Analyst (BCBA) and a Registered Behavioral Technician (RBT) for all students with particular focus given to AA, FY, Homeless, LI, SWD and MR to assist the MTSS team with resources to remediate behavioral concerns and support student efficacy as measured by Equity Multiplier LCAP Plan Metric Number 8.1. (Equity Multiplier LCAP Goal 8.2)	All Students	320000 Equity multiplier 5000-5999: Services And Other Operating Expenditures BCBA/RBT
2.2	SHS-02-02: Silverado High School will establish a THRIVE course and a Foster Youth Center for Foster Youth to obtain basic necessities such as clothing and provide services and facilities to increase their self-esteem and fulfill basic needs so students can focus on learning as measured by Equity Multiplier LCAP Plan Metric Number 8.1. (Equity Multiplier LCAP Goal 8.3)	Foster Youth	54000 Equity multiplier 4000-4999: Books And Supplies Foster Youth Center/Supplies  40000 Equity multiplier 1000-1999: Certificated Personnel Salaries THRIVE Teacher extra period in master schedule
2.3	SHS-02-03: READ 180 will be purchased as supplementary intervention curriculum for our lowest level readers receiving literacy intervention in an effort to close the achievement gap of those lowest performing students in grades 9 and 10. Any associated Professional Development opportunities for these intervention curriculum will be supported in an effort to provide teacher training for implementation with fidelity. Additionally, an extra period of instruction in Read 180 will be provided as an intervention period so those students can receive a "double block" of English/Language Arts instruction and intervention in an effort to close the achievement gap of those lowest performing	Targeted Students (test score indicators for Read 180/System 44 as well as Integrated 1 Math 9 Intervention)	40000 Title I 4000-4999: Books And Supplies Supplies/Resources

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	students. Increase similar efforts for SWD through the use of Read 180's "sister" product System 44. Integrated 1 Math 9 Intervention will be offered to address the needs and close the achievement gap of lowest performing incoming 9th grade math students.		
2.4	SHS-02-04: Silverado High School staff will establish community outreach services for all students with particular focus on EL, FY, and MR by creating home visit teams, offering student mentorships, providing parent workshops, and improving transportation services in order to reduce suspension rates and improve academic outcomes as measured by Equity Multiplier LCAP Metric Numbers 8.1, 8.3, and 8.4. (Equity Multiplier LCAP Goal 8.1)	All Students	100000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Student Mentorships/Outreach/Home Visit Team
2.5	SHS-02-05: Silverado will continue its implementation of schoolwide Positive Behavior Intervention and Supports (PBIS) in an effort to provide an Early Warning System (MTSS), Tier 1, Tier 2 (for students identified as being more at-risk based on academic/discipline and attendance factors) and Tier 3 interventions (for those students identified as being the most at-risk based on academic/attendance/discipline factors) to our most underperforming students.	All students	8500 Title I 1000-1999: Certificated Personnel Salaries Extra duty and other personnel related costs  1000 Title I 3000-3999: Employee Benefits Certificated Employee Benefits associated with Certificated Personnel Salary and Extra Duty (PAR) assignments.
2.6	SHS-02-06: Silverado High School will develop targeted intervention strategies to provide Homeless Youth and Foster Youth Services for students identified as Foster Youth in an effort to close the achievement gap of this historically under performing student groups.	Targeted Foster and Homeless Youth Students	2000 Title I 5000-5999: Services And Other Operating Expenditures Homeless Youth and Foster Youth Services
2.8	SHS-02-07: Silverado High School will provide credit recovery interventions for underperforming students using APEX. Additionally, a 7th period APEX intervention period will be offered in an effort to provide greater opportunities for students to remediate in an effort to provide intervention and to close the achievement gap of our most underperforming students.	Targeted Students needing APEX Credit Recovery to increase/improve graduation rates	40000 Title I 1000-1999: Certificated Personnel Salaries 2 Additional Periods of APEX Credit Recovery in the master schedule with teachers teaching on their prep periods.
2.9	SHS-02-08: Silverado will provide in-school day and after school intervention tutoring to promote literacy (including mathematical, scientific, and cultural	All students	100000 Title I 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	literacy) in an effort to close the achievement gap of our most under performing students.		After-School Intervention Tutoring (\$32,486 out of SESV Funds, Remainder out of Title One General Allocation)
2.10	SHS-02-09: Silverado High School will use the evidence-based strategy of Link Crew in an effort to address the historical issues of our 9th grade students who have not transitioned well to high school based on data analysis of discipline, grades and attendance. The academic and social follow-ups of the 9th grade students by the Link Crew.	Tier One -- All 9th Grade Students	40000 Title I 1000-1999: Certificated Personnel Salaries Link Crew - trainings, activities, supplies, professional development, release time, substitute costs, coaching extra duty salary, trainings.  2000 Title I 4000-4999: Books And Supplies Link crew instructional supplies  4000 Title I 5000-5999: Services And Other Operating Expenditures Professional development costs  6000 Title I 3000-3999: Employee Benefits Certificated Employee Benefits associated with Certificated Personnel Salary and Extra Duty (PAR) assignments.  5000 Title I 5000-5999: Services And Other Operating Expenditures Link Crew Fall Student Training Seminar
2.11	SHS-02-10: Provide intervention materials and hands on experiences (including field trips and travel trainings) for the ESN/Transition SPED curriculum in special needs/special education classes.	Identified Special Education Students	3000 Title I 4000-4999: Books And Supplies Provide intervention and supplementary curriculum materials and supplies to support special needs students. Support life skills training and travel trips by ESN/Transition curriculum, including the required field

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			trips and all of their associated costs.
2.12	SHS-02-11: SHS will expand opportunities for educational study trips for ALL students with a specific focus on AA, Homeless, LI, SWD, FY and MR to visit college campuses, and experience career opportunities in a real-world setting in order to reduce suspension rates and increase graduation rates as measured by metrics 8.1 and 8.2.	All Students	100000 Equity multiplier 5000-5999: Services And Other Operating 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.

Graduation Rates continue to increase as a result of credit recovery opportunities. Link Crew continues to be effective in providing equitable orientation access to all incoming freshmen and new students.

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 noted.

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.

This goal will be expanded upon using Equity Multiplier Funds to further address an attempt to reduce suspension rates and to reduce levels of disproportionality.

# 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.

#### Academic Engagement (Career and College Readiness)

SHS-03: Create a College and Career Readiness Culture: Silverado will focus on creating a college and career readiness culture through raising college and career readiness awareness and maintaining its a-g default curriculum for all students, while maintaining engaging curriculum through a broad course of study and educational experiences.

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

LCAP goal to which this school goal is aligned.

Goal 4: The Victor Valley Union High School District will provide staff and resources to support African American student academic achievement and create a college-going culture through the Heritage program.

Equity Multiplier Plan Goal #8: By June 2027, Silverado High School (SHS) will improve academic achievement in mathematics for English Learners (ELs), Hispanic and Low Income (LI) students and Students with Disabilities (SWD) and increase achievement in English Language Arts for African American (AA), ELs and SWDs by decreasing the negative distance from standard. The school will improve outcomes for all students including EL and Long-Term English Learners as measured by the English Learner Progress Indicator. The school will also decrease suspension rates for all students including AA, Foster Youth (FY), Homeless, LI, SWD and Two or More Races (MR). Additionally, the school will increase the Graduation Rate and College and Career Readiness for SWDs. (State Priority #4, #5, and #6)

### Identified Need

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

The districtwide goal is to achieve 75% a-g certified students by 2028, thus providing students with all options (college and career) available to them upon graduation.

### 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
College/Career Readiness Dashboard Indicator	2023-2024 A-G Completion: 36.1%  Baseline Graduation Rate: SWD Graduation Rate = 69.3%	Increase A-G completion percentage by at least 4% to 40%.  Goal Graduation Rate: SWD Graduation Rate = 70% (75% in 3 years)

### 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	SHS-03-01: Silverado High School will continue to support the research-based AVID program in an effort to support this typically underserved population in a college/career going culture. Additionally,	All Students (eligible)/Targeted Students (AVID Identified)	40000 Title I 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Silverado High School will provide support to the AVID team of teachers to continue their professional development efforts, bringing evidence-based AVID strategies to all teacher on campus, including those not currently on the AVID team or previously AVID trained.		Extra Duty and other personnel costs  10000 Title I 5000-5999: Services And Other Operating Expenditures AVID Field Trips  40000 Title I 2000-2999: Classified Personnel Salaries AVID Tutor Stipends
3.2	SHS-03-02: Silverado will continue to pursue adherence with fidelity to a default a-g curriculum for all students in an effort to promote a college/career ready culture. Activities in support of these efforts include increasing our a-g offerings by securing a-g certification for additional courses through UCOP, increasing and improving course catalogue offerings, improving the course registration system annually in support of this goal, building a master schedule that maximizes a-g certification capabilities for all students, etc. Additionally, students who fall to meet a-g certification in one or more areas will be given equal access to remediation/intervention efforts designed to help reinstate their potential a-g certification. Additionally, the Heritage and Legacy programs will continue to specifically support African-American students and LTEL students in an effort to specifically improve their a-g certification and graduation rates.	All Students	5000 Title I 1000-1999: Certificated Personnel Salaries Heritage/Legacy Extra Duty Hours  700 Title I 3000-3999: Employee Benefits Benefits Associated with Heritage/Legacy Extra Hours  15000 Title I 5000-5999: Services And Other Operating Expenditures Professional Development Opportunities  8000 Title I 4000-4999: Books And Supplies Supplementary supplies to support the district adopted core curriculum
3.3	SHS-03-03: Silverado High School will expand opportunities for educational study trips for underserved all students with specific focus on AA, Homeless, LI, SWD, FY, and MR to visit college campuses and experience career opportunities, in a real-world setting in order to reduce suspension rates and increase graduation rates as measured by Equity Multiplier LCAP Metric Numbers 8.1 and 8.2. (Equity Multiplier LCAP Goal 8.9)	All Students	200000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Educational Study Trips/Career Real-World Experiences
3.4	SHS-03-04: Silverado High School will add support to monitor A-G eligibility and review transcripts with a specific focus given to SWD for the purpose of improving graduation rate and college and career	All Students	150000 Equity multiplier 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	preparedness as measured by Equity Multiplier LCAP Metric Numbers 8.2 and 8.5. (Equity Multiplier LCAP Goal 8.7)		A-G Support/Transcript Analysis

# 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.

Graduation Rates and A-G Certification Rates continue to rise. Heritage and Legacy Programs both successfully met/exceeded their goals.

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

No major differences.

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

Equity Multiplier funds will be utilized to expand the activities in this goal in an effort to continue to reach the overall district goal of 75% A-G certification.

# 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.

#### Student Engagement

SHS-04: Increase student engagement in an effort to both increase student achievement, improve graduation rate, and reduce our suspension/expulsion rates schoolwide, including a focus on current disproportionality that has been identified.

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

LCAP goal to which this school goal is aligned.

Goal 2: The Victor Valley Union High School District will provide a safe learning environment that supports a positive school climate for students and staff with high levels of community engagement.

Equity Multiplier Goal #8: By June 2027, Silverado High School (SHS) will improve academic achievement in mathematics for English Learners (ELs), Hispanic and Low Income (LI) students and Students with Disabilities (SWD) and increase achievement in English Language Arts for African American (AA), ELs and SWDs by decreasing the negative distance from standard. The school will improve outcomes for all students including EL and Long-Term English Learners as measured by the English Learner Progress Indicator. The school will also decrease suspension rates for all students including AA, Foster Youth (FY), Homeless, LI, SWD and Two or More Races (MR). Additionally, the school will increase the Graduation Rate and College and Career Readiness for SWDs. (State Priority #4, #5, and #6)

### 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 engagement continues to be achieved through high levels of opportunity and involvement, including equitable access for all student groups.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate Suspension Expulsion Rate College/Career Readiness	Graduation Rate (2023): 92.3%  Student group Specific Baseline Data: SWD Graduation Rate = 67%  FY Suspension/Expulsion Rate = 19.8% MR Suspension/Expulsion Rate = 16.8%  SWD College/Career Readiness Rate = 5.4%	Increase graduation rate (2024) by 3% to 95.3%  Student group Goal Data: SWD Graduation Rate = 70%  FY Suspension/Expulsion Rate = 18% MR Suspension/Expulsion Rate = 15%  SWD College/Career Readiness Rate = 7%

## 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	SHS-04-01: Silverado High School will continue its attempt to engage its most underperforming students through the use of research-based, high-quality, high-interest elective programs designed to connect students to Silverado High School in an effort to increase/improve the academic success and close the achievement gap of our most at-risk, underperforming students. These electives include Performing Arts (Drama, Choir, Band, Guitar), Visual Arts (Art, Photography, Studio Art, Ceramics, Sculpture, Advanced Arts II, III, IV, Direct Studio, and Painting/Drawing). Supplementary materials to support the fine arts will be specifically targeted in this expenditure.	All students	3000 Title I 4000-4999: Books And Supplies Upper Level Visual Arts Elective Offerings  3000 Title I 4000-4999: Books And Supplies Photography Elective Offerings  3000 Title I 4000-4999: Books And Supplies Art Elective Offerings  3000 Title I 4000-4999: Books And Supplies Drama Elective Offerings  3000 Title I 4000-4999: Books And Supplies Choir/Band/Guitar Elective Offerings  3000 Title I 4000-4999: Books And Supplies Foods Elective Offerings
4.2	SHS-04-02: Silverado will continue to promote implementation of student engagement strategies through additional professional development opportunities and purchase supplies for implementation of these strategies in classrooms. These research-based engagement strategies are specifically designed to close the achievement gap of our most under performing students.	All students/corresponding teachers	5182 Title I 4000-4999: Books And Supplies Supplementary classroom books and supplies for students to increase student engagement.
4.3	SHS-04-03: Silverado High School will provide access to additional technology and intervention platforms for all students with focus on AA, EL, SWD, H, and LI students in order to improve academic outcomes as measured by Equity Multiplier LCAP Metric Numbers 8.2, 8.3, 8.4, and 8.5. (Equity Multiplier LCAP Goal 8.6)	All students	225000 Equity multiplier 4000-4999: Books And Supplies Technology/Incentives

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.4	SHS-04-04: SHS will strengthen academic achievement and campus safety by hiring an assistant principal and additional security staff. The assistant principal will lead efforts to expand graduation and behavioral intervention programs, increase access to A-G coursework, and improve academic support services focused on English and Math proficiency. Particular focus will be given to AA, EL, H, and LI student groups. The addition of security personnel will enhance the overall learning environment by promoting a safe and orderly campus, increasing attendance to support academic learning and engagement to foster student success.	All students	175000 Equity multiplier 1000-1999: Certificated Personnel Salaries  145000 Equity multiplier 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.

Both the graduation rate and a-g rates improved.

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

No major differences.

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

Equity Multiplier funds will be used to expand the actions and activities of this goal in an effort to continue to improve a-g rates to the district overall goal of 75%.

# 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.

#### Family Engagement

SHS-05: Silverado High School will endeavor to increase family engagement on campus in an effort to support the success of the five aforementioned school goals.

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

LCAP goal to which this school goal is aligned.

Goal 2: The Victor Valley Union High School District will provide a safe learning environment that supports a positive school climate for students and staff with high levels of community engagement.

Equity Multiplier LCA Goal #8: By June 2027, Silverado High School (SHS) will improve academic achievement in mathematics for English Learners (ELs), Hispanic and Low Income (LI) students and Students with Disabilities (SWD) and increase achievement in English Language Arts for African American (AA), ELs and SWDs by decreasing the negative distance from standard. The school will improve outcomes for all students including EL and Long-Term English Learners as measured by the English Learner Progress Indicator. The school will also decrease suspension rates for all students including AA, Foster Youth (FY), Homeless, LI, SWD and Two or More Races (MR). Additionally, the school will increase the Graduation Rate and College and Career Readiness for SWDs. (State Priority #4, #5, and #6)

### 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.

Panorama Survey data indicated an improved perception of Family Engagement/Parental Involvement.

### 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
Panorama Survey data regarding Family Engagement/Parental Involvement. Attendance at Family Engagement Events Graduation rates from PIQE.	Panorama Survey data regarding Family Engagement/Parental Involvement as measured by the Family Engagement section of the Family Panorama Survey = 17% Attendance at Family Engagement Events as measured by the Sense of Belonging (School Connectedness) Section of the Family Panorama Survey = 85% Graduation rates from PIQE = 46 families	Improved results of Panorama Survey data regarding Family Engagement/Parental Involvement by 3% to 20% as measured by the Family Engagement section of the Family Panorama Survey Increased attendance at Family Engagement Events as measured by the Sense of Belonging (School Connectedness) Section of the Family Panorama Survey = 88% Increased Graduation rates from PIQE to 50 families

## 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
5.1	SHS-05-01: Silverado will maintain a Family Engagement Center in an effort to increase/improve family engagement on campus. The Family Engagement Center will provide monthly programming opportunities designed to educate and connect parents of all students to the school community. The Family Engagement Center will be staffed by a Family Engagement Liaison.	All Students	30299 Title I 5000-5999: Services And Other Operating Expenditures Family Engagement Center -- supplies, programming, training, etc. (Positive Discipline)  10000 Title I 4000-4999: Books And Supplies Supplies for FEC (PARE: \$11,575)  62000 Title I 5800: Professional/Consulting Services And Operating Expenditures PIQE/PIBE/STEAM

## 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.

Family Engagement survey data continues to show an increase in school perception. Parent groups continue to graduate from PIQE twice a year for the 10th straight year.

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

No major differences.

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

Equity Multiplier funds will be utilized to expand the actions and activities of this goal in an effort to continue to improve family engagement.

# 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	\$530681
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,214,681.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$530,681.00

Subtotal of additional federal funds included for this school: \$530,681.00

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 (\$)
Equity multiplier	\$2,684,000.00

Subtotal of state or local funds included for this school: \$2,684,000.00

Total of federal, state, and/or local funds for this school: \$3,214,681.00

# 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	530681	0.00

## Expenditures by Funding Source

Funding Source	Amount
Equity multiplier	2,684,000.00
Title I	530,681.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	858,500.00
2000-2999: Classified Personnel Salaries	385,000.00
3000-3999: Employee Benefits	7,700.00
4000-4999: Books And Supplies	490,182.00
5000-5999: Services And Other Operating Expenditures	1,411,299.00
5800: Professional/Consulting Services And Operating Expenditures	62,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Equity multiplier	615,000.00
2000-2999: Classified Personnel Salaries	Equity multiplier	345,000.00
4000-4999: Books And Supplies	Equity multiplier	379,000.00
5000-5999: Services And Other Operating Expenditures	Equity multiplier	1,345,000.00
1000-1999: Certificated Personnel Salaries	Title I	243,500.00
2000-2999: Classified Personnel Salaries	Title I	40,000.00
3000-3999: Employee Benefits	Title I	7,700.00
4000-4999: Books And Supplies	Title I	111,182.00

5000-5999: Services And Other Operating Expenditures	Title I	66,299.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	62,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,210,000.00
Goal 2	865,500.00
Goal 3	468,700.00
Goal 4	568,182.00
Goal 5	102,299.00

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

Name of Members	Role
Heather Conkle	Principal
Seth Snedegar, Chairperson	Classroom Teacher
Giovani Maldonado	Classroom Teacher
Dean Meza	Classroom Teacher
Emily Ekstrand	Classroom Teacher
Student #1	Secondary Student
Student #2 (Alternate)	Secondary Student
Student #3 (Alternate)	Secondary Student
Kristin Lane	Other School Staff
Renee Bracamontes	Parent or Community Member
Elizabeth Majeske-Lozada	Parent or Community Member
Shontay Whitaker	Parent or Community Member
Kerrilee Fairfield	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

District/School Liaison Team for schools in Program Improvement

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 April 23, 2025.

Attested:



Principal, Heather Conkle on April 23, 2025

SSC Chairperson, Mr. Seth Snedegar on April 23, 2025

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

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

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

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

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

## Educational Partner Involvement

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

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

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

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

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

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

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

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

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

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

## **CSI Resources**

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

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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