School Year: **2025-26**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alisal High School	27661592730109	May 5th, 2025	June 10, 2025

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP GOAL 1: The performance and opportunity gap will be eliminated - all students will graduate college, career, and community ready.

Goal 1

Increase the achievement of all students through effective instruction, an engaging curriculum, and aligned assessment.

The performance and opportunity gap will be eliminated- all students will graduate college and/or career ready.

Identified Need

ELA and Math dashboard data shows ALL and EL students are below meeting standards. Math and College and Career Readiness dashboard data shows SWD are below meeting standards. More support is needed in ELA and Math areas and targeted services for SWD in Math and CCR.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA SBAC	ALL students are YELLOW, scoring an average of 2.2 points below standard ELs are ORANGE, scoring an average of 88.6 points below standard LTELs are ORANGE, scoring an average of 119.4 points below standard SEDs are YELLOW, scoring an average of 3.8 points below standard SWD are YELLOW, scoring an average of 144.7 points below standard Homeless are NO COLOR scoring an average of 70.7 points below standard	ALL students will increase by 3 points toward meeting the standard ELs will increase by 5 points toward meeting the standard SWD will increase by 3 points toward meeting the standard Homeless will increase by 3 points toward meeting the standard African American will increase by 3 points toward meeting standard
Math SBAC	ALL students are YELLOW, scoring an average of 99.8 points below standard ELs are ORANGE, scoring an average of 165.1 points below standard	ALL students will increase by 3 points toward meeting the standard ELs will increase by 5 points toward meeting the standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LTELs are ORANGE, scoring an average of 183.7 points below standard SEDs are YELLOW, scoring an average of 101.4 points below standard SWD are RED, scoring an average of 186.8 points below standard Homeless are NO COLOR scoring an average of 170.1 points below standard	SWD will increase by 3 points toward meeting the standard Homeless will increase by 3 points toward meeting the standard African American will increase by 3 points toward meeting standard
College and Career Readiness	ALL 49% of students are college or career ready ELs 12% of students are college or career ready SWD 12% of students are college or career ready Homeless 30% of students are college or career ready African American 60% of students are college or career ready	ALL students will increase by 3% toward college readiness EL students will increase by 3% toward college readiness SWD students will increase by 3% toward college readiness Homeless students will increase by 5% toward college readiness African American students will increase by 5% toward college readiness
ELPAC/Reclassification	45% of EL Students Reclassified	50% of EL students will Reclassify
STAR READING	ALL 32% of students are at grade level ELs 58% of students are at grade level SWD 38% of students are at grade level Homeless 56% of students are at grade level African American 32% of students are at grade level	ALL will increase by 3%toward meeting grade level ELs will increase by 3% toward meeting grade level SWD will increase by 3% toward meeting grade level Homeless will increase by 3% toward meeting grade level African American will increase by 3% toward meeting grade level
STAR MATH	ALL students are scoring 104 points below standard ELs are scoring an average of 186 points below standard SWD are scoring an average of 187 points below standard	ALL will increase by 5 points toward meeting grade level ELs will increase by 5 points toward meeting grade level SWD will increase by 5 points toward meeting grade level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Homeless are scoring an average of 187 points below standard African American students are scoring an average of 12 points below standard	Homeless will increase by 5 points toward meeting grade level African American will increase by 5 points toward meeting grade level

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.1 High-Quality First Time Instruction (PLC, PDSA)

Our school will foster and support strong Professional Learning Communities (PLCs); teachers will collaborate regularly to plan and implement standards-based instruction, design aligned assessments, and develop targeted interventions and enrichment opportunities. Using a continuous improvement model, teachers will analyze student data to refine instructional practices and enhance learning outcomes. The school will maintain a strong focus on grade-level standards and instructional rigor to ensure all students are on a pathway toward college graduation and career readiness, with a particular emphasis on improving literacy across all content areas.

All Students, EL students and SWD

Strategy/Activity

Collaborative Teams will identify students via common formative assessments to ensure that students are mastering essential standards.

Teachers will design and implement targeted interventions for 9th grade students.

Content area teachers will design lessons with embedded use of technology. (i.e. Google Classroom, Kahoot, Formative, Google Docs)

Course leads will attend PLC training and course lead meetings with administrator.

Course leads will participate in one form of Professional Sharing with Instructional Coaches and support faculty PLC professional learning.

Development of lessons and assessments that are aligned to essential or focused CCSS.

Collaborative teams will identify students via common formative assessments to ensure that students are mastering essential standards. Teachers will design and implement targeted interventions for students

Core Content Area Teachers will be released to develop lesson plans and assessments aligned to CCSS.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
Actual Expenditures	LCFF District Certificated Salaries and Benefits Instrcutional Coaches

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

1.2 Intervention and supports

Our school is committed to ensuring academic success for all students by providing comprehensive intervention, remediation, acceleration, and targeted support. We will implement a multi-tiered system of support (MTSS) to address diverse learning needs, with a particular focus on English Learners (ELs), Students with Disabilities (SWDs), African American students, and Foster/Homeless youth.

All Students, EL students and SWD

Strategy/Activity

Monitor 9th grade progress in Small Learning Community and identify students who are failing or at risk of failing a class.

Students will be targeted to attend a content specific tutorial and/or Saturday Academies.

Incoming 9th graders will attend Summer Bridge.

Increase number of students in AVID, Health, PLTW, MESA and Academies/Pathways. Recognize students as appropriate.

Identify students who are failing or at risk of failing a class. At-risk students will be targeted to attend a content specific tutorial and/or Saturday Academies.

Intervention Specialist and Counselors will collaborate to determine students who are not on track to graduate and/or A-G compliant.

At-risk students will attend targeted academic intervention, extended learning, Saturday Academies, and Intersessions.

Supplemental resources will be provided for instruction in core content courses and Library

Classified Support will be provided for Saturday Academies and Small Learning Communities.

Accelerated Reader, Credit Recovery READ 180, Edgenuity.

Intervention Specialists will collaborate with "House Teachers" and administer prevention and interventions for at-risk students.

Intersessions
CAL / Edgenuity
Extended Learning
X and Y Periods
Instructional Aides (bilingual required)

1.3 B)Summer School/Bridge for all students

Site will implement and monitor and effective Summer Bridge/Summer Intersession program that will support the elimination of the performance and opportunity gap for all students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
36,000 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Materials and Supplies LCFF, Instructional Materials, Super Saturday Pizza, Technology
34,240 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits Benefits for EWA's and subs for classified and certificated LCFF, Goal 1
Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Conferences, Software Licenses, Chromebook repair, Intersession Pizzas, Intervention Support Group, Saturday Academies, PBIS Student Recognition, Linkc Crew Training , Pizza, Snacks (5800-00) (5820)

210,000 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries 9th- 12th Grade House Tutorials, Intersessions
12,000 Actual Expenditures	Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures MESA Consultant and Site Coordinator (5800)
80,000 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries 1100-30 Saturday Academies
103,538 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Benefits for all Title 1 Salaries, EWA's or Subs
2,000 Actual Expenditures	Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures 5820 MESA Field Trip
7,937 Actual Expenditures	LCFF Site 5800: Professional/Consulting Services And Operating Expenditures 5830
17,127 Actual Expenditures	Title I Part A: Disadvantaged Students 5700-5799: Transfers Of Direct Costs 9th & 10th Grade House Filed trips 5713
39,000 Actual Expenditures	Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures 9-12th Grade Field Trips (5820)
10,000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries 1100-10 AP Testing Health

8,000 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies 4200-10 Instructional Materials
8,848 Actual Expenditures	LCFF Site 5700-5799: Transfers Of Direct Costs 5713 Field Trips
44,000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries EWA's for Intervention, Counselor or EL Specialist- workshops for Parents, College and Career and after school support, AP Coordinators, PBIS, Counselor, Intervention Specialist Parent Meetings (1100-30 &1200-30)
30,000 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Material and Supplies 4300
33,500 Actual Expenditures	LCFF Site 2000-2999: Classified Personnel Salaries EWA's for Clerical Staff, Saturday Academies, Translators, Campus Security , Paraeducators, Custodians
10,000 Actual Expenditures	Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures Late Bus(5820)
10,000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries Teacher in charge of intersessions (1100-30)
42,000 Actual Expenditures	Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures Summer University Programs for students MOU EPIC
Actual Expenditures	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.3 English Learners (Newcomers and LTELs)

Our school is dedicated to providing a comprehensive, inclusive education that meets the diverse strengths, needs, and identities of all English Learners, including both Newcomers and Long-Term English Learners (LTELs). We will implement targeted instructional strategies that support language development and academic achievement across all content areas.

With a strong emphasis on literacy, our educators will integrate culturally responsive teaching practices and scaffolded support to help ELs access grade-level content, build academic vocabulary, and develop strong reading and writing skills. Through ongoing assessment and collaboration within Professional Learning Communities, we aim to accelerate English proficiency and close achievement gaps, ensuring all EL students are on a path to college and career readiness."

All Students, EL students, and SWD

Strategy/Activity

1.3 Instructional Aides will provide supplemental instructional support for English Learners during core content classes and extended learning for targeted students who are struggling to master course content.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
47,453 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 2000-2999: Classified Personnel Salaries EL Para Educators Hedy Hernandez
17,565 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 3000-3999: Employee Benefits Certificated and Classified benefits Hedy Hernandez
9,490 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 3000-3999: Employee Benefits 1100-30 Benefits
1,500 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 1000-1999: Certificated Personnel Salaries

	1100-10 Substitute teachers
8,954 Actual Expenditures	Title III: Immigrant 4000-4999: Books And Supplies Materials and Supplies (4300)
14,000 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 1000-1999: Certificated Personnel Salaries 1100-30 Saturday Academy, English Enrichment 9th ELD Orientation
Actual Expenditures	Title III Part A: Language Instruction for LEP Students 4000-4999: Books And Supplies 4300 materials and supplies
3,491 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 4000-4999: Books And Supplies 4200 Instructional materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

1.4 Student with Disabilities

To improve academic outcomes for Students with Disabilities (SWDs) and English Learners with IEPs, the school will invest in and implement interventions, supports, instructional materials, and software. These resources will support differentiated instruction and personalized learning, ensuring that all students can meaningfully engage with grade-level standards.

Progress will be monitored through IEP goal tracking, formative assessments, and regular data review within collaborative teams. The goal is to reduce the achievement gap for SWDs and ELs with IEPs by increasing the percentage of students meeting IEP goals."

All Students, EL students, and SWD

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.5 Technology

The school will ensure that all students and teachers have equitable access to educational technology tools, including devices, digital platforms, and instructional software, to enhance teaching and learning.

All Students, EL students and SWD

Strategy/Activity

1.5 Content area teachers will design lessons with embedded use of technology. (i.e., Google Classroom, Kahoot, Google Docs, IXL)

Teachers will participate in two sessions of technology professional learning and develop a lesson embedding technology within their content area.

Ed Tech will be given 3 release periods to support teachers.

Case Carriers will be trained in the use of technology. (i.e., Kami, Kuta, IXL, Google Classroom, Google Docs)

Case Carriers will participate in professional learning and develop a lesson embedding technology within their content area. (Co-Teaching)

Ed Tech will be given 3 release periods to support Case Carriers.

Rosetta Stone classes will be offered to SWD who are EL students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
8,000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries 1100-30 AP Extended Learning
1,001 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Instructional Mateials, Technology Materials, Materials and Supplies, Student Agendas (4200 & 4300)

Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Technology Instructional Materials, over 500 (4400)
54,000 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Technology Software Licenses (5850)
25,450 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries .2 AVID and CCR, Financial Aid (Diana Huerta)
3,913 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits 1900-30 Benefits Diana Huerta
5,000 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Instructional Materials Technology, Chromebook repairs, Materials & Supplies (4300) 5620

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.6 College and Career Readiness

The school will strengthen college and career readiness pathways by expanding access to support programs such as AVID and PUENTE, increasing counselor-led academic and career guidance, and engaging families through targeted parent nights and workshops. These efforts will ensure that all students—particularly those from historically underserved backgrounds—are prepared for postsecondary success.

All Students, EL students and SWD

Strategy/Activity

1.6 A) AVID - The AVID coordinator(s) will ensure that the site meets compliance requirements to an Advancement Via Determination program.
This includes ensuring that AVID tutors are hired, AVID Parent Nights are coordinated, Educational Field Trips are organized. Materials and supplies will also be purchased.

1.6 B) Counselor/Academic for All students

ALLstudents will have a 4-6 year academic plan to ensure that student are College (A-G) or Career Ready pathway.
Counselor will coordinate with ROP to present at parent/student nights.
All 9th grade students will take a career assessment to gauge career interests and Counselors will modify 4 year plan based on results.
Counselors will hold grade level information for parent/guardians.
Counselor will provide guidance on College and Career and A-G requirements.
All students will be required to participate in activities that promote a College and Career Readiness Culture and mindset.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
6,163 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Technology
Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries AP Extended Learning (1100-30)
34,000 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies 4200-00 Instructional Materials
Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries Substitutes (1100-10)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
Actual 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 deleted.

ANALYSIS

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

Teachers participated in Professional Development, PDSA cycles and gave assessments through district, site level CFAs and Interim assessments. Teachers participated in minimum day PD. Teachers also provide extended learning opportunities, worked intersessions and provided field trips for students to attend college field trips. Students made gains in all areas including Math and English on all assessments.

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

There were not major differences in the intended implementation and the budgeted expenditures

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.

Changes to this goal will be the expected outcome of students making at least a 3 point gain on all indicators of the dashboard. Additionally, additional allocations will be made to support salary adjustments and realignment of LCAP goals.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2: SUHSD will recruit, hire, retain, and develop staff who are qualified, high-performing, diverse, and culturally responsive.

Goal 2

100% of the Core Content Teachers will be trained in GRR and CM
100% of Core Content Teachers will participate in two forms of PD (learning walk, coaching cycle) in support of all students
Teachers will participate in at least on hour PD related to classroom use of technology
New Teachers will participate in monthly professional development targeted to new teachers
Core Content PLC Teams will develop, administer and analyze a minimum of three common formative assessments per quarter. PLC Team will develop and implement an intervention plan based on CFA data.
100% of Counselors will participate in professional Development related to Counselor National Standards, CSU/UC requirements, CCSS, 504
100% Classified Staff will have the opportunity to attend one form of Professional Development

Identified Need

Currently 85% participate in coaching cycles and learning walks
Currently 100% participate in new teacher Professional Development on site
Currently not all PLC Teams develop, administer and analyze three common formative assessments per quarter using District Assessment Data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PDSA Cycles	Teachers will participate in PDSA cycles centered on problem of practice	Teachers will complete evaluation on effectiveness of problem of practice.
Learning Walks	PLC teams doing PDSA cycles will participate in learning walks at least one time per year focused on continuous learning cycles.	Teachers will provide reflection on effectiveness of strategies used during learning walk.
New Teachers Retention	Teachers from 2024 all retuned with the exception of 1	All new teachers will participate in new teacher meetings
Professional Development	All teachers will participate in at least 2 forms of professional development	All Teachers will be GRR and CM trained and use strategies in support of student learning.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2.1 PD for new teachers and staff, EL, SWD, district initiatives

By the end of the academic year, the school will increase student achievement across all core content areas by strengthening high-quality, differentiated instruction through targeted professional development and the integration of culturally responsive pedagogy, literacy strategies, and educational technology. Special emphasis will be placed on supporting English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities (SWD) to ensure equitable access to academic content.

Strategy/Activity

2.1 a)To recruit and retain highly qualified teachers.

2.1 b)Professional development for certificated and classified employees will be aligned to district initiatives.
Provide staff development in best instructional practices and the use of technology for meeting the learning needs of targeted groups.
All teachers will participate in two forms of professional sharing.
Teachers will self-assess two times a year.
The ILT team will conduct at least two learning walks per year.
EL teachers will participate in two forms of professional sharing.
Students will take pre and post assessment.
Provide staff opportunities in best practices to meet the needs of targeted students.
Provide new teacher mentors.
Classified staff will attend at least one form of professional development related to their job duties and aligned to their individual professional development plan.

2.1 c)Supports and resources will be provided to New Teachers ensure retention and development
New teachers will be assigned a new teacher mentor.
All teachers will have release time for peer observations.
Certificated teacher lead will meet with new teachers to provide ongoing support.
Collaborative team will support new teacher during PLC time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
74,400 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries CM/Common Core PLC planning days (1100-10)

70,000 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Substitutes for Professional Development, Common Core, Planning Days (1100-30)
1,000 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Materials and Supplies for CM/GRR (4300)
72,881 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Travel and Conferences -focused on district and site initiatives (5200-00)
Actual Expenditures	Title I Part A: Professional Development (PI Schools) 5000-5999: Services And Other Operating Expenditures Travel and Conferences (5200-00)
35,000 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Conferences, Link Crew, PBIS (5200-00)
23,000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries 1100-30 PD/CCR/PBIS
Actual Expenditures	Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures Consultant for Technology- Example White Glove

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
Actual 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 deleted.

ANALYSIS

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

Math, English and Science teachers participated in PDSA cycles, academic gains have been made in all areas. All teachers participated in PLC groups and professional development. CM/GRR training was provided upon request.

Briefly 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 in the implementation or budgeted expenditures were found. There may be the addition of scaffolded PD centered around CM/GRR

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.

There will be no changes made to this goal. We are fully staffed at Alisal and only had 4 staff members leaving.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 3: SUHSD will provide a safe, caring, responsive, and positive school environment for all students, staff, and families.

Goal 3

The Suspension rate for students with disabilities will decrease from 10% to 7%.
Recognize students for their academic/athletic accomplishments.

Identified Need

An increase in the number of suspensions. Suspension rates for SWD are higher than other subgroups and ALL STUDENTS category.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rates for 23-24	ALL suspension are ORANGE, rate for all students was 3.7% ELs suspension are ORANGE, rate was 7.6% LTEL suspension are ORANGE, rate was 9.3% Homeless suspension are ORANGE, rate was 6% SD suspension are ORANGE, rate was 3.8% SWD suspension are ORANGE, rate was 8.3% Hispanic suspension are ORANGE, rate was 3.8% African American n/a	ALL suspension rate for all students will reduce by 1% ELs suspension rate will reduce by 2% SWD suspension rate will reduce by 3 % Homeless suspension rate will reduce by 3% African American suspension rate n/a
Chronic Absetensim	ALL students have an average attendance rate of % ELs SWD Homeless African American	ALL students will maintain an average of above % ELs SWD Homeless African American
Parent Engagement	134 Parents completed the LCAP Survey	300 Parents will complete the LCAP Survey

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3.1 MTSS (Behavioral and Social Emotional)

The school will foster a safe, inclusive, and supportive learning environment by implementing a tiered system of behavior supports and interventions. Staff will receive professional development to effectively address the social, emotional, behavioral, and mental health needs of all students, including English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), and other historically underserved student groups.

Strategy/Activity

PBIS Team Members will be released once a quarter.

Principals will attend at least one PBIS Professional Development Conference.

Intervention Specialist coordinate, facilitate and monitor schoolwide prevention and interventions.

Behavioral health specialist will provide mental health services to students who are in need of socio-emotional counseling.

Monitor SWIS data and identify areas of concern.

Admin team to monitor SWIS data to identify areas of improvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries Substitutes for Professional Development College and Career PBIS (1100-10)
Actual Expenditures	LCFF Site 4000-4999: Books And Supplies PBIS and Student Recognition (4300)
5,000	LCFF Site

Actual Expenditures	4000-4999: Books And Supplies 4300 PBIS Student Recognition
Actual Expenditures	LCFF Site 3000-3999: Employee Benefits Benefits Goal 3

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3.2 Safe and caring campus environment

The school will create a physically and emotionally safe, welcoming, and inclusive campus environment by hiring and training site staff, including campus security, who will actively engage with students and the community to support schoolwide behavior expectations and contribute to a positive school climate.

Strategy/Activity

Campus Security Officer will establish rapport with students as well as monitor the campus before, during and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
4,000 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies 4300 Link Crew Safe and Caring Environment

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3.3 Family Engagement

The school will strengthen family engagement by providing educational workshops and access to school and community resources, ensuring families are equipped to support their students' academic progress and overall well-being.

Strategy/Activity

Hold forums and training opportunities (i.e. Strengthening Families, Weekly Parents On Campus, CABE, etc.) for parents as a means of working with the school to increase awareness of all the available programs and to inform parents about the US Educational System and district/site expectations.

Community Liaison works with AP's to identify parents and students to participate in the Strengthening Families Program

Community Liaisons coordinate weekly parent meetings to provide training based on parent needs assessment survey

Promote Communication with Parents and Community

Parent Computer Classes and Rosetta Stone

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
Actual Expenditures	Title I Part A: Parent Involvement 5900: Communications Postage Newsletter (5900-30)
Actual Expenditures	LCFF Site 5800: Professional/Consulting Services And Operating Expenditures Senior Awards, CCR (5840-00)
Actual Expenditures	LCFF Site 5800: Professional/Consulting Services And Operating Expenditures ELAC & Parent Food (5800) & (5830)
2,500 Actual Expenditures	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent Materials and PIP Materials (4300)
2,000 Actual Expenditures	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures

	Wednesday Parent Meeting Snacks, PIP
2,000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries 1100-30 Social Worker Student Support
737 Actual Expenditures	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Postage, Parent Communication (5840)
3,000 Actual Expenditures	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Rosetta Stone Licenses (5850-00)
14,000 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Noncapitazied Equipment over 500 Communication/Safety (4400-00)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

3.4 Foster/Homeless Youth

The school will provide equitable academic and social-emotional support for foster youth (FY) and homeless youth (HY) by ensuring access to essential services, transportation, school supplies, and mental health supports, enabling full participation in the educational program.

Strategy/Activity

Desginated counselor to support FY/HY student at AHS.
Provide additional school and hygiene materials and supplies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

3.5 Chronic Absenteeism

The school will improve student engagement and daily attendance by implementing a data-driven system in which intervention and attendance teams monitor attendance patterns and provide timely, targeted supports to students and families.

Strategy/Activity

Satruday school for attendance recovery.
Parent information meeting with attendance staff.
Intersession for credit and attendance recovery.
Provide additonal tutorials for attendance recovery.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

3.7 Community Schools

Implement, and evaluate the four California Community Schools Partnership Program (CCSPP) pillars, which include integrated student support, family and community engagement, collaborative leadership and practices, and extended learning time and opportunities.

Strategy/Activity

ADD THE GOALS FROM YOUR APPLICATION

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
Actual Expenditures	LCFF Site 2000-2999: Classified Personnel Salaries EWAs for clerical staff to support CS.

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 deleted.

ANALYSIS

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

PBIS multi tiered approach has been implemented and the site has earned Platinum status. The CORE process is the model for the district. Suspension rates overall are below 10% a major decline and below 10% for all sub groups including SPED and ELD students.

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

The intended implementation will be to add an additional social worker to support more students at the higher level of support including case management.

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.

There will be no additional changes to the SPSA in this goal.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF Site	288,525	0.00
Title I Part A: Disadvantaged	888,473	0.00
Title I Part A: Professional	0	0.00
Title I Part A: Parent Involvement	8,237	0.00
Title I Part A: SES	0	0.00
Title III Part A: Language Instruction	93,499	0.00
Title III: Immigrant	8,954	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF Site	288,525.00
Title I Part A: Disadvantaged Students	888,473.00
Title I Part A: Parent Involvement	8,237.00
Title III Part A: Language Instruction for LEP Students	93,499.00
Title III: Immigrant	8,954.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	572,350.00
2000-2999: Classified Personnel Salaries	80,953.00
3000-3999: Employee Benefits	168,746.00
4000-4999: Books And Supplies	154,109.00
5000-5999: Services And Other Operating Expenditures	169,881.00
5700-5799: Transfers Of Direct Costs	25,975.00
5800: Professional/Consulting Services And Operating	115,674.00