School Year: **2025-26**

Additional Targeted Support and Improvement (ATSI)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Eureka Senior High School	12-75515-1232206		

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 Eureka Senior High School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Eureka High School is committed to reducing suspension rates for student groups identified for Additional Targeted Support and Improvement (ATSI), specifically African American, American Indian/Alaska Native, and Multi-Racial students, as well as students experiencing homelessness. In alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local initiatives, we will implement evidence-based Positive Behavioral Interventions and Supports (PBIS) and a Multi-Tiered System of Supports (MTSS) to create an inclusive, supportive learning environment.

Our goal is to reduce suspension rates for these student groups to levels below their respective enrollment percentages by the end of the 2026-2027 school year. To achieve this, we will:

Use Data-Driven Decision-Making: Regularly analyze suspension data from the California School Dashboard and local assessments to identify trends, evaluate interventions, and adjust strategies as needed.

Implement Tiered Interventions: Strengthen Tier 1 universal supports for all students while expanding targeted (Tier 2) and intensive (Tier 3) interventions for students at higher risk of disciplinary exclusion.

Enhance Staff Training: Provide professional development on culturally responsive practices, restorative justice, trauma-informed approaches, and implicit bias reduction to promote equitable discipline.

Engage Families and Community Partners: Increase collaboration with families, tribal communities, and local organizations to ensure culturally relevant support systems and alternative disciplinary approaches.

Progress will be monitored quarterly, with annual benchmarks established to assess effectiveness and ensure continuous improvement. Baseline data from the 2023-2024 California School Dashboard indicates the following suspension rates:

African American: 15.2%

American Indian/Alaska Native: 14.2%

Two or More Races: 10.6%

Homeless: 15.3%

By aligning these efforts with LCAP priorities and leveraging available state and federal resources, Eureka High School aims to create a more equitable, supportive, and restorative school environment for all students.

Educational Partner Involvement

How, when, and with whom did your Eureka Senior 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

Eureka High School's School Plan for Student Achievement (SPSA) and its Annual Review and Update are developed through a collaborative process led by the School Site Council (SSC), which serves as the primary advisory body responsible for reviewing and guiding the plan.

Beginning with its inaugural meeting on April 15, 2025, the SSC will establish a structured process for reviewing student performance data, assessing the effectiveness of existing programs, and making recommendations for improvements. The involvement process will include the following key steps:

Formation and Orientation (April 2025)

The SSC, composed of administrators, teachers, staff, students, and parents/guardians, will receive training on SPSA requirements, data analysis, and goal-setting.

Members will review the purpose of the SPSA and how it aligns with the Local Control and Accountability Plan (LCAP) and state/federal accountability requirements.

Data Review and Needs Assessment (Spring 2025 - Ongoing)

The SSC will analyze academic performance, attendance, suspension rates, and other key indicators from sources such as the California School Dashboard and site-based assessments.

Input will be gathered from stakeholder groups, including faculty, classified staff, student leadership, and family engagement forums.

Stakeholder Engagement and Feedback (Spring 2025 - Ongoing)

Regular SSC meetings will provide a forum for discussions on program effectiveness and resource allocation.

Feedback will be solicited from the broader school community through parent advisory groups, department meetings, and surveys.

Collaboration with community organizations and tribal representatives will be prioritized to ensure culturally responsive planning.

Development and Approval of SPSA (Summer/Fall 2025)

The SSC will draft updates to the SPSA, ensuring alignment with schoolwide improvement goals and the district's LCAP priorities.

A draft of the SPSA will be presented to the school community for review and input.

The final plan will be approved by the SSC before submission to the Eureka City Schools Board of Education.

Ongoing Monitoring and Annual Review (2025-2026 and Beyond)

The SSC will meet quarterly to review implementation progress, evaluate program effectiveness, and make necessary adjustments.

An annual review will be conducted to assess outcomes, adjust strategies, and set new priorities for the following school year.

By following this structured process, the School Site Council ensures that the SPSA remains a dynamic, data-driven plan that reflects the needs of Eureka High School's students while meeting state and federal accountability requirements.

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 only.

Eureka High School has identified a critical need for expanded restorative discipline alternatives, particularly in response to incidents involving violence and threats of violence. Data indicates that African American, American Indian/Alaska Native, and Multi-Racial students, as well as students experiencing homelessness, are disproportionately impacted by suspensions related to these offenses. While the school has implemented some Positive Behavioral Interventions and Supports (PBIS) strategies, the current disciplinary framework relies heavily on exclusionary practices, which do not always address the root causes of student behavior or provide meaningful opportunities for conflict resolution.

Several key resource inequities have been identified:

Limited Alternatives to Suspension for Violent Incidents

Currently, there are few structured, restorative options available as alternatives to suspension for students involved in fights, threats, or other violent behaviors.

A lack of conflict resolution programs, such as peer mediation or restorative justice circles, prevents students from engaging in meaningful reflection and reconciliation.

Many students who return from suspension do not receive reintegration support to prevent repeated incidents.

Inconsistent Implementation of Restorative Justice Practices

While some staff members have received training in restorative discipline, implementation has been inconsistent across classrooms and grade levels.

There is a need for dedicated personnel (e.g., a restorative justice coordinator) to oversee conflict resolution efforts and provide staff training.

Staff need more training on de-escalation strategies to prevent minor conflicts from escalating into violence.

Professional Development - Training on Function of Behavior. (A way for educators to consider the purpose of a student's behavior when selecting, implementing, and adjusting practices to support their social, emotional, and behavioral needs. The four functions of behavior are: escape or avoidance, attention-seeking, access to tangible items, and sensory stimulation.)

Lack of Culturally Responsive Conflict Resolution Support

Some students, particularly those from marginalized communities, may not feel comfortable reporting conflicts or seeking help due to a lack of trust in traditional disciplinary systems.

The school lacks culturally relevant mediation programs that address the unique experiences and needs of African American, American Indian/Alaska Native, and Multi-Racial students.

Stronger partnerships with local tribal representatives and community organizations could help create restorative approaches that are more inclusive and effective.

Need for a Tiered System of Support for Violent Incidents

A multi-tiered approach is needed to address violence prevention, intervention, and reintegration after disciplinary actions.

Tier 1: Schoolwide prevention efforts, including social-emotional learning (SEL), trauma-informed practices, and relationship-building activities.

Tier 2: Targeted interventions, such as small-group conflict resolution and mediation programs for students at risk of involvement in violent incidents.

Tier 3: Intensive supports, such as individualized behavior intervention plans and mentorship programs for students with repeated disciplinary issues.

Next Steps to Address These Inequities
To create a more equitable and restorative approach to discipline, Eureka High School will:

Expand restorative justice programs by providing training for staff and establishing a structured, schoolwide conflict resolution framework.

Develop reintegration plans for students returning from suspensions related to violence to ensure they receive the necessary support.

Increase collaboration with community partners, including tribal representatives and local organizations, to create culturally relevant interventions.

Explore the addition of a dedicated Restorative Justice Coordinator to oversee implementation and provide direct support to students and staff.

By shifting towards a more restorative, supportive approach to discipline, Eureka High School aims to reduce suspension rates, prevent repeat incidents, and foster a safer, more inclusive school environment for all students.

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.

Eureka High School had overall performance in the "Orange" category for the Mathematics (declined 10.7 points) and the English Language Arts (declined 12.3 points) Indicators

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.

Students with disabilities and Hispanic Students were two or more performance levels below the “all student” performance in the Academic Performance College/Career Report

Other Needs

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

n/a

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Eureka Senior 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	5.07%	5.25%	4.00%	65	68	49
African American	2.26%	2.08%	1.71%	29	27	21
Asian	11.32%	10.27%	9.30%	145	133	114
Filipino	0.78%	0.69%	0.65%	10	9	8
Hispanic/Latino	22.48%	23.63%	26.02%	288	306	319
Pacific Islander	1.33%	1.24%	1.63%	17	16	20
White	47.85%	48.42%	46.66%	613	627	572
Multiple/No Response	8.90%	8.42%	10.03%	114	109	123
			Total Enrollment	1,281	1295	1226

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	360	357	316
Grade 10	353	324	326
Grade 11	320	310	291
Grade 12	248	304	293
Total Enrollment	1,281	1,295	1,226

Conclusions based on this data:

1. Overall enrollment remained relatively static from 21-22 to 22-23 with a slight increase
2. Overall student enrollment dropped by 5% in 23-24
3. The EHS Hispanic/Latino population is growing

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	150	148	151	10.9%	11.7%	12.3%
Fluent English Proficient (FEP)	159	151	137	12.8%	12.4%	11.2%
Reclassified Fluent English Proficient (RFEP)				23.4%		

Conclusions based on this data:

1. English Learner population is steadily growing
2. FEP is slowly declining
3. Missing data on RFEP

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	299	292	280	281	275	262	281	275	262	94.0	94.2	93.6
All Grades	299	292	280	281	275	262	281	275	262	94.0	94.2	93.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2589.	2586.	2576.	22.42	22.18	22.14	34.52	30.55	32.06	24.20	27.64	22.14	18.86	19.64	23.66
All Grades	N/A	N/A	N/A	22.42	22.18	22.14	34.52	30.55	32.06	24.20	27.64	22.14	18.86	19.64	23.66

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	25.62	24.36	23.28	58.01	54.55	58.40	16.37	21.09	18.32
All Grades	25.62	24.36	23.28	58.01	54.55	58.40	16.37	21.09	18.32

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	26.07	21.90	20.23	52.86	55.11	50.38	21.07	22.99	29.39
All Grades	26.07	21.90	20.23	52.86	55.11	50.38	21.07	22.99	29.39

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	13.88	17.82	11.45	73.67	67.64	74.81	12.46	14.55	13.74
All Grades	13.88	17.82	11.45	73.67	67.64	74.81	12.46	14.55	13.74

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	18.51	22.18	18.70	67.62	64.73	63.36	13.88	13.09	17.94
All Grades	18.51	22.18	18.70	67.62	64.73	63.36	13.88	13.09	13.88

Conclusions based on this data:

1. The percent of students not meeting overall standards in ELA increased from 18.86 in 21-22 to 23.66 in 23-24
2. The percent of students earning below standards in Writing increased from 21.07 in 21-22 to 29.39 in 23-24
3. The percent of students earning below standards in Research/Inquiry increased from 13.88 in 21-22 to 17.94 in 23-24

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	299	292	281	278	277	264	278	277	264	93.0	94.9	94
All Grades	299	292	281	278	277	264	278	277	264	93.0	94.9	94

* 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	2527.	2536.	2527.	5.40	7.22	5.68	15.83	14.44	9.47	21.22	24.19	28.03	57.55	54.15	56.82
All Grades	N/A	N/A	N/A	5.40	7.22	5.68	15.83	14.44	9.47	21.22	24.19	28.03	57.55	54.15	56.82

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	8.63	9.03	8.33	59.35	61.73	58.33	32.01	29.24	33.33
All Grades	8.63	9.03	8.33	59.35	61.73	58.33	32.01	29.24	33.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	6.47	6.86	4.94	67.27	66.43	67.68	26.26	26.71	27.38
All Grades	6.47	6.86	4.94	67.27	66.43	67.68	26.26	26.71	27.38

Conclusions based on this data:

1. A significant percentage of EHS students that met the Math standards declined - from 15.83 in 21-22 to 9.47 in 23-24
2. Problem Solving & Modeling/Data Analysis percentages stayed relatively the same
3. Communicating Reasoning / Demonstrating ability to support mathematical conclusions stayed relatively the same

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
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	1541.4	1554.9	1564.4	1539.1	1567.7	1571.2	1543.3	1541.7	1557.0	37	38	35
10	1550.6	1569.7	1567.0	1551.9	1585.5	1589.8	1548.7	1553.4	1543.8	44	35	37
11	1562.5	1536.3	1569.5	1554.5	1533.5	1586.6	1570.0	1538.5	1551.7	22	39	33
12	1551.3	1584.0	1560.7	1550.8	1585.0	1581.9	1551.4	1582.5	1539.0	29	24	28
All Grades										132	136	133

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	5.41	15.79	17.14	48.65	34.21	51.43	29.73	39.47	22.86	16.22	10.53	8.57	37	38	35
10	29.55	34.29	37.84	25.00	42.86	27.03	29.55	11.43	16.22	15.91	11.43	18.92	44	35	37
11	4.55	20.51	30.30	50.00	20.51	30.30	45.45	28.21	9.09	0.00	30.77	30.30	22	39	33
12	6.90	33.33	25.00	55.17	33.33	25.00	13.79	33.33	21.43	24.14	0.00	28.57	29	24	28
All Grades	13.64	25.00	27.82	42.42	32.35	33.83	28.79	27.94	17.29	15.15	14.71	21.05	132	136	133

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	18.92	34.21	48.57	56.76	42.11	37.14	13.51	21.05	8.57	10.81	2.63	5.71	37	38	35
10	36.36	51.43	54.05	38.64	37.14	16.22	13.64	0.00	16.22	11.36	11.43	13.51	44	35	37
11	31.82	33.33	54.55	36.36	28.21	18.18	27.27	15.38	0.00	4.55	23.08	27.27	22	39	33
12	17.24	54.17	42.86	58.62	41.67	25.00	17.24	4.17	10.71	6.90	0.00	21.43	29	24	28
All Grades	26.52	41.91	50.38	47.73	36.76	24.06	16.67	11.03	9.02	9.09	10.29	16.54	132	136	133

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	2.70	2.63	8.57	29.73	23.68	25.71	40.54	42.11	48.57	27.03	31.58	17.14	37	38	35
10	6.82	5.71	13.51	27.27	31.43	21.62	38.64	45.71	35.14	27.27	17.14	29.73	44	35	37
11	9.09	10.26	12.12	22.73	17.95	18.18	40.91	33.33	33.33	27.27	38.46	36.36	22	39	33
12	0.00	12.50	0.00	34.48	29.17	25.00	34.48	45.83	32.14	31.03	12.50	42.86	29	24	28
All Grades	4.55	7.35	9.02	28.79	25.00	22.56	38.64	41.18	37.59	28.03	26.47	30.83	132	136	133

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	21.05	5.71	89.19	63.16	74.29	10.81	15.79	20.00	37	38	35
10	9.09	14.29	21.62	72.73	77.14	59.46	18.18	8.57	18.92	44	35	37
11	4.55	2.56	15.15	77.27	64.10	48.48	18.18	33.33	36.36	22	39	33
12	6.90	0.00	14.29	79.31	87.50	39.29	13.79	12.50	46.43	29	24	28
All Grades	5.30	10.29	14.29	79.55	71.32	56.39	15.15	18.38	29.32	132	136	133

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	72.97	86.84	85.71	18.92	7.89	11.43	8.11	5.26	2.86	37	38	35
10	69.77	88.57	72.97	16.28	0.00	10.81	13.95	11.43	16.22	43	35	37
11	54.55	61.54	72.73	40.91	15.38	6.06	4.55	23.08	21.21	22	39	33
12	65.52	91.67	78.57	20.69	8.33	10.71	13.79	0.00	10.71	29	24	28
All Grades	67.18	80.88	77.44	22.14	8.09	9.77	10.69	11.03	12.78	131	136	133

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	8.11	7.89	17.14	45.95	44.74	48.57	45.95	47.37	34.29	37	38	35
10	20.45	8.57	21.62	40.91	68.57	40.54	38.64	22.86	37.84	44	35	37
11	9.09	15.79	12.12	54.55	36.84	45.45	36.36	47.37	42.42	22	38	33
12	3.45	16.67	7.41	62.07	58.33	44.44	34.48	25.00	48.15	29	24	27
All Grades	11.36	11.85	15.15	49.24	51.11	44.70	39.39	37.04	40.15	132	135	132

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.70	0.00	0.00	81.08	78.95	85.71	16.22	21.05	14.29	37	38	35
10	2.33	0.00	5.41	76.74	88.57	64.86	20.93	11.43	29.73	43	35	37
11	27.27	17.95	15.15	59.09	46.15	57.58	13.64	35.90	27.27	22	39	33
12	13.79	20.83	7.14	58.62	62.50	57.14	27.59	16.67	35.71	29	24	28
All Grades	9.16	8.82	6.77	70.99	69.12	66.92	19.85	22.06	26.32	131	136	133

Conclusions based on this data:

1. The percentage of Students at Performance Level 4 for All Students increased significantly, from 13.64 in 21-22 to 27.82 in 23-24
2. The Reading Domain Percentage of Students by Domain in the "Well Developed" Performance Level for all students increased slightly from 11.36 in 21-22 to 15.15 in 23-24
3. The Written Language Percentage of Students at Performance Level 4 for all students has consistently been very low from 4.55 in 21-22 to 9.02 in 23-24

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,226	**62.8%**	**12.3%**	**1%**
Total Number of Students enrolled in Eureka Senior 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	151	12.3%
Foster Youth	12	1%
Homeless	74	6%
Socioeconomically Disadvantaged	770	62.8%
Students with Disabilities	178	14.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	1.7%
American Indian	49	4%
Asian	114	9.3%
Filipino	8	0.7%
Hispanic	319	26%
Two or More Races	123	10%
Pacific Islander	20	1.6%
White	572	46.7%

Conclusions based on this data:

1. The majority of EHS students are Socioeconomically disadvantaged at 62.8%

2. EHS is a ethnically diverse campus as white students make up less than 50% of the total population

3. a significant percentage of EHS are English learners 12.3% and or students with disabilities 14.5%

School and Student Performance Data

Overall Performance

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. While there has been continuous improvement, the school is still in the "Orange" range for ELA and Math, indicating that students are still significantly below standard.

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	No Performance Color
5.5 points below standard	81.6 points below standard	88.3 points below standard
Declined 12.3 points	Declined 10.7 points	Declined 6.4 points
257 Students	38 Students	27 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	14.9 points below standard
2 Students	10 Students	Increased 6.4 points
		171 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
137.9 points below standard	Less than 11 Students	31.2 points below standard
Increased 10.9 points	4 Students	Increased 39.5 points
35 Students		16 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
26.3 points below standard	Less than 11 Students	17.3 points below standard
Declined 46.4 points	1 Student	Increased 46.8 points
23 Students		72 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
51.7 points below standard	Less than 11 Students	13.8 points above standard
Declined 43.8 points	2 Students	Declined 25.2 points
24 Students		118 Students

Conclusions based on this data:

1. The overall performance for All Students is in the Orange category, with scores 5.5 points below standard and a decline of 12.3 points.
2. Several student groups are significantly below standard: English Learners: Red, 81.6 points below, and declining. Long-Term English Learners: 88.3 points below and declining, though no color performance category is assigned. Students with Disabilities: Orange, with 137.9 points below.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
100.7 points below standard	167.4 points below standard	159.6 points below standard
Declined 10.7 points	Increased 3.0 points	Increased 25.2 points
261 Students	42 Students	27 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Less than 11 Students	232.5 points below standard	118.6 points below standard
2 Students	Declined 29.2 points	Maintained 2.1 points
	13 Students	175 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
200.2 points below standard	Less than 11 Students	101.9 points below standard
Increased 6.3 points	4 Students	Increased 49.0 points
35 Students		16 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
97.4 points below standard	Less than 11 Students	127.5 points below standard
Declined 10.4 points	1 Student	Increased 31.4 points
23 Students		76 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
141.4 points below standard	Less than 11 Students	76.9 points below standard
Declined 49.3 points	2 Students	Declined 21.0 points
24 Students		118 Students

Conclusions based on this data:

1. All Students are performing in the Orange category in academic achievement for Math, scoring 100.7 points below standard, with a decline of 10.7 points from the previous year.
2. The subgroups Socioeconomically Disadvantaged (Red, 118.6 below), Students with Disabilities (Orange, 200.2 below), and Hispanic students (Orange, 127.5 below) are all well below standard.
3. These trends indicate a school-wide need for instructional improvement, especially in core content areas, and stronger alignment of support systems for struggling learners.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Yellow	Green
54.6% making progress.	55.7% making progress.
Number Students: 119 Students	Number Students: 97 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.2%	25.2%	7.6%	44.5%

Conclusions based on this data:

1. Overall progress for English Learners is in the Yellow performance level, with 54.6% of students making progress (out of 119 students).
2. While over half are making expected gains, this still indicates nearly half are either stagnating or regressing, which points to the need for strengthened ELD (English Language Development) instruction and consistent monitoring systems.
3. Targeted strategies are needed to raise the percentage of students progressing by at least one ELPI level, especially those at the lower proficiency levels.

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

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

Very Low

Lowest Performance

Low

Medium

High

Very High

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	2	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	No Performance Color	No Performance Color
47.7 Prepared	24 Prepared	25.6 Prepared
Increased 2.8	Declined 3.6	Maintained 0.3
285 Students	50 Students	39 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Less than 11 Students 0	27.6 Prepared	43.5 Prepared
6 Students	Increased 6.2	Increased 4.8
	29 Students	200 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
12.5 Prepared	Less than 11 Students 0	27.3 Prepared
Declined 3.8	2 Students	Increased 7.3
48 Students		11 Students

Asian	Filipino	Hispanic
Yellow	No Performance Color	Orange
50 Prepared	Less than 11 Students 0	28.6 Prepared
Maintained 0	3 Students	Declined 18.9
30 Students		77 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
39.1 Prepared	Less than 11 Students 0	59.7 Prepared
Increased 4.1	5 Students	Increased 12.2
23 Students		134 Students

Conclusions based on this data:

1. All Students: 47.7% were classified as Prepared, an increase of 2.8 percentage points—earning a Green performance level.
2. Socioeconomically Disadvantaged students also improved, reaching 43.5% Prepared (+4.8), also at the Green level.
3. Students with disabilities and Hispanic Students were two or more performance levels below the “all student” performance in the Academic Performance College/Career Report

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
25.4% Chronically Absent 1,246 students	No Performance Color	No Performance Color
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
	38.1% Chronically Absent	39.2% Chronically Absent

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
9.7% Chronically Absent	data supressed	26.7% Chronically Absent

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
36.4% Chronically Absent	0.0% Chronically Absent	24.3% Chronically Absent

Conclusions based on this data:

1. 39.2% of American Indian or Alaska Native students were chronically absent (20 out of 51)
2. 38.1% of African American students were chronically absent (8 out of 21)
3. 36.4% of Two or More Races students were chronically absent (52 out of 143)

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	1

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	No Performance Color	No Performance Color
92% graduated	88.2% graduated	92.3% graduated
Declined 2.4%	Declined 8.3%	Declined 7.7%
286 Students	51 Students	39 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	86.2% graduated	92.5% graduated
6 Students	Declined 7.1%	Declined 2.1%
	29 Students	201 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
70.8% graduated	Fewer than 11 students - data not displayed for privacy	90.9% graduated
Declined 9.2%	2 Students	Declined 9.1%
48 Students		11 Students

Asian	Filipino	Hispanic
Blue	No Performance Color	Orange
100% graduated	Fewer than 11 students - data not displayed for privacy	83.1% graduated
Increased 2.8%	3 Students	Declined 15.2%
31 Students		77 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
100% graduated	Fewer than 11 students - data not displayed for privacy	93.3% graduated
Increased 5%	5 Students	Increased 1.8%
23 Students		134 Students

Conclusions based on this data:

1. All Students: Graduation rate stands at 92%, which is high, but it has declined by 2.4%, earning a Yellow performance level.
2. Socioeconomically Disadvantaged students (201 students) have a comparable graduation rate of 92.5%, also Yellow, with a 2.1% decline.
3. White students improved to 93.3% (Green) and Asian and Two or More Races students had a 100% graduation rate, showing positive outliers.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	3	3	1

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Green	Green
6.7% suspended at least one day	5.6% suspended at least one day	5.7% suspended at least one day
Declined 2%	Declined 1.5%	Declined 3.1%
1279 Students	162 Students	122 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Red	Yellow
11.8% suspended at least one day	18.5% suspended at least one day	7.6% suspended at least one day
Declined 9.7%	Increased 2.4%	Declined 3%
17 Students	108 Students	857 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	Orange
14.7% suspended at least one day	26.1% suspended at least one day	13.5% suspended at least one day
Declined 3.4%	Increased 9.4%	Declined 2.5%
197 Students	23 Students	52 Students

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	5.9% suspended at least one day
Declined 1.4%	8 Students	Declined 2.5%
113 Students		338 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
10.1% suspended at least one day	10% suspended at least one day	6.2% suspended at least one day
Declined 4.8%	Increased 10%	Declined 2.2%
148 Students	20 Students	577 Students

Conclusions based on this data:

1. All Students: Suspension rate is 6.7%, earning a Yellow rating, and shows a 2% decline.
2. Significant disparities remain in African American students: 26.1% (+9.4%), Homeless students: 18.5% (Red, +2.4%), Students with Disabilities: 14.7% (Yellow) and American Indian students: 13.5% (Orange)

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.

90% or more of the students, including subgroups, will have progressed toward meeting or exceeding state grade-level standards in ELA. During the 2024-2025 school year Eureka High School will implement school-wide multi-tiered systems of supports to address the needs of students in the areas of Language Arts.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate high academic achievement and college and career readiness while being taught and supported by qualified staff.

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.

On the most recent CAASPP assessment (23-24), Eureka High School students scored 5.5 points below the standard keeping them in the orange range in English Language Arts on the California Dashboard.

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
Points above/below California Dashboard in the area of English Language Arts.	On the most recent CAASPP assessment (23-24), Eureka High School students scored 5.5 points below the standard keeping them in the orange range in English Language Arts on the California Dashboard.	In order to move to the next color band on the CA Dashboard, Eureka High School students will need to increase their scores by 6 points in English Language Arts (Orange to Yellow).

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	Disaggregate student academic achievement data in ELA by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups.	All Students	
1.2	Identify areas of concern, by cluster, standard, and objective in ELA and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.	All Students	

1.3	Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA ELA standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data.	All Students	
1.4	Report student performance data in ELA to all stakeholders; provide feedback to students; provide feedback to parents.	All Students	
1.5	Use student achievement data and core or district placement data to identify every student as benchmark, strategic, or intensive in ELA.	All Students	
1.6	Monitor student achievement progress at regular intervals and adjust student placement into most appropriate ELA classes	All Students	
1.7	Strategies that support EL to become proficient in English.	All Students	
1.8	Ensure additional daily time is provided for intensive intervention in ELA.	All Students	
1.9	Ensure additional daily time is provided for strategic support classes in ELA.	All Students	
1.10	Ensure there are opportunities for students to enter or exit intensive intervention and strategic support classes in ELA throughout the year.	All Students	

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.

First Year

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

First Year

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.

First Year

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

90% or more of the students, including subgroups, will have progressed toward meeting or exceeding state grade-level standards in Mathematics. During the 2024-2025 school year Eureka High School will implement school-wide multi-tiered systems of supports to address the needs of students in the area of Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate high academic achievement and college and career readiness while being taught and supported by qualified staff.

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.

On the most recent CAASPP assessment (23-24), Eureka High School students scored 100.7 points below the standard keeping them in the orange range in Mathematics on the California Dashboard.

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
Points above/below California Dashboard in the area of Mathematics.	On the most recent CAASPP assessment (23-24), Eureka High School students scored 100.7 points below the standard keeping them in the orange range in Mathematics on the California Dashboard.	In order to move to the next color band on the CA Dashboard, Eureka High School students will need to increase their scores by 101 points in Mathematics (Orange to Yellow).

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	Disaggregate student academic achievement data in Math by subgroup and identify area of need by demographic subgroup; reduce student academic achievement gaps between all subgroups.	All Students	
2.2	Identify areas of concern, by cluster, standard, and objective in Math and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.	All Students	

2.3	Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA Math standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data.	All Students	
2.4	Report student performance data in Math to all stakeholders; provide feedback to students; provide feedback to parents.	All Students	
2.5	Use student achievement data and core or district placement data to identify every student as benchmark, strategic, or intensive in Math.	All Students	
2.6	Monitor student achievement progress at regular intervals and adjust student placement into most appropriate Math classes.	All Students	
2.7	Strategies that support EL Success in core Math.	All Students	
2.8	Ensure additional daily time is provided for strategic support classes in Math.	All Students	
2.9	Ensure there are opportunities for students to enter or exit intensive intervention and strategic support classes in Math throughout the year.	All Students	

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.

First Year

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

First Year

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.

First 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 3

Title and Description of School Goal

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

Reducing Suspensions at Eureka High School (2024-2027): By the end of the 2026-2027 school year, Eureka High School will reduce the suspension rates for African American, American Indian/Alaska Native, and Multi-Racial students to levels below their cumulative enrollment percentages by implementing evidence-based Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS). Progress will be monitored quarterly, with annual benchmarks to ensure continuous improvement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

4 Reduce suspension rates and increase a sense of belonging by creating a positive and inclusive school climate where all students feel valued, supported, and connected.
4.1 Reduce suspension rates for students with a focus on disproportionality between all subgroups.
4.2 Decrease expulsion rate.
4.3 Increase the percentage of students who report a caring adult and feel connected at school.
4.4 Promote parent/guardian involvement through empathy interviews at elementary

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.

Baseline Data Caschoolsdashboard.org (2023-2024):

African American: Suspension Rate 15.2%
American Indian/Alaska Native: Suspension Rate 14.2%
Two or More Races: Suspension Rate 10.6%
Homeless: Suspension Rate 15.3%

Baseline Data PowerSchool Insights (2023-2024):

Student %	% Offense	Ethnicity
1.50%	5.26%	African American/Black
3.62%	1.32%	American Indian/Native Alaskan
10.99%	27.63%	Multi
?	?	Homeless

Strategies and Interventions

PBIS Implementation:
Expand Tier 1 universal supports to include culturally responsive practices and consistent behavioral expectations school-wide.
Train staff on de-escalation techniques and implicit bias reduction.

MTSS Framework:
Use the Social Identity Wheel, a data-driven approach, to identify at-risk students and provide targeted Tier 2 and Tier 3 support.
Ensure mental health and academic support are accessible for students in the identified subgroups through the Wellness Center, Indian Education and the Marshall Family Resource Center

Family and Community Engagement:
Partner with local community organizations to provide support for families.
Facilitate focus groups with students and families from these subgroups to identify barriers and co-create solutions.

Ongoing Monitoring:
Track suspension rates and intervention effectiveness with Powerschool Insights
Regularly review data with the MTSS Team and adjust strategies as needed.

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
Baseline Data Caschoolsdashboard.org (2023-2024)	African American: Suspension Rate 15.2% American Indian/Alaska Native: Suspension Rate 14.2% Two or More Races: Suspension Rate 10.6% Homeless: Suspension Rate 15.3%	5% decrease in Suspension rates in all subgroups

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	Launch PBIS training for all staff on de-escalation techniques and implicit bias reduction	All Students	
3.2	PBIS - Expand Tier 1 universal supports to include culturally responsive practices and consistent behavioral expectations school-wide	All Students	
3.3	MTSS - Use the Social Identity Wheel, a data-driven approach, to identify at-risk students and provide targeted Tier 2 and Tier 3 support.	All Students	
3.4	Community - Ensure mental health and academic support are accessible for students in the identified subgroups through the Wellness Center, Indian Education and the Marshall Family Resource Center	All Students	
3.5	Community - Partner with local community organizations to provide support for families such as The Boys and Girls Club and The Parent Project	All Students	
3.6	Community - Facilitate focus groups with students and families from these subgroups to identify barriers and co-create solutions.	All Students	
3.7	Monitoring - Track suspension rates and intervention effectiveness with PowerSchool Insights	All Students	
3.8	Monitoring - Regularly review data with the MTSS Team and adjust strategies as needed	All Students	

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.

First Year

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

First Year

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.

First 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 4

Title and Description of School Goal

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

Increase student attendance with an emphasis on improving attendance for targeted groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Improve student attendance with a focus on chronic absenteeism and graduation rates for all students.

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.

Based on the provided data, chronic absenteeism remains a significant concern across the student population, with 27.9% of all students being chronically absent.
Of particular concern are the higher rates among socioeconomically disadvantaged students, with 31.1% identified as chronically absent, Hispanic students, at 33.7% and students with disabilities, at 39.1% indicating these students need support accessing their education.
These rates underscore the need for targeted interventions and support to address the underlying factors contributing to absenteeism and ensure equitable access to education for all students.

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
CA Dashboard, A2A Data, Powerschool, Data Quest	Race / Ethnicity Data From Data Quest: Enrollment Count Rate African American 21 8 38.1% American Indian 51 20 39.2% Asian 113 11 9.7% Filipino * * * Hispanic or Latino 330 88 26.7% Pacific Islander 20 0 0.0% White 568 138 24.3% Two + Races 143 52 36.4%	By Spring 2025, the Chronic Absenteeism rate for all students will decrease by 3% as measured by the CA Dashboard, A2A, Data Quest and Powerschool Attendance data.

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	Establish a system of proactive outreach and individualized support for students who are chronically absent, particularly those from high-needs groups . Trained attendance liaisons or support staff can conduct home visits, coordinate family meetings, and connect students to needed social, academic, or mental health resources.	chronically absent students	
4.2	Develop a school-wide and culturally responsive incentive system that recognizes and rewards consistent attendance—especially among students with historically high absenteeism. Incentives may include recognition assemblies, class competitions, tangible rewards, or privilege-based acknowledgments tied to improved attendance habits.	all students	
4.3	Improve the use of real-time data through platforms like PowerSchool and A2A to identify attendance trends early and assign tiered interventions. For Tier 2/3 students, interventions could include check-ins with caring adults, daily attendance goals, and mentorship from school staff or community partners.	all students	
4.4	Build strong partnerships with families by increasing communication around the importance of daily attendance and providing multilingual, accessible resources. Host family workshops and use school liaisons to help reduce logistical and cultural barriers—especially for Hispanic, American Indian, and Two or More Races families who show elevated absenteeism rates.	all students	

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.

First Year

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

First Year

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.

First 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 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$
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 ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

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 ($)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

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

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

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

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Robert Standish	Principal
Sarah LeGar	Classroom Teacher
Julio Tenorio	Classroom Teacher
Savannah Polizzi	Other School Staff
Brian Payton	Parent or Community Member
Thavisak Syphanthong	Parent or Community Member
Gema Quiroz-Torres	Parent or Community Member
Michael German	Secondary Student
Kaylee Hill	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	District/School Liaison Team for schools in Program Improvement

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 4-15-2025.

Attested:

	Principal, Robert Standish on 4-15-2025
	SSC Chairperson, Thavisak Syphanthong on 4-15-25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

Strategies/Activities Table

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: 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 (Se*ctions: 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 (S*ections: 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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