



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ortega High School	33-75176-3330115	May 18, 2026	June 11, 2026

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 Ortega High School for meeting ESSA's planning requirements for 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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	4
Comprehensive Needs Assessment Components	5
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
Student Population.....	15
Overall Performance	17
Academic Performance	19
Academic Engagement.....	28
Conditions & Climate.....	31
School Site Council Membership	33
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1	34
Goal 2.....	39
Goal 3.....	44
Goal 4.....	48
Budget Summary	52
Budget Summary	52
Other Federal, State, and Local Funds	52
Budgeted Funds and Expenditures in this Plan	53
Funds Budgeted to the School by Funding Source.....	53
Expenditures by Funding Source	53
Expenditures by Budget Reference	53
Expenditures by Budget Reference and Funding Source	53
Expenditures by Goal.....	54
Recommendations and Assurances	55
Instructions.....	56
Appendix A: Plan Requirements	63
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	66
Appendix C: Select State and Federal Programs	69

Plan Description

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

In alignment with LEUSD's Local Control and Accountability Plan (LCAP), Ortega High School's School Plan for Student Achievement (SPSA) was developed through a comprehensive needs assessment that included analysis of California Dashboard data, local performance indicators, and stakeholder input, as well as a root cause analysis to identify barriers impacting student achievement. This process ensures that the plan is responsive to the needs of students most at risk of not meeting academic standards.

The SPSA serves as a schoolwide plan under ESSA, aligning federal, state, and local resources to support equitable access, academic achievement, college and career readiness, and positive school climate. Through ongoing collaboration with the School Site Council (SSC), English Learner Advisory Committee (ELAC), staff, students, and families, the plan reflects a continuous cycle of improvement, allowing the school to monitor progress, evaluate effectiveness, and make adjustments as needed.

Educational Partner Involvement

How, when, and with whom did your Ortega 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

Ortega High School engaged educational partners throughout the 2025–2026 school year to support the development, annual review, and update of the School Plan for Student Achievement (SPSA). The planning process included meaningful consultation with the School Site Council (SSC), English Learner Advisory Committee (ELAC), site leadership, staff, students, families, and the district office to ensure that the SPSA reflects the needs of the school community.

The School Site Council met regularly to review student performance data, Title I funding, and program proposals aligned with SPSA goals. During the October 8, 2025 meeting, SSC members received training on the SPSA process, reviewed roles and responsibilities, and analyzed the impact of Title I programs. Subsequent meetings on November 5, 2025, December 3, 2025, and February 4, 2026 included review and approval of partnership proposals, parent engagement initiatives, professional development plans, and the Parent and Family Engagement Policy and School–Parent Compact. These meetings ensured that funding decisions and program priorities were aligned with identified student needs.

The English Learner Advisory Committee (ELAC) and parent engagement structures, including Coffee with the Principal and the Ortega Parent Podcast, provided additional opportunities for families to give input on school programs, safety, student supports, and postsecondary readiness. Feedback from families, particularly regarding trauma-informed practices, communication, and college and career readiness, informed key SPSA actions.

Staff contributed through Professional Learning Communities (PLCs), staff meetings, and ongoing collaboration. Teachers regularly reviewed student data, identified instructional needs, and developed strategies to support academic achievement and credit completion. The site leadership team met twice monthly to monitor progress on SPSA goals, including graduation rate, College and Career Indicator (CCI), suspension reduction, and professional development priorities in Math, Science, and trauma-informed practices.

Student voice was incorporated through counseling check-ins, student leadership discussions, and feedback on school programs. This input helped guide initiatives focused on engagement, postsecondary planning, and school climate.

Through this comprehensive and ongoing consultation process, feedback from all educational partners directly informed SPSA priorities, ensuring alignment with student needs in the areas of academic achievement, college and career readiness, school climate, and family engagement.

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.

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.

2024-25 CA Dashboard Data:
ELA:
All Students: -116.3 DFS
Performance Level: Orange
Hispanic: -122 DFS (+6.1)
SED: -120.3 DFS (+10.9)

MATH:
All Students: -224.8 DFS
Performance Level: Red
Hispanic: -229.8 DFS (-19)
SED: -228.3 DFS (-12.3)

SUSPENSIONS
All students: 2.5% suspended at least one day
Performance Level Orange
EL: 3.8% (+2.6%)
LTEL: 5.1% (+5.1)

COLLEGE & CAREER INDICATOR (CCI)
All students: 1.8% Prepared
Performance Level Red:
EL: 0% prepared
Hispanic: 0% prepared
Homeless: 0% prepared
SED: 1.6% prepared
SWD: 0% prepared
White: 6.4% prepared

Data Quest: 2024-25 CHRONIC ABSENTEEISM
All students: (9-12): 63.9%
African American: 75.9%
Hispanic: 61.6%
White: 73.5%
Two or more races: 59.1%

A review of the California Dashboard (Fall 2025) and local data indicates that Ortega High School continues to experience significant performance challenges in English Language Arts, Mathematics, and the College and Career Indicator (CCI), with performance levels ranging from Orange to Red for the overall student population. These challenges disproportionately impact key student groups, including English Learners (EL), Long-Term English Learners (LTEL), Hispanic students, Socioeconomically Disadvantaged students (SED), and Students with Disabilities (SWD).

While the graduation rate remains relatively strong, it has declined and is not yet paired with corresponding gains in college and career readiness, as evidenced by persistently low CCI outcomes across all student groups. This indicates that while students are earning diplomas, many are not yet graduating with the skills, experiences, or qualifications necessary for postsecondary success. Science performance, while currently reported as a local indicator, further reflects the need to strengthen core academic instruction, increase rigor, and improve student engagement in standards-aligned coursework.

In addition, chronic absenteeism and overall attendance patterns continue to significantly impact student learning and achievement. Local data indicates that a substantial percentage of students are chronically absent, limiting access to

instruction, disrupting continuity of learning, and contributing to lower academic performance and credit accumulation challenges. Suspension data also reflects disparities among student groups, indicating a continued need to strengthen school climate, engagement, and consistent implementation of restorative and trauma-informed practices.

Analysis of local data, including course failure rates, credit accrual, tutoring participation, and formative assessment results, identified several root causes contributing to these outcomes. These include inconsistent implementation of instructional strategies and scaffolds across classrooms, limited structured time for data analysis and instructional alignment, gaps in targeted intervention aligned to specific standards, and insufficient systems for identifying and supporting students toward CCI readiness. Additionally, high student mobility and the quarter-based instructional model create ongoing disruptions to instructional continuity, particularly for students entering mid-quarter, requiring continuous re-engagement and acceleration of learning.

Further contributing factors include varying levels of student engagement and connection to school, which impact attendance, persistence, and academic performance. Students benefit from increased opportunities for relevant, hands-on learning experiences, including career pathways, arts-based learning, and real-world applications that strengthen both engagement and skill development.

To address these areas of need, Ortega High School has implemented a series of targeted actions aligned to the SPSA and LCAP. These include structured Professional Learning Community (PLC) data cycles focused on standards-based instruction, expanded skill-based tutoring and intervention supports, increased monitoring of credit accrual and “near-CCI” students, and enhanced family engagement and postsecondary planning supports. The school has also prioritized professional development in trauma-informed practices, instructional strategies in ELA and Mathematics, and student engagement approaches designed to better support its unduplicated student population. Moving forward, the school will continue to refine systems that integrate academic support, engagement strategies, and postsecondary readiness to ensure students graduate both prepared and connected to future opportunities.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ortega 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.43%	0.60%		2	2
African American	4.71%	4.97%	5.71%	23	23	19
Asian	1.84%	1.30%	0.60%	9	6	2
Filipino	0.61%	%	0.30%	3		1
Hispanic/Latino	72.95%	72.57%	71.47%	356	336	238
Pacific Islander	1.02%	0.65%	0.60%	5	3	2
White	16.60%	16.41%	16.82%	81	76	56
Multiple/No Response	2.25%	3.67%	3.90%	11	17	13
Total Enrollment				488	463	333

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 11	110	148	128
Grade 12	378	315	205
Total Enrollment	488	463	333

Conclusions based on this data:

1. See comprehensive needs assessment.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	52	50	39	7.4%	10.7%	11.7%
Fluent English Proficient (FEP)	174	161	113	39.8%	35.7%	33.9%

Conclusions based on this data:

1. See comprehensive needs assessment.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	271	228	234	263	222	233	263	222	233	97.0	97.4	99.6
All Grades	271	228	234	263	222	233	263	222	233	97.0	97.4	99.6

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2462.	2457.	2453.	1.52	1.35	0.86	9.13	7.66	6.87	24.33	22.52	24.46	65.02	68.47	67.81
All Grades	N/A	N/A	N/A	1.52	1.35	0.86	9.13	7.66	6.87	24.33	22.52	24.46	65.02	68.47	67.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	4.56	4.95	3.43	51.33	46.85	48.93	44.11	48.20	47.64
All Grades	4.56	4.95	3.43	51.33	46.85	48.93	44.11	48.20	47.64

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2.28	1.80	0.43	31.56	20.72	24.89	66.16	77.48	74.68
All Grades	2.28	1.80	0.43	31.56	20.72	24.89	66.16	77.48	74.68

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	3.42	4.95	3.00	68.44	68.02	66.09	28.14	27.03	30.90
All Grades	3.42	4.95	3.00	68.44	68.02	66.09	28.14	27.03	30.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	4.18	1.80	1.72	61.22	61.71	55.36	34.60	36.49	42.92
All Grades	4.18	1.80	1.72	61.22	61.71	55.36	34.60	36.49	42.92

Conclusions based on this data:

1. See comprehensive needs assessment.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	271	228	234	261	224	233	261	224	233	96.3	98.2	99.6
All Grades	271	228	234	261	224	233	261	224	233	96.3	98.2	99.6

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2413.	2420.	2405.	0.00	0.00	0.43	0.77	0.89	0.00	6.13	5.36	1.72	93.10	93.75	97.85
All Grades	N/A	N/A	N/A	0.00	0.00	0.43	0.77	0.89	0.00	6.13	5.36	1.72	93.10	93.75	97.85

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	0.00	8.05	12.05	4.29	91.95	87.95	95.71
All Grades	0.00	0.00	0.00	8.05	12.05	4.29	91.95	87.95	95.71

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.45	0.00	45.21	45.98	30.04	54.79	53.57	69.96
All Grades	0.00	0.45	0.00	45.21	45.98	30.04	54.79	53.57	69.96

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.38	0.45	0.43	44.44	45.54	42.92	55.17	54.02	56.65
All Grades	0.38	0.45	0.43	44.44	45.54	42.92	55.17	54.02	56.65

Conclusions based on this data:

1. See comprehensive needs assessment.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	1479.2	1532.2	1537.3	1473.2	1541.1	1528.5	1484.7	1522.7	1545.3	25	29	32
12	1483.9	1498.8	1541.4	1496.4	1496.7	1530.9	1471.0	1500.4	1551.2	11	26	26
All Grades										36	55	58

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	0.00	0.00	12.50	24.00	17.24	25.00	20.00	68.97	37.50	56.00	13.79	25.00	25	29	32
12	0.00	7.69	0.00	9.09	15.38	42.31	27.27	19.23	34.62	63.64	57.69	23.08	11	26	26
All Grades	0.00	3.64	6.90	19.44	16.36	32.76	22.22	45.45	36.21	58.33	34.55	24.14	36	55	58

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	8.00	10.34	25.00	24.00	72.41	28.13	24.00	13.79	28.13	44.00	3.45	18.75	25	29	32
12	0.00	15.38	30.77	36.36	23.08	30.77	27.27	23.08	26.92	36.36	38.46	11.54	11	26	26
All Grades	5.56	12.73	27.59	27.78	49.09	29.31	25.00	18.18	27.59	41.67	20.00	15.52	36	55	58

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	0.00	0.00	0.00	4.00	3.45	18.75	20.00	34.48	56.25	76.00	62.07	25.00	25	29	32
12	0.00	0.00	0.00	9.09	7.69	15.38	0.00	26.92	57.69	90.91	65.38	26.92	11	26	26
All Grades	0.00	0.00	0.00	5.56	5.45	17.24	13.89	30.91	56.90	80.56	63.64	25.86	36	55	58

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	4.35	0.00	6.25	39.13	51.72	56.25	56.52	48.28	37.50	23	29	32
12	0.00	3.85	0.00	18.18	26.92	57.69	81.82	69.23	42.31	11	26	26
All Grades	2.94	1.82	3.45	32.35	40.00	56.90	64.71	58.18	39.66	34	55	58

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	48.00	86.21	62.50	20.00	10.34	18.75	32.00	3.45	18.75	25	29	32
12	81.82	57.69	76.92	18.18	7.69	15.38	0.00	34.62	7.69	11	26	26
All Grades	58.33	72.73	68.97	19.44	9.09	17.24	22.22	18.18	13.79	36	55	58

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	0.00	3.45	3.13	20.00	20.69	43.75	80.00	75.86	53.13	25	29	32
12	0.00	3.85	3.85	9.09	26.92	53.85	90.91	69.23	42.31	11	26	26
All Grades	0.00	3.64	3.45	16.67	23.64	48.28	83.33	72.73	48.28	36	55	58

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	0.00	3.45	0.00	43.48	68.97	75.00	56.52	27.59	25.00	23	29	32
12	0.00	0.00	0.00	36.36	42.31	84.62	63.64	57.69	15.38	11	26	26
All Grades	0.00	1.82	0.00	41.18	56.36	79.31	58.82	41.82	20.69	34	55	58

Conclusions based on this data:

1. See comprehensive needs assessment.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
463	90.5%	10.8%	0.9%
Total Number of Students enrolled in Ortega 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	50	10.8%
Foster Youth	4	0.9%
Homeless	15	3.2%
Socioeconomically Disadvantaged	419	90.5%
Students with Disabilities	125	27%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	5%
American Indian	2	0.4%
Asian	6	1.3%
Filipino	0	0.0%
Hispanic	336	72.6%
Two or More Races	17	3.7%
Pacific Islander	3	0.6%
White	76	16.4%

Conclusions based on this data:

1. See comprehensive needs assessment.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. See comprehensive needs assessment.

School and Student Performance Data

Academic Performance English Language Arts

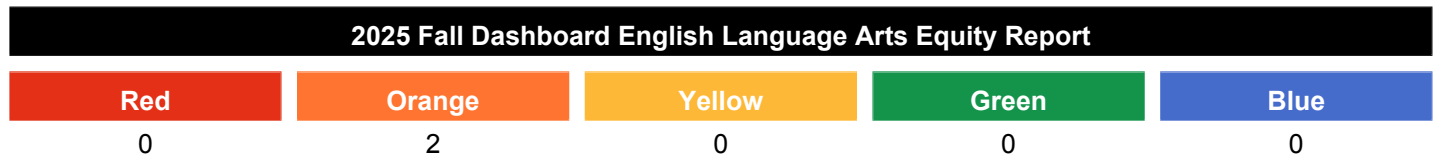
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 116.3 points below standard Increased 10.5 points 131 Students	English Learners  No Performance Color 147.6 points below standard Declined 4.3 points 25 Students	Long-Term English Learners  No Performance Color 159.7 points below standard Increased 4.4 points 14 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Orange 120.3 points below standard Increased 10.8 points 126 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Orange 122 points below standard Increased 6.1 points 103 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 84.1 points below standard Increased 22.7 points 16 Students

Conclusions based on this data:

1. See comprehensive needs assessment.

School and Student Performance Data

Academic Performance Mathematics

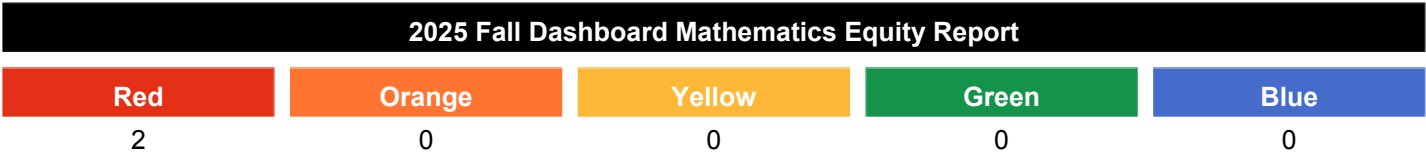
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 224.8 points below standard Declined 15.3 points 131 Students	English Learners  No Performance Color 250.6 points below standard Declined 21.1 points 25 Students	Long-Term English Learners  No Performance Color 247.6 points below standard Increased 6 points 14 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Red 228.3 points below standard Declined 12.3 points 126 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Red 229.6 points below standard Declined 19 points 103 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 202.3 points below standard Declined 7.5 points 16 Students

Conclusions based on this data:

1. See comprehensive needs assessment.

School and Student Performance Data

Academic Performance Science

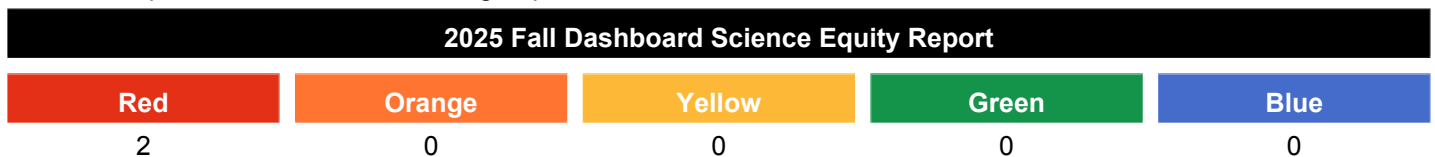
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Red 31.5 science points Maintained -0.4 points 134 Students	English Learners No Performance Color 28.1 science points Increased 3 points 25 Students	Long-Term English Learners No Performance Color 26.7 science points Maintained -1.1 points 14 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged Red 30.9 science points Maintained -0.3 points 129 Students

Students with Disabilities  No Performance Color 21.5 science points Declined 6.5 points 13 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Hispanic  Red 30.2 science points Maintained -1.2 points 104 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 38.7 science points Maintained -0.3 points 18 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 Green
45.5 making progress.	52.2 making progress.
Number Students: 55 Students	Number Students: 46 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.

2025 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
18.5%	35.2%	0%	46.3%

Conclusions based on this data:

1. See comprehensive needs assessment.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

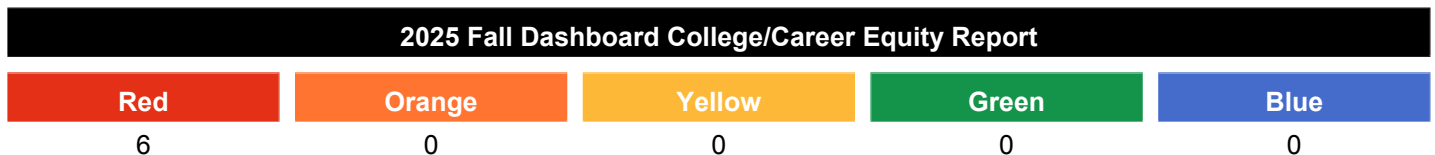
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students Red Prepared 1.8% Maintained -1.8% 271 Students	English Learners Red Prepared 0% Maintained 52 Students	Long-Term English Learners No Performance Color Prepared 0% Maintained 42 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless Red Prepared 1.8% Maintained -0.3% 57 Students	Socioeconomically Disadvantaged Red Prepared 1.6% Maintained -1.5% 255 Students

Students with Disabilities  Red Prepared 0% Declined 2% 41 Students	African American  No Performance Color Prepared 0% Maintained 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Red Prepared 0.5% Maintained -1.5% 191 Students
Two or More Races  No Performance Color Prepared 9.1% 11 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Red Prepared 6.4% Declined 5.4% 47 Students

Conclusions based on this data:

1. See comprehensive needs assessment.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

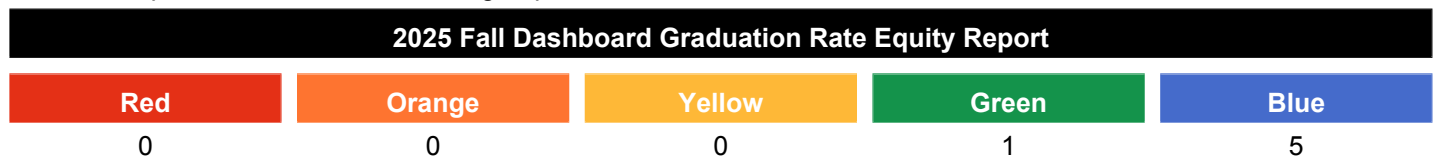
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Blue 96.7% graduated Increased 4.6% 271 Students	English Learners Blue 96.2% graduated Increased 2.7% 52 Students	Long-Term English Learners No Performance Color 95.2% graduated Increased 2.6% 42 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless Blue 96.5% graduated Maintained 0.6% 57 Students	Socioeconomically Disadvantaged Blue 96.5% graduated Increased 4.3% 255 Students

Students with Disabilities  Green 92.7% graduated Increased 13.1% 41 Students	African American  No Performance Color 92.9% graduated Declined 7.1% 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Blue 97.4% graduated Increased 4.6% 191 Students
Two or More Races  No Performance Color 100% graduated 11 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Blue 95.7% graduated Increased 7.5% 47 Students

Conclusions based on this data:

1. See comprehensive needs assessment.

School and Student Performance Data

Conditions & Climate Suspension Rate

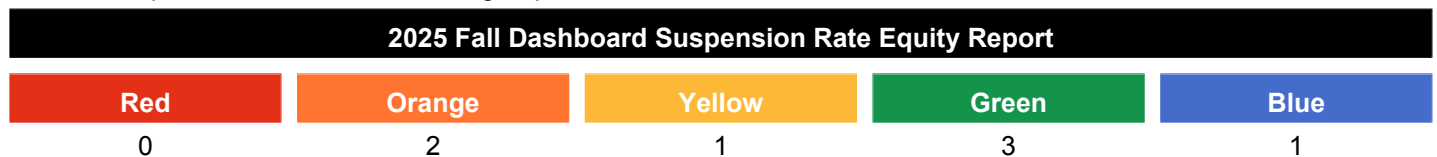
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 2.5% suspended at least one day Declined 0.4% 632 Students	English Learners Orange 3.8% suspended at least one day Increased 2.6% 78 Students	Long-Term English Learners Orange 5.1% suspended at least one day Increased 5.1% 59 Students
Foster Youth No Performance Color 9.1% suspended at least one day 11 Students	Homeless No Performance Color 0% suspended at least one day Declined 8.7% 25 Students	Socioeconomically Disadvantaged Green 2.3% suspended at least one day Declined 0.3% 559 Students

Students with Disabilities  Blue 1.3% suspended at least one day Declined 4.5% 160 Students	African American  Green 2.9% suspended at least one day Declined 2.9% 34 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Green 2.2% suspended at least one day Declined 0.4% 457 Students
Two or More Races  No Performance Color 4.5% suspended at least one day Declined 0.7% 22 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Yellow 2.9% suspended at least one day Maintained 0.2% 103 Students

Conclusions based on this data:

1. See comprehensive needs assessment.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lee Alfred	X				
Alexis Flores		X			
Fred Aspan-Martin		X			
Rick Roumimper		X			
Angel Reyes			X		
Sandy Marquez				X	
Evalyss Marquet					X
Paul Naranso					X
Ethan Epling					X
Jesse Ochoa					X
Numbers of members of each category:	1	3	1	1	4

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.

Ortega High School will improve academic performance in English Language Arts, Mathematics, and Science by increasing student achievement as measured by California Dashboard indicators and local assessments, with a focused emphasis on reducing performance gaps for English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

By June 2027, Ortega High School will improve academic performance by increasing student achievement in English Language Arts and Mathematics by at least +5 Distance from Standard (DFS) as measured by CAASPP, and improving Science performance as measured by Dashboard indicators and local assessments, with targeted growth for English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal is aligned to the district's LCAP priority of Academic Excellence, as Ortega High School focuses on improving student achievement in English Language Arts, Mathematics, and Science. Through targeted instructional strategies, data-driven intervention, and professional development, this goal supports the district's commitment to ensuring all students demonstrate academic growth and close performance gaps among student groups.

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.

A review of the California Dashboard (Fall 2025) and local data indicates that Ortega High School continues to experience significant performance gaps in English Language Arts, Mathematics, and Science, with ELA and Math identified as Very Low for all students and across key student groups, including English Learners (EL), Long-Term English Learners (LTEL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students. Science, while currently reported as an informational indicator, reflects similar concerns in local assessment data and highlights the need for increased rigor and engagement in science instruction.

Local data, including course failure rates, credit accrual, and formative assessment results, further confirm that many students enter OHS significantly below grade level and require accelerated learning and targeted intervention. High student mobility due to the quarter-based enrollment cycle also contributes to gaps in instructional continuity and skill development.

To address these needs, Ortega High School has implemented targeted strategies including structured Professional Learning Community (PLC) data cycles focused on ELA, Math, and Science, expanded skill-based tutoring and intervention supports, and increased monitoring of student progress through credit accrual and formative assessments. Professional development has also been prioritized to strengthen instructional practices and ensure consistent implementation of strategies across classrooms.

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: ELA	All Students: 116.3 points below standard Hispanic: 122 points below standard SED: 120.3 points below standard	ELA: Increase All Students: -111.3 DFS (+5 points) Reduce subgroup gaps for Hispanic and SED students by at least +5 DFS
CA Dashboard: Math	All Students: 224.8 points below standard Hispanic: 229.6 points below standard SED: 228.3 points below standard	Math: Increase All Students: -219.8 DFS (+5 points) Reduce subgroup gaps for Hispanic and SED students by at least +5 DFS
CA Dashboard: Science	All Students: 31.5 science points Hispanic: 30.2 science points SED: 30.9 science points	Science: Increase overall Science performance by at least +3 points on Dashboard/local measures Improve student proficiency on local science assessments (quarter benchmarks)
Professional Learning Teams (PLT)	Certificated Staff: 20% of staff have completed 4 of the 6 PLT training modules	Certificated Staff: 100% of staff will complete all 6 PLT Modules.

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	Comprehensive Professional Development & Instructional Support: State and LEUSD achievement data have identified significant academic gaps in English Language Arts, Mathematics, and Science, particularly for unduplicated student groups in the alternative education setting. To address these needs, Ortega High School will implement a comprehensive system of professional development and instructional support. This includes in-person training, coaching, and ongoing professional learning focused on instructional and behavioral strategies that improve student engagement and academic outcomes. Staff will be provided release time for collaboration and planning to strengthen instructional alignment and implementation. Additional supports include extra duty compensation for training participation, supplemental instructional materials, and ongoing professional development aligned to emerging student needs identified through data analysis. These efforts are designed to build staff capacity, improve instructional consistency, and increase student achievement outcomes across all core content areas. Funding Source:	Students to be Served: All students, with targeted impact on English Learners (EL), Long-Term English Learners (LTEL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students.	125,410 Other 5800: Professional/Consulting Services And Operating Expenditures Equity Multiplier: A. Providing in-person and coaching for instructional and behavioral support (\$25,000 Other State Funds) B. Providing release time for development of implementation plan for improving campus culture (\$10,000 Other State Funds) C. Providing extra duty pay to complete training (\$5,000 Other State Funds) D. Providing supplemental materials needed to implement instructional and behavioral strategies (\$15,000 Other State Funds) E. Providing additional professional development for staff as determined by comprehensive needs assessment for OHS (\$45,410 Other State Funds)

	LCAP 4.6 A–E (Equity Multiplier – Other State Funds) Amount: \$125,410		F. Collaboration between RCOE and LEUSD (OHS) on CCI (\$25,000).
1.2	Targeted Academic Intervention & Credit Recovery: Provide targeted academic intervention and credit recovery support for students performing below standard in English Language Arts, Mathematics, and Science. This includes small group instruction, tutoring during and beyond the instructional day, and progress monitoring aligned to identified skill gaps. Instruction will focus on essential standards and course completion to support students in improving academic performance and staying on track for graduation. Staff will utilize data to identify students in need of support and adjust instruction accordingly. Implementation will include regular review of student grades, attendance, assessment data, and credit accrual to identify students in need of intervention services. Teachers, counselors, and support staff will coordinate targeted tutoring, intervention sessions, progress monitoring, and individualized academic support plans throughout the school year. Intervention supports may occur during intervention periods, lunchtime, after school, or through supplemental instructional support opportunities. Effectiveness will be measured through improved course pass rates, increased credit completion, reduction in failing grades, progress toward graduation requirements, tutoring participation data, formative assessment results, and improvement in student academic performance in ELA, Mathematics, and Science. Additional measures may include monitoring student attendance, intervention participation, and progress toward grade-level standards and graduation benchmarks.	Students to be Served: All students, with targeted support for students performing below standard, including English Learners (EL), Long-Term English Learners (LTEL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), and credit-deficient students.	24,000 Title I Part A: Allocation 4000-4999: Books And Supplies Supplemental instructional materials, intervention resources, credit recovery supports, progress-monitoring tools, organizational supplies, and academic intervention materials to support targeted tutoring and small-group instruction for students performing below standard in ELA, Math, and Science. 3,721.44 Title I Part A: Allocation 2X30: Classified Sub 1 classified sub x 18 days x \$200/day = \$3,600 throughout the 2026–2027 school year, including associated statutory costs, to support tutoring coordination, student supervision, progress monitoring, and supplemental academic intervention services.
1.3	Arts-Integrated Instruction & Engagement: Provide arts-integrated instructional strategies and materials to support student engagement and understanding in core academic subjects, including English Language Arts, Mathematics, and Science. This includes the use of visual arts, media arts, and creative expression to enhance instruction, improve comprehension, and support diverse learning styles. Instructional materials and hands-on learning tools will be used to increase student participation and deepen understanding of academic content, particularly for students who struggle in traditional instructional settings.	Students to be Served: All students, with targeted impact on students performing below standard, including English Learners (EL), Long-Term English Learners (LTEL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), and disengaged learners.	10,000 Other 4000-4999: Books And Supplies Prop 28: Supplies, materials, and instructional resources to support arts-integrated learning experiences, including visual arts, media arts, creative expression, and hands-on engagement activities designed to improve student participation, comprehension, and academic engagement in core subject areas.

Annual Review

SPSA Year Reviewed: 2025-26

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.

Action 1.1 – Teacher Release Time for PLC Collaboration & Vertical Articulation

Implementation: Teacher release time for Professional Learning Communities (PLCs), curriculum mapping, and vertical articulation was partially implemented during the 2025–2026 school year. English Language Arts and Mathematics teachers utilized release time to review pacing, instructional strategies, and student performance data. Cross-curricular collaboration opportunities with Science and Social Science were more limited than originally anticipated.

Effectiveness: Staff collaboration improved consistency in instructional planning and data discussions within departments. Teachers reported that dedicated collaboration time supported stronger alignment of essential standards and intervention planning for students performing below standard.

Action 1.2 – Lunchtime Tutoring Program

Implementation: The lunchtime tutoring program was successfully implemented during the second semester with three teachers providing targeted academic support to students identified with multiple failing grades. Students were referred based on in-progress data and received support during scheduled tutoring sessions on Tuesdays, Wednesdays, and Thursdays.

Effectiveness: Participating students demonstrated improved course completion, increased assignment completion, and improved credit recovery outcomes. The intervention provided timely support for struggling students and increased access to individualized academic assistance.

Action 1.3 – State Seal of Biliteracy Promotion Campaign

Implementation: The counselor and EL Facilitator implemented limited outreach related to the State Seal of Biliteracy through informational conversations and planning for promotional materials. However, the full promotional campaign and distribution of materials were only partially implemented during the school year.

Effectiveness: While outreach efforts increased awareness among some bilingual students, the limited implementation reduced the overall impact of the campaign. Additional structured outreach and student identification systems are needed moving forward.

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

Action 1.1 – PLC Collaboration & Vertical Articulation

Budgeted: \$4,925

Expenditures: Approximately \$1,709.42 expended for certificated substitute coverage.

Differences: While PLC collaboration occurred throughout the school year, not all planned release days and cross-curricular collaboration opportunities were implemented due to scheduling challenges, substitute availability, and competing instructional priorities.

Action 1.2 – Lunchtime Tutoring Program

Budgeted: \$14,971.20

Expenditures: Approximately \$11,585.97 expended for teacher extra duty compensation.

Differences: The tutoring program was implemented later in the school year than originally planned, resulting in lower overall expenditures. Despite delayed implementation, the program demonstrated positive student outcomes and will continue to be expanded moving forward.

Action 1.3 – State Seal of Biliteracy Promotion Campaign

Budgeted: \$129.06

Expenditures: Minimal or no expenditures.

Differences: Promotional printing and expanded outreach activities were not fully implemented during the school year due to competing site priorities and limited staff capacity.

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.

Based on this analysis, Ortega High School revised Goal 1 for the 2026–2027 school year to create a more comprehensive and coordinated academic support system aligned to identified student needs.

Action 1.1 (2025–2026 PLC Collaboration & PD) was expanded and consolidated into 2026–2027 Action 1.1: Comprehensive Professional Development & Instructional Support, which now includes instructional coaching, collaboration time, supplemental instructional materials, Equity Multiplier-funded professional development, and LEUSD/RCOE collaboration supports.

Action 1.2 (Lunchtime Tutoring) evolved into 2026–2027 Action 1.2: Targeted Academic Intervention & Credit Recovery, expanding intervention supports beyond lunchtime tutoring to include broader academic intervention, progress monitoring, and targeted student support systems.

Action 1.3 (State Seal of Biliteracy Promotion) was incorporated into expanded college and career readiness systems and student support structures reflected in the revised Goal 2 actions for 2026–2027.

These revisions are reflected in updated Goal 1 actions 1.1–1.3 and Goal 2 actions 2.1–2.5 within the 2026–2027 SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Ortega High School will increase college and career readiness by improving outcomes in the College and Career Indicator (CCI), graduation rate, and CTE pathway completion, ensuring all students—particularly those historically underserved—have access to and successfully complete meaningful postsecondary pathways.

By June 2027, Ortega High School will increase college and career readiness by:

Raising the College and Career Indicator (CCI) from approximately 3% to at least 8% prepared,

Increasing the graduation rate to 94% or higher, and

Expanding CTE pathway completion and/or dual enrollment participation by at least 10%,

As measured by California Dashboard data, CCGI reports, and local tracking systems.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal is aligned to the district's LCAP priority of Academic Excellence and Postsecondary Success, as it emphasizes increasing graduation rates, improving College and Career Indicator (CCI) outcomes, and expanding access to CTE and postsecondary opportunities. This work supports the district's commitment to preparing all students for success beyond high school.

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.

Dashboard data indicate that Ortega High School's College and Career Indicator (CCI) remains critically low, with approximately 3% of students meeting preparedness criteria, and 0% of English Learners and Long-Term English Learners achieving CCI readiness. Additional student groups, including Students with Disabilities and Homeless youth, also demonstrate significantly low rates of postsecondary readiness. While the graduation rate remains relatively high, it is not yet paired with meaningful college and career readiness outcomes.

Local data further indicate that many students enter OHS credit deficient and disconnected from traditional postsecondary pathways, with limited access to CTE pathways, dual enrollment opportunities, and industry-recognized credentials. Systems for identifying, monitoring, and supporting students toward CCI completion have historically been inconsistent, particularly for high-need student groups.

To address these gaps, Ortega High School has implemented targeted supports including FAFSA/CADAA completion campaigns, increased monitoring of "near-CCI" students, and expanded opportunities for postsecondary planning and advising. Additional efforts focus on increasing access to career pathways, dual enrollment, and leadership opportunities that support long-term college and career readiness.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: College & Career Indicator (CCI)	All Students: Prepared 1.8% English Learner: 0% Hispanic: .5% Homeless: 1.8% SWD: 0% SED: 1.6% White: 6.4%	Increase All Students from 1.8% ? at least 6% Prepared Increase EL and SWD from 0% ? at least 3% Prepared Increase SED from 1.6% ? at least 5% Prepared
CA Dashboard: Graduation Rate	All Students: 96.7% graduated SWD: 92.7% graduated	Graduation Rate: Maintain All Students at =96% Increase SWD from 92.7% ? =94%
CA Dashboard: CTE Pathway Completers	CTE Pathway Completers: 3% Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students in the Combined Graduation Rate	CTE Pathway Completers: 5% Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students in the Combined Graduation Rat
Articulated Courses	Articulation Courses: 0	Articulation Courses: 2

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	CCI Systems, Pathways & LEUSD/RCOE Collaboration: To address low College and Career Indicator (CCI) performance, Ortega High School will collaborate with LEUSD and Riverside County Office of Education (RCOE) to strengthen systems that support postsecondary readiness. This includes developing and refining CCI-aligned pathways, expanding access to dual enrollment and career exploration opportunities, and implementing structured systems to monitor student progress toward CCI readiness. This collaboration will support the identification of “near-CCI” students, increase access to meaningful postsecondary experiences, and ensure alignment between school programs and regional workforce and college expectations. Funding Source: LCAP 4.6F (Equity Multiplier – Other State Funds) Amount: \$25,000	Students to be Served: All students, with targeted support for students not meeting CCI indicators, including English Learners (EL), Long-Term English Learners (LTEL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and credit-deficient students.	25,000 Other 2X40: Classified Extra Duty Equity Multiplier: Coordination, planning, and implementation support for LEUSD/RCOE collaboration activities related to CCI tracking systems, pathway alignment, career exploration, dual enrollment opportunities, student advising, and postsecondary readiness initiatives designed to increase college and career preparedness for underrepresented student groups.
2.2	Postsecondary Readiness, FAFSA/CADAA & Targeted Student Support: Provide targeted postsecondary readiness support to increase access to college and career opportunities for underrepresented student groups. This includes structured FAFSA/CADAA completion campaigns, college application support, individualized advising for students and families, and ongoing monitoring of postsecondary readiness milestones. Implementation will include scheduled	All students, with targeted support for 12th-grade students and those underrepresented in college-going pathways, including English Learners (EL), Long-Term English Learners (LTEL), Socioeconomically	10,000.00 Title I Part A: Allocation 4000-4999: Books And Supplies Materials, supplies, outreach resources, FAFSA/CADAA support materials, college and career readiness resources, printing, student planning tools, workshop materials, and

	workshops, one-on-one student and family assistance sessions, progress monitoring meetings, outreach campaigns, and follow-up support to ensure completion of financial aid applications, college applications, and career planning activities. Efforts will prioritize removing barriers for students who may lack access to college-going resources, including first-generation college-bound students, English Learners, and Socioeconomically Disadvantaged students, ensuring equitable access to postsecondary opportunities. Effectiveness will be measured through FAFSA/CADAA completion rates, participation in postsecondary workshops and advising sessions, college and career application completion data, student participation in college and career readiness activities, and progress toward College and Career Indicator (CCI) readiness. Additional measures may include student and family feedback surveys, tracking of “near-CCI” students, and increased completion of postsecondary planning milestones.	Disadvantaged (SED), Homeless youth, and first-generation college-bound students.	supplemental postsecondary advising supports to assist students and families with college, career, and financial aid readiness activities during the 2026–2027 school year.
2.3	Media Arts Pathway & Creative Career Development: Expand access to media arts and creative pathway opportunities aligned to college and career readiness. This includes instruction, materials, and resources to support student learning in areas such as digital media, graphic design, photography, film and video production, and animation. Students will develop portfolio-based projects that build real-world skills and support College and Career Indicator (CCI) preparedness. Funds will be used for supplies, equipment, and program development that align to media arts coursework and career exploration opportunities.	All students, with targeted support for students not currently meeting CCI indicators, including English Learners (EL), Long-Term English Learners (LTEL), Socioeconomically Disadvantaged (SED), and students needing alternative pathways to demonstrate college and career readiness.	55,000 Other 4000-4999: Books And Supplies Prop 28: Instructional materials, media arts supplies, photography and digital media equipment, software, creative project resources, portfolio development materials, and career-connected learning experiences to support expanded Media Arts Pathway opportunities during the 2026–2027 school year. Funds may also support field trips, transportation, admissions costs, industry exploration experiences, and hands-on learning opportunities aligned to digital media, graphic design, photography, animation, film, and video production coursework.

Annual Review

SPSA Year Reviewed: 2025-26

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.

Action 2.1 – FAFSA Family Night

Implementation: FAFSA Family Night events were planned during the 2025–2026 school year; however, the events were not fully implemented as originally scheduled.

Effectiveness: Due to limited implementation, measurable impact on FAFSA completion and family participation was minimal. The planning process identified the need for earlier scheduling, clearer communication systems, and stronger coordination of postsecondary readiness supports.

Action 2.2 – Parent Connection Nights & Guest Speakers

Implementation: Parent engagement events focused on topics such as vaping awareness, internet safety, trauma-informed strategies, and student wellness were planned but only partially implemented during the school year.

Effectiveness: Limited implementation reduced opportunities for parent participation and outreach. However, stakeholder feedback reinforced the importance of continuing family education and community partnership efforts moving forward.

Action 2.3 – ELAC Meetings & Orientation Support

Implementation: ELAC meetings were held in conjunction with orientation activities during the school year to support communication with English Learner families and increase family awareness of school programs and supports.

Effectiveness: These meetings provided opportunities for family engagement and communication with English Learner families, although participation levels remained lower than desired.

Action 2.4 – Professional Development for Restorative Practices

Implementation: Planning occurred for restorative practices professional development for counselors, administrators, teachers, and support staff; however, implementation was limited during the school year.

Effectiveness: Due to limited implementation, measurable impact on restorative practices systems and student engagement outcomes was minimal.

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

Action 2.1 – FAFSA Family Night

Budgeted: \$250

Expenditures: Minimal or no expenditures.

Differences: FAFSA family events were planned but not fully implemented during the school year due to scheduling constraints and competing site priorities.

Action 2.2 – Parent Connection Nights & Guest Speakers

Budgeted: \$6,446.03

Expenditures: Minimal or no expenditures.

Differences: Planned parent workshops and guest speaker events were not fully implemented, resulting in limited expenditures of parent involvement funds.

Action 2.3 – ELAC Meetings & Orientation Support

Budgeted: No funding attached.

Differences: ELAC meetings continued through existing site systems without additional expenditures. Participation growth remained an identified need.

Action 2.4 – Restorative Practices Professional Development

Budgeted: \$5,000

Expenditures: Minimal or no expenditures.

Differences: Planned restorative practices professional development was postponed due to staffing capacity, scheduling challenges, and competing operational priorities.

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.

Based on this analysis, Ortega High School significantly revised Goal 2 for the 2026–2027 school year to establish a more structured and measurable college and career readiness system aligned to College and Career Indicator (CCI) outcomes.

Action 2.1 (FAFSA Family Night) evolved into 2026–2027 Action 2.2: Postsecondary Readiness, FAFSA/CADAA & Targeted Student Support, which now includes structured FAFSA/CADAA campaigns, individualized advising, and follow-up systems for students and families.

Action 2.2 (Parent Connection Nights & Guest Speakers) was expanded into broader family engagement and student support systems reflected in revised Goal 4 actions focused on literacy, mentoring, outreach, and community engagement.

Action 2.3 (ELAC Meetings) was integrated into revised multilingual outreach and family engagement systems included within Goal 4 actions 4.1 and 4.2.

Action 2.4 (Restorative Practices PD) was consolidated into 2026–2027 Goal 3 Action 3.2: Integrated SEL, Mental Health & School Climate Systems, supported through Equity Multiplier funding.

In addition, Ortega High School added new actions for LEUSD/RCOE collaboration on CCI systems, expanded media arts pathway development, career exploration opportunities, and leadership development supports reflected in Goal 2 actions 2.1–2.5 of the 2026–2027 SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Ortega High School will foster a safe, supportive, and inclusive learning environment by improving attendance, reducing chronic absenteeism, and strengthening school climate, as measured by California Dashboard indicators and local survey data, while implementing trauma-informed and restorative practices to support student engagement and well-being.

By June 2027, Ortega High School will improve student engagement and school climate by:

Reducing chronic absenteeism by at least 3 percentage points,
Increasing overall attendance rates by at least 2 percentage points, and
Improving positive school climate survey responses by at least 10%,

As measured by California Dashboard data and local climate survey results, with focused attention on reducing disparities for high-need student groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal is aligned to the district's LCAP Goal 3 Educational Environment by building staff capacity on improving student outcomes.

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.

A review of Dashboard and local data indicates ongoing challenges related to attendance, chronic absenteeism, and school climate, particularly among high-need student groups. Chronic absenteeism remains a concern, reflecting disengagement and barriers to consistent school participation. Local behavior and incident data also indicate the need for more consistent implementation of trauma-informed and restorative practices to support student behavior and well-being.

Students at Ortega High School often enter with a history of disengagement, trauma, and inconsistent school experiences, which impact attendance, behavior, and overall school connectedness. Inconsistent implementation of schoolwide expectations and support systems has contributed to variability in student experience across classrooms.

To address these needs, Ortega High School has prioritized the implementation of trauma-informed practices, increased staff professional development focused on student engagement and behavior supports, and expanded interventions to monitor and improve attendance. Efforts also include strengthening systems for early identification and support of students experiencing attendance or behavioral challenges.

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: Suspension Rate	All Students: 2.5% suspended at least one day English Learner: 3.8% suspended at least one day Long term English Learner: 5.1% suspended at least one day White: 2.9% suspended at least one day	Reduce overall suspension rate from 2.5% ? =2.0% Reduce LTEL suspension from 5.1% ? =3.5% Reduce EL suspension from 3.8% ? =2.8%
CA Health Kids Survey	To be administered Spring 2026	Increase positive responses related to school connectedness, safety, and adult support by at least +10%
Data Quest: Chronic Absenteeism	All students: (9-12): 63.9% African American: 75.9% Hispanic: 61.6% White: 73.5% Two or more races: 59.1%	Reduce All Students from 63.9% ? =58% (minimum -5 percentage points) Reduce African American students from 75.9% ? =70% Reduce White students from 73.5% ? =68%
Local Indicator: Attendance Rate	Attendance Rate: 86.35% Average Days Absent: 28.90	Increase overall attendance rate from 86.35% to 88% Reduce average days absent from 28.90 to 25 days

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	Attendance Monitoring & Intervention: Implement a comprehensive, tiered attendance system to identify and support students at risk of chronic absenteeism. This includes regular monitoring of attendance data, early identification of students approaching chronic absence thresholds, and targeted interventions such as parent communication, attendance contracts, and individualized support plans. Staff will conduct ongoing outreach to families and collaborate with counseling and support teams to address barriers to attendance, including transportation, mental health, and engagement challenges. The goal is to increase daily attendance, reduce chronic absenteeism, and re-engage students in consistent participation in school.	All students, with targeted support for chronically absent students and high-need subgroups (African American, Hispanic, White, EL, LTEL).	5,000 Title I Part A: Allocation 1130: Certificated Sub Certificated substitute coverage to support attendance intervention meetings, student support planning, family outreach coordination, Student Attendance Review Team (SART) activities, counseling collaboration, and staff participation in attendance monitoring and intervention efforts during the 2026–2027 school year. 1 Certificated sub x 20 days x \$250/day = \$5000 4,000 Title I Part A: Allocation 2X30: Classified Sub Classified substitute support for attendance monitoring, student check-ins, family outreach, data tracking, attendance intervention coordination, and supplemental student

			engagement supports during the 2026–2027 school year. 1 Classified sub x 20 days x \$200/day (Includes benefits)
3.2	Integrated SEL, Mental Health & School Climate Systems: Provide supplemental social-emotional learning (SEL), mental health, and school climate supports designed to improve student wellness, belonging, engagement, and readiness to learn. Services include leadership development, wellness programming, school culture initiatives, restorative practices, and coordinated mental health supports. This action includes both staff capacity-building in trauma-informed practices and student-centered engagement opportunities that promote positive relationships, reduce behavioral incidents, and increase school connectedness. These efforts are designed to reduce chronic absenteeism, improve school climate, and support students who have experienced disengagement or prior academic challenges. Funding Source: LCAP 4.6H (Equity Multiplier – Other State Funds) Amount: \$450,000	Students to be Served: All students, with targeted support for students identified as chronically absent, disengaged, or disproportionately impacted by behavioral challenges, including English Learners (EL), Long-Term English Learners (LTEL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students.	450,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Equity Multiplier: Provide supplemental social-emotional learning, mental health, and school climate supports to improve student wellness, belonging, engagement, and readiness to learn. Services may include leadership development, wellness activities, school culture programming, counseling and mental health coordination, restorative practices, and contracted supports that improve student connection to school.
3.3	Creative Expression, Engagement & Student Voice: Provide opportunities for students to engage in creative expression through visual and media arts as a means of increasing school connectedness, self-expression, and emotional well-being. Activities may include photography, digital storytelling, graphic design, and other creative projects that allow students to express their experiences and perspectives. These opportunities are designed to increase student engagement, reduce absenteeism, and provide positive outlets for students who may be disengaged from traditional academic settings.	All students, with targeted support for students identified as chronically absent, disengaged, or in need of social-emotional support, including English Learners (EL), Long-Term English Learners (LTEL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students.	16,000 Other 5000-5999: Services And Other Operating Expenditures Prop 28: The \$16,000 expenditure was developed based on estimated costs associated with providing expanded student engagement and creative expression opportunities during the 2026–2027 school year. Funds will support approximately 4–6 student engagement field trips and industry exploration experiences connected to media arts, digital storytelling, photography, film, and graphic design pathways. Estimated costs include transportation, admissions fees, workshop participation, guest speakers, and supplemental creative engagement activities. Estimated breakdown: Transportation for field trips and industry experiences: approximately \$8,000 Admissions fees/workshop participation: approximately \$4,000 Guest speakers, creative engagement activities, and

Annual Review

SPSA Year Reviewed: 2025-26

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.

Action 3.1 – Trauma-Informed Professional Development

Implementation: Ortega High School identified trauma-informed practices and student engagement as important priorities during the 2025–2026 school year. Planning occurred for professional development opportunities focused on trauma-informed instructional approaches and student support strategies for teachers, administrators, counselors, and support staff.

Effectiveness: Although formal professional development implementation was limited, staff continued to support students through counseling interventions, attendance outreach, relationship-building strategies, and ongoing discussions regarding school climate and student engagement. These efforts reinforced the importance of implementing a more coordinated system of social-emotional and trauma-informed supports moving forward.

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

Action 3.1 – Trauma-Informed Professional Development

Budgeted: \$6,000 (Conferences) + \$4,000 (Certificated Substitutes)

Expenditures: Minimal or no expenditures.

Differences: Planned conferences, professional development activities, and substitute coverage related to trauma-informed practices were not fully implemented during the school year due to scheduling limitations, staffing capacity, and competing priorities. As a result, a majority of allocated funds remained unexpended.

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.

Based on this analysis, Ortega High School significantly revised Goal 3 for the 2026–2027 school year to implement a more comprehensive and integrated system of attendance intervention, social-emotional learning (SEL), trauma-informed practices, and student engagement supports.

Action 3.1 (Trauma-Informed Professional Development) was expanded and consolidated into 2026–2027 Goal 3 Action 3.2: Integrated SEL, Mental Health & School Climate Systems, which now includes trauma-informed practices, wellness programming, leadership development, restorative practices, school culture initiatives, and coordinated student supports funded through Equity Multiplier resources.

Additional attendance intervention and engagement systems were also added through Goal 3 actions 3.1 and 3.3 within the 2026–2027 SPSA to provide a more coordinated approach to improving attendance, school connectedness, and student wellness.

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.

Ortega High School will strengthen family and community engagement by increasing parent participation in school programs, workshops, and decision-making processes, and improving family perception of school support and communication as measured by CHKS Parent Survey data and local participation metrics.

By June 2027, Ortega High School will increase family and community engagement by:

Increasing parent participation in school events, workshops, and trainings by at least 25%,

Achieving at least 300 unduplicated family participants annually, and

Improving positive responses on the CHKS Parent/Family Survey by at least 10%,

As measured by participation logs, sign-in data, and survey results.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal is aligned to the district's LCAP priority of Family and Community Engagement, as it aims to increase parent participation, strengthen communication, and build meaningful partnerships with families. These efforts support the district's commitment to engaging families as active partners in student learning and school improvement.

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.

Data from the California Healthy Kids Survey (CHKS) and local participation metrics indicate a need to increase family engagement and participation in school programs, workshops, and decision-making processes. Participation rates in parent workshops and school events remain inconsistent, particularly among families of English Learners, Socioeconomically Disadvantaged students, and other historically underserved groups.

Feedback from families highlights barriers to engagement, including scheduling conflicts, transportation challenges, and limited access to information or resources. Additionally, there is a need to strengthen communication and build trust with families to ensure they feel connected and supported as partners in their student's education.

To address these needs, Ortega High School has expanded family engagement opportunities through parent workshops, Coffee with the Principal events, and increased communication efforts, including multilingual outreach and digital platforms. The school has also worked to align family engagement activities with identified areas of need, including college and career readiness, mental health, and student support services.

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
Local Indicator: School Parent Survey	Establish baseline participation and perception data: Administer Spring 2026	Achieve at least 50% family survey participation rate
Local Indicator: School Staff Survey	Establish baseline participation and perception data: Administer Spring 2026	Achieve at least 50% staff survey participation rate

Family Engagement Opportunities	Establish baseline participation data	Provide at least 8–10 family engagement events/workshops annually Ensure events include topics aligned to student needs (college/career readiness, mental health, academic support)
Family Event Participation	Establish baseline participation data	Achieve at least 300 unduplicated family participants across all events during the school year Increase participation in workshops and engagement events by establishing consistent tracking and outreach systems

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	Family & Community Engagement Systems: Provide supplemental family and community engagement services to strengthen school-home partnerships and increase meaningful family participation in student learning. Services will include family workshops, outreach, parent leadership opportunities, mentoring, attendance-related communication, and community partnership activities. Efforts will focus on improving communication, increasing accessibility through multilingual outreach, and connecting families to resources that support student academic success, attendance, and overall well-being. The school will also implement outreach efforts that promote student literacy, including reading support initiatives and mentoring opportunities that encourage students to engage in regular reading and strengthen foundational literacy skills. Funding Source: LCAP 4.6G (Equity Multiplier – Other State Funds) Amount: \$100,000	Students to be Served: All students and families, with targeted outreach to English Learners (EL), Socioeconomically Disadvantaged (SED), and other underserved student groups.	100,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Equity Multiplier: Provide supplemental family and community engagement services to strengthen school-home partnerships, improve communication, increase family participation, and connect families to supports that improve student success and engagement. Services may include family workshops, outreach, parent leadership opportunities, mentoring, attendance-related outreach, and community partnership activities. This will also include the student-led Literacy Reading & Mentoring Program, where Ortega High School students visit neighboring elementary schools to read with younger students and serve as positive academic role models. Funds will support substitute coverage, reading materials, incentives, giveaways, and transportation to partnering elementary sites. Consultant Contract to include but not limited to ANEW Project, Ellavare, etc.

4.2	Utilize Title I parent and family engagement funds to support workshops, training sessions, and resources that build families' capacity to support student learning at home. Activities will include parent education on academic expectations, literacy development and reading strategies, college and career planning, and social-emotional supports. Implementation will include scheduled parent workshops, family literacy events, mentoring activities, multilingual outreach, and targeted communication efforts throughout the school year. Staff will provide families with resources, training opportunities, and access to supports designed to strengthen home-school partnerships and increase family participation in student learning. Outreach efforts will prioritize English Learners, underserved student groups, and families who may experience barriers to engagement. Funds will support materials, family literacy resources, mentoring coordination, translation services, and targeted outreach to ensure equitable access for all families. These efforts are designed to foster stronger school-home connections, promote a culture of reading and academic support, and meet ESSA requirements by increasing meaningful family participation in the educational process. Effectiveness will be measured through participation rates at family engagement events and workshops, parent feedback surveys, increases in family communication and outreach participation, attendance at literacy and mentoring activities, and growth in parent involvement opportunities throughout the school year. Additional measures may include increased participation of English Learner families and improved connections between families and school support services.	All students and families, with emphasis on families who may experience barriers to engagement.	4,000 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials, supplies, literacy resources, multilingual outreach materials, family workshop resources, mentoring materials, books, printing, and supplemental family engagement supports designed to increase parent participation, strengthen literacy development, and support student learning at home during the 2026–2027 school year. 1,000 Title I Part A: Parent Involvement 1130: Certificated Sub Certificated substitute coverage to support teacher participation in family engagement workshops, literacy outreach activities, parent conferences, mentoring coordination, and family education events during the 2026–2027 school year. 1 Certificated sub x 4 day x \$250 = \$1000
-------------------	--	--	---

Annual Review

SPSA Year Reviewed: 2025-26

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.

Although Ortega High School did not have a formally identified Goal 4 for Family & Community Engagement during the 2025–2026 school year, several activities and outreach efforts occurred through existing site systems to support communication with families and increase parent awareness of school programs and student supports.

Implementation included parent communication through orientation meetings, ELAC meetings held in conjunction with quarterly orientations, counseling outreach, and planning for future parent engagement opportunities related to college and career readiness, student wellness, and academic support. Staff also explored opportunities to strengthen outreach to families of English Learners, chronically absent students, and students at risk of academic failure.

Effectiveness of these efforts was limited due to the absence of a dedicated family engagement goal, structured implementation plan, and designated funding for coordinated outreach systems. Participation at parent engagement

activities remained inconsistent, and the school identified the need for a more intentional and comprehensive approach to family engagement moving forward.

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

Because Family & Community Engagement was not identified as a stand-alone SPSA goal during the 2025–2026 school year, implementation primarily occurred through existing site efforts and integrated outreach activities connected to other goals.

Some parent outreach activities, FAFSA planning efforts, ELAC meetings, and parent connection discussions occurred; however, there was no coordinated funding structure or dedicated family engagement system to support consistent implementation. As a result, several parent engagement and outreach activities planned under Goal 2 were only partially implemented, and portions of parent involvement funds remained unexpended.

The analysis of these implementation gaps highlighted the need for clearer systems, designated funding, and intentional planning structures to increase meaningful family participation and improve communication between school and home.

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.

As a result of this analysis, Ortega High School established a new standalone Goal 4 for the 2026–2027 school year focused specifically on Family & Community Engagement.

The revised goal includes structured family engagement systems, multilingual outreach, parent workshops, literacy and mentoring initiatives, community partnership activities, and expanded communication strategies designed to strengthen school-home partnerships and increase family participation in student learning.

In addition, the school established dedicated funding through both Title I Parent Involvement funds and Equity Multiplier resources to support implementation of family engagement activities and outreach systems.

These revisions are reflected in newly established Goal 4 actions 4.1 and 4.2 within the 2026–2027 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	\$31,643.10
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$833,131.44
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$46,721.44
Title I Part A: Parent Involvement	\$5,000.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$51,721.44

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 (\$)
LCFF	\$550,000.00
Other	\$231,410.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$781,410.00

Total of federal, state, and/or local funds for this school: \$833,131.44

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
LCFF	550,000.00
Other	231,410.00
Title I Part A: Allocation	46,721.44
Title I Part A: Parent Involvement	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	6,000.00
2X30: Classified Sub	7,721.44
2X40: Classified Extra Duty	25,000.00
4000-4999: Books And Supplies	103,000.00
5000-5999: Services And Other Operating Expenditures	16,000.00
5800: Professional/Consulting Services And Operating Expenditures	675,410.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	LCFF	550,000.00
2X40: Classified Extra Duty	Other	25,000.00
4000-4999: Books And Supplies	Other	65,000.00
5000-5999: Services And Other Operating Expenditures	Other	16,000.00

5800: Professional/Consulting Services And Operating Expenditures	Other	125,410.00
1130: Certificated Sub	Title I Part A: Allocation	5,000.00
2X30: Classified Sub	Title I Part A: Allocation	7,721.44
4000-4999: Books And Supplies	Title I Part A: Allocation	34,000.00
1130: Certificated Sub	Title I Part A: Parent Involvement	1,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	163,131.44
Goal 2	90,000.00
Goal 3	475,000.00
Goal 4	105,000.00

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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
State Compensatory Education Advisory Committee	
English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
ELAC-Dr. Ericka Rodriguez	

1. 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.
2. 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.
3. This SPSA was adopted by the SSC at a public meeting on:5/18/2026.

Attested:

<u>Lee Alfred</u>	_____	_____
Typed name of school principal	Signature of school principal	Date
 <u>Fred Aspan-Martin</u>	 _____	 _____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023