

Additional Targeted Support and Improvement (ATSI)

School Plan for Student Achievement (SPSA)

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

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

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

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

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

This plan is being used by Eureka Senior High School for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

As of 1/22/26, The California Department of Education has Identified Eureka High School as no longer Eligible for ATSI.

EHS will continue to track the data on the current groups for 2 more years, specifically African American, American Indian/Alaska Native, and Multi-Racial students, as well as students experiencing homelessness. In alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local initiatives, we will implement evidence-based Positive Behavioral Interventions and Supports (PBIS) and a Multi-Tiered System of Supports (MTSS) to create an inclusive, supportive learning environment.

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

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

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

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

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

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

African American: 15.2%

American Indian/Alaska Native: 14.2%

Two or More Races: 10.6%

Homeless: 15.3%

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

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

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

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

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

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

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

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

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

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

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

Resource Inequities

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

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

Although no longer qualifying for ATSI, Eureka High School shows a need for expanded restorative discipline alternatives, particularly in response to incidents involving violence and threats of violence. Data indicates that African American, American Indian/Alaska Native, and Multi-Racial students, as well as students experiencing homelessness, are disproportionately impacted by suspensions related to these offenses. While the school has implemented some Positive Behavioral Interventions and Supports (PBIS) strategies, the current disciplinary framework relies heavily on exclusionary practices, which do not always address the root causes of student behavior or provide meaningful opportunities for conflict resolution.

Several key resource inequities have been identified:

Limited Alternatives to Suspension for Violent Incidents

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

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

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

Inconsistent Implementation of Restorative Justice Practices

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

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

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

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

Lack of Culturally Responsive Conflict Resolution Support

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

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

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

Need for a Tiered System of Support for Violent Incidents

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

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

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

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

Ongoing Steps:

To create a more equitable and restorative approach to discipline, Eureka High School will:

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

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

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Eureka High School's English Language Arts remained in the "Orange" performance Level (maintained 2.2 points) In addition, all students were in the Orange performance level for Suspension Rate, with 6.5% of students suspended at least one day.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

English Learners and Hispanic Learners were in the Red category for Mathematics, which is two performance levels below the all student performance level of yellow.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	4.00%	3.87%	3.80%	49	45	44
African American	1.71%	1.81%	1.38%	21	21	16
Asian	9.30%	8.43%	9.06%	114	98	105
Filipino	0.65%	0.52%	0.69%	8	6	8
Hispanic/Latino	26.02%	26.33%	26.75%	319	306	310
Pacific Islander	1.63%	1.89%	2.07%	20	22	24
White	46.66%	45.78%	44.43%	572	532	515
Multiple/No Response	10.03%	11.36%	11.82%	123	132	137
Total Enrollment				1226	1162	1159

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	316	303	330
Grade 10	326	289	295
Grade 11	291	284	259
Grade 12	293	286	275
Total Enrollment	1,226	1,162	1,159

Conclusions based on this data:

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

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	151	140	121	11.4%	12.3%	10.4%
Fluent English Proficient (FEP)	137	142	159	11.7%	11.2%	13.7%
Reclassified Fluent English Proficient (RFEP)	115	121		10.0%	9.4%	

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	292	280	263	275	262	256	275	262	255	94.2	93.6	97.3
All Grades	292	280	263	275	262	256	275	262	255	94.2	93.6	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2586.	2576.	2579.	22.18	22.14	21.96	30.55	32.06	28.63	27.64	22.14	23.14	19.64	23.66	26.27
All Grades	N/A	N/A	N/A	22.18	22.14	21.96	30.55	32.06	28.63	27.64	22.14	23.14	19.64	23.66	26.27

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	24.36	23.28	25.10	54.55	58.40	55.38	21.09	18.32	19.52
All Grades	24.36	23.28	25.10	54.55	58.40	55.38	21.09	18.32	19.52

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	21.90	20.23	21.12	55.11	50.38	48.21	22.99	29.39	30.68
All Grades	21.90	20.23	21.12	55.11	50.38	48.21	22.99	29.39	30.68

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	17.82	11.45	14.62	67.64	74.81	68.77	14.55	13.74	16.60
All Grades	17.82	11.45	14.62	67.64	74.81	68.77	14.55	13.74	16.60

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	22.18	18.70	17.79	64.73	63.36	65.61	13.09	17.94	16.60
All Grades	22.18	18.70	17.79	64.73	63.36	65.61	13.09	13.88	16.60

Conclusions based on this data:

1. ELA achievement remains relatively stable, but proficiency declined in 2024–25. While the Grade 11 mean scale score increased slightly from 2576.7 to 2579.9, the percentage of students meeting or exceeding standards decreased from 54.2% in 2023–24 to 50.6% in 2024–25. At the same time, the percentage of students not meeting standards increased to 26.3%, indicating a need for targeted literacy interventions and stronger support for students performing below grade level.
2. Reading performance remains a relative strength, while writing continues to be an area of concern. Reading results improved in 2024–25, with 25.1% of students performing above standard and only 19.5% below standard. In contrast, writing showed declining performance over the three-year period, with the percentage of students below standard increasing from 23.0% in 2022–23 to 30.7% in 2024–25. These results suggest a need for schoolwide emphasis on evidence-based writing, argumentation, and literacy across content areas.
3. Research/Inquiry and Listening skills show opportunities for growth in college and career readiness competencies. Although most students performed at or near standard in both areas, the percentage of students performing above standard in Research/Inquiry declined from 22.2% to 17.8% over three years, while the percentage below standard increased to 16.6% in 2024–25. Listening performance also remains lower than other ELA domains, with only 14.6% of students exceeding standards. These trends support continued focus on critical thinking, research, academic discourse, and presentation skills across the curriculum.

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	292	281	264	277	264	257	277	264	257	94.9	94	97.3
All Grades	292	281	264	277	264	257	277	264	257	94.9	94	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2536.	2527.	2533.	7.22	5.68	7.39	14.44	9.47	13.62	24.19	28.03	24.51	54.15	56.82	54.47
All Grades	N/A	N/A	N/A	7.22	5.68	7.39	14.44	9.47	13.62	24.19	28.03	24.51	54.15	56.82	54.47

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	10.47	6.46	8.56	37.18	39.92	38.13	52.35	53.61	53.31
All Grades	10.47	6.46	8.56	37.18	39.92	38.13	52.35	53.61	53.31

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	9.03	8.33	8.95	61.73	58.33	55.64	29.24	33.33	35.41
All Grades	9.03	8.33	8.95	61.73	58.33	55.64	29.24	33.33	35.41

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	6.86	4.94	7.39	66.43	67.68	56.42	26.71	27.38	36.19
All Grades	6.86	4.94	7.39	66.43	67.68	56.42	26.71	27.38	36.19

Conclusions based on this data:

1. Mathematics achievement remains a significant area of need despite modest improvement in 2024–25. The Grade 11 mean scale score increased from 2527.4 in 2023–24 to 2533.5 in 2024–25, and the percentage of students meeting or exceeding standards rose from 15.2% to 21.0%. However, more than half of students (54.5%) continue to perform below standard, indicating a persistent need for targeted mathematics intervention, acceleration, and support to improve overall proficiency.
2. Foundational mathematical concepts and procedures continue to challenge many students. In 2024–25, 53.3% of students scored below standard in Concepts and Procedures, while only 8.6% exceeded standards. Although performance improved slightly from the previous year, the data suggest that many students struggle with core mathematical skills and content knowledge necessary for success in higher-level mathematics courses.
3. Mathematical reasoning, problem solving, and application remain critical growth areas. Performance declined in both Problem Solving and Modeling/Data Analysis and Communicating Reasoning over the three-year period. The percentage of students below standard in Problem Solving and Modeling/Data Analysis increased from 29.2% to 35.4%, while students below standard in Communicating Reasoning increased substantially from 26.7% to 36.2%. These trends highlight the need for instructional practices that emphasize mathematical discourse, justification of reasoning, real-world application, and complex problem-solving skills aligned to college and career readiness expectations.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1554.9	1564.4	1568.3	1567.7	1571.2	1584.5	1541.7	1557.0	1551.7	38	35	40
10	1569.7	1567.0	1608.7	1585.5	1589.8	1648.7	1553.4	1543.8	1568.1	35	37	35
11	1536.3	1569.5	1594.6	1533.5	1586.6	1610.7	1538.5	1551.7	1578.1	39	33	32
12	1584.0	1560.7	1558.5	1585.0	1581.9	1561.8	1582.5	1539.0	1554.3	24	28	25
All Grades										136	133	132

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
9	15.79	17.14	27.50	34.21	51.43	40.00	39.47	22.86	22.50	10.53	8.57	10.00	38	35	40
10	34.29	37.84	45.71	42.86	27.03	37.14	11.43	16.22	11.43	11.43	18.92	5.71	35	37	35
11	20.51	30.30	40.63	20.51	30.30	28.13	28.21	9.09	15.63	30.77	30.30	15.63	39	33	32
12	33.33	25.00	32.00	33.33	25.00	20.00	33.33	21.43	20.00	0.00	28.57	28.00	24	28	25
All Grades	25.00	27.82	36.36	32.35	33.83	32.58	27.94	17.29	17.42	14.71	21.05	13.64	136	133	132

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
9	34.21	48.57	55.00	42.11	37.14	30.00	21.05	8.57	7.50	2.63	5.71	7.50	38	35	40
10	51.43	54.05	65.71	37.14	16.22	25.71	0.00	16.22	2.86	11.43	13.51	5.71	35	37	35
11	33.33	54.55	65.63	28.21	18.18	15.63	15.38	0.00	6.25	23.08	27.27	12.50	39	33	32
12	54.17	42.86	48.00	41.67	25.00	24.00	4.17	10.71	16.00	0.00	21.43	12.00	24	28	25
All Grades	41.91	50.38	59.09	36.76	24.06	24.24	11.03	9.02	7.58	10.29	16.54	9.09	136	133	132

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
9	2.63	8.57	5.00	23.68	25.71	20.00	42.11	48.57	45.00	31.58	17.14	30.00	38	35	40
10	5.71	13.51	5.71	31.43	21.62	42.86	45.71	35.14	34.29	17.14	29.73	17.14	35	37	35
11	10.26	12.12	15.63	17.95	18.18	21.88	33.33	33.33	37.50	38.46	36.36	25.00	39	33	32
12	12.50	0.00	4.00	29.17	25.00	24.00	45.83	32.14	32.00	12.50	42.86	40.00	24	28	25
All Grades	7.35	9.02	7.58	25.00	22.56	27.27	41.18	37.59	37.88	26.47	30.83	27.27	136	133	132

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
9	21.05	5.71	12.50	63.16	74.29	65.00	15.79	20.00	22.50	38	35	40
10	14.29	21.62	28.57	77.14	59.46	57.14	8.57	18.92	14.29	35	37	35
11	2.56	15.15	12.50	64.10	48.48	62.50	33.33	36.36	25.00	39	33	32
12	0.00	14.29	0.00	87.50	39.29	56.00	12.50	46.43	44.00	24	28	25
All Grades	10.29	14.29	14.39	71.32	56.39	60.61	18.38	29.32	25.00	136	133	132

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
9	86.84	85.71	87.50	7.89	11.43	5.00	5.26	2.86	7.50	38	35	40
10	88.57	72.97	91.43	0.00	10.81	2.86	11.43	16.22	5.71	35	37	35
11	61.54	72.73	84.38	15.38	6.06	3.13	23.08	21.21	12.50	39	33	32
12	91.67	78.57	83.33	8.33	10.71	12.50	0.00	10.71	4.17	24	28	24
All Grades	80.88	77.44	87.02	8.09	9.77	5.34	11.03	12.78	7.63	136	133	131

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
9	7.89	17.14	12.50	44.74	48.57	50.00	47.37	34.29	37.50	38	35	40
10	8.57	21.62	14.29	68.57	40.54	65.71	22.86	37.84	20.00	35	37	35
11	15.79	12.12	9.38	36.84	45.45	56.25	47.37	42.42	34.38	38	33	32
12	16.67	7.41	4.00	58.33	44.44	48.00	25.00	48.15	48.00	24	27	25
All Grades	11.85	15.15	10.61	51.11	44.70	55.30	37.04	40.15	34.09	135	132	132

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
9	0.00	0.00	0.00	78.95	85.71	82.50	21.05	14.29	17.50	38	35	40
10	0.00	5.41	0.00	88.57	64.86	80.00	11.43	29.73	20.00	35	37	35
11	17.95	15.15	18.75	46.15	57.58	62.50	35.90	27.27	18.75	39	33	32
12	20.83	7.14	12.00	62.50	57.14	56.00	16.67	35.71	32.00	24	28	25
All Grades	8.82	6.77	6.82	69.12	66.92	71.97	22.06	26.32	21.21	136	133	132

Conclusions based on this data:

- English learner proficiency improved significantly over the three-year period, indicating positive progress toward English language acquisition. The percentage of students achieving the highest overall ELPAC proficiency level (Level 4) increased from 25.0% in 2022–23 to 36.4% in 2024–25, while the percentage of students at Level 1 decreased from 14.7% to 13.6%. Mean scale scores also increased across Grades 9–11, suggesting that English learners are making steady progress toward full English proficiency and greater access to grade-level academic content.
- Oral language development is a notable strength for Eureka High School's English learners. In 2024–25, 59.1% of English learners achieved Level 4 in Oral Language, up from 41.9% in 2022–23. Speaking performance was particularly strong, with 87.0% of students demonstrating well-developed speaking skills. These results indicate that students are developing effective academic communication skills and are increasingly able to engage in classroom discourse, collaboration, and oral presentation tasks.
- Written language, particularly reading and writing proficiency, remains an area for continued growth. While overall English proficiency improved, only 7.6% of students achieved Level 4 in Written Language in 2024–25, compared to 59.1% in Oral Language. Additionally, 34.1% of students remain at the beginning level in reading and 21.2% remain at the beginning level in writing. These results suggest a need for continued targeted support in academic literacy, including reading comprehension, vocabulary development, analytical writing, and content-area literacy strategies to accelerate progress toward full English proficiency and college and career readiness.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1162	52%	12%	1.5%
Total Number of Students enrolled in Eureka Senior High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	140	12%
Foster Youth	17	1.5%
Homeless	56	4.8%
Socioeconomically Disadvantaged	604	52%
Students with Disabilities	165	14.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	1.8%
American Indian	45	3.9%
Asian	98	8.4%
Filipino	6	0.5%
Hispanic	306	26.3%
Two or More Races	132	11.4%
Pacific Islander	22	1.9%
White	532	45.8%

Conclusions based on this data:

1. The majority of EHS students are Socioeconomically disadvantaged at 52%

2. EHS is a ethnically diverse campus as white students make up less than 46% of the total population
3. a significant percentage of EHS are English learners 12% and or students with disabilities 14.2%

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Orange</p></div>	<div>Graduation Rate</div> <div><p>Blue</p></div>	<div>Suspension Rate</div> <div><p>Orange</p></div>
<div>Mathematics</div> <div><p>Yellow</p></div>		
<div>English Learner Progress</div> <div><p>Green</p></div>		
<div>College/Career</div> <div><p>Blue</p></div>		

Conclusions based on this data:

1. EHS is still in the "Orange" range for ELA indicating that students are still significantly below standards.
2. While there has been continuous improvement in Math, increasing 6.9 points, there are still many students below standards.
3. EHS has maintained suspensions in the orange category, indicating that exclusionary discipline is still a significant concern.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 3.3 points below standard Maintained 2.2 points 254 Students	English Learners Red 93.5 points below standard Declined 11.9 points 39 Students	Long-Term English Learners No Performance Color 93.1 points below standard Declined 4.9 points 22 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color 62.4 points below standard 14 Students	Socioeconomically Disadvantaged Orange 15.6 points below standard Maintained -0.8 points 166 Students

Students with Disabilities  Orange 98.8 points below standard Increased 39.1 points 31 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
Asian  No Performance Color 37.9 points above standard Increased 64.2 points 28 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 40.1 points below standard Declined 22.8 points 67 Students
Two or More Races  No Performance Color 11.1 points below standard Increased 40.6 points 27 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Yellow 15.3 points above standard Maintained 1.5 points 112 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

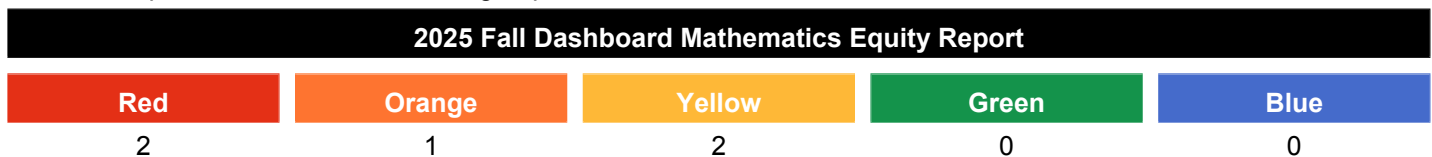
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 93.7 points below standard Increased 6.9 points 255 Students	English Learners  Red 171.6 points below standard Declined 4.2 points 39 Students	Long-Term English Learners  No Performance Color 189.5 points below standard Declined 29.8 points 22 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 157.6 points below standard Increased 75 points 14 Students	Socioeconomically Disadvantaged  Yellow 109.6 points below standard Increased 9 points 167 Students

Students with Disabilities  Orange 174.4 points below standard Increased 25.8 points 32 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
Asian  No Performance Color 61.5 points below standard Increased 36 points 28 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Red 126.5 points below standard Maintained 1 points 67 Students
Two or More Races  No Performance Color 120.6 points below standard Increased 20.8 points 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Yellow 69.5 points below standard Increased 7.4 points 112 Students

Conclusions based on this data:

1. All Students are performing in the Yellow Category, improving 6.9 points from last year, however, many students remain below standards, indicating a school-wide need for instructional improvement, especially in core content areas, and stronger alignment of support systems for struggling learners.
2. English Learners and Hispanic students are in the Red and remain well below standards
3. Students with Disabilities improved 25.8 points, but many still remain below standards.

School and Student Performance Data

Academic Performance Science

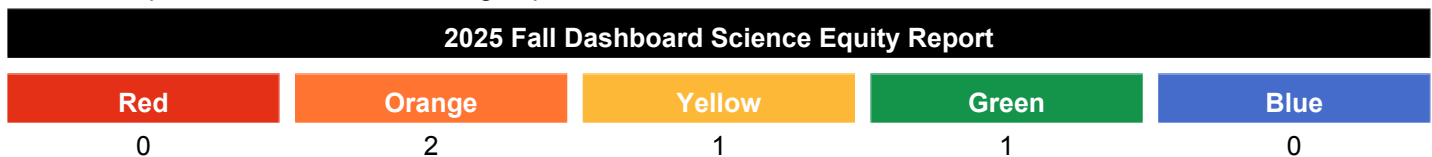
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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  Yellow 50.7 science points Declined 4.7 points 300 Students	English Learners  Orange 38.5 science points Declined 2.5 points 37 Students	Long-Term English Learners  No Performance Color 35.8 science points Declined 3.6 points 23 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 40.4 science points Increased 6.7 points 15 Students	Socioeconomically Disadvantaged  Yellow 48.6 science points Declined 3 points 190 Students

Students with Disabilities  No Performance Color 36 science points Declined 5.1 points 29 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 43.5 science points 14 Students
Asian  No Performance Color 54.7 science points Maintained 0.8 points 22 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 44.5 science points Declined 2.7 points 83 Students
Two or More Races  No Performance Color 53.6 science points Increased 6.2 points 29 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Green 55.1 science points Declined 7.1 points 138 Students

Conclusions based on this data:

1. All students are in Yellow with a slight decline of 4.7 points, indicating that many are still below standards.
2. English Learners and Hispanic Students are still in the Orange, indicating a need for more EL Supports in Science.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 Green
57.7 making progress.	61 making progress.
Number Students: 123 Students	Number Students: 100 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
14.6%	27.6%	19.5%	38.2%

Conclusions based on this data:

- Overall progress for English Learners is in the Green showing an improvement in progress from last year.
- While 38.2% are making expected gains, this still indicates more than half are either stagnating or regressing, which points to the need for strengthened ELD (English Language Development) instruction and consistent monitoring systems.
- Targeted strategies are needed to raise the percentage of students progressing by at least one ELPI level, especially those at the lower proficiency levels.

School and Student Performance Data

Academic Performance College/Career Report

The 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.

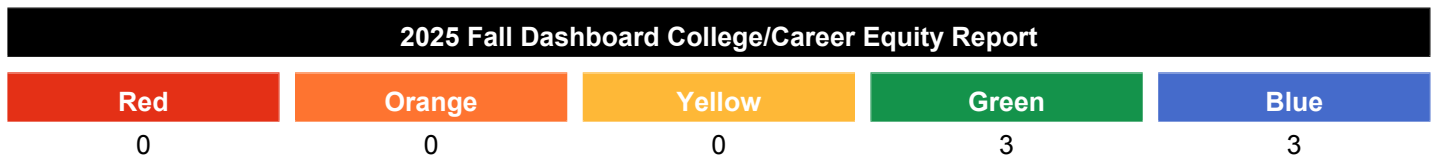
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Blue	 Green	 Green
Prepared 76.4%	Prepared 57.9%	Prepared 63.3%
Increased 25.2%	Increased 33.9%	Increased 37.7%
263 Students	38 Students	30 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Prepared 42.1%	Prepared 73.1%
3 Students	Increased 11.1%	Increased 27.1%
	19 Students	197 Students

Students with Disabilities  Blue Prepared 72.2% Increased 57.6% 36 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Prepared 75% Increased 38.6% 12 Students
Asian  No Performance Color Prepared 85.7% Increased 35.7% 21 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Green Prepared 61.3% Increased 27.5% 80 Students
Two or More Races  No Performance Color Prepared 66.7% Increased 23.2% 24 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Blue Prepared 87.4% Increased 24.7% 119 Students

Conclusions based on this data:

1. All Students: 76.4% were classified as Prepared, an increase of 25.2 percentage points—earning a Blue performance level.
2. English Learners, Hispanic and Long Term English Learners all increased significantly from the previous year. - earning a green performance level.
3. Socioeconomically Disadvantaged, Students with Disabilities and White students all increased significantly from the previous year - earning a blue performance level.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

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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

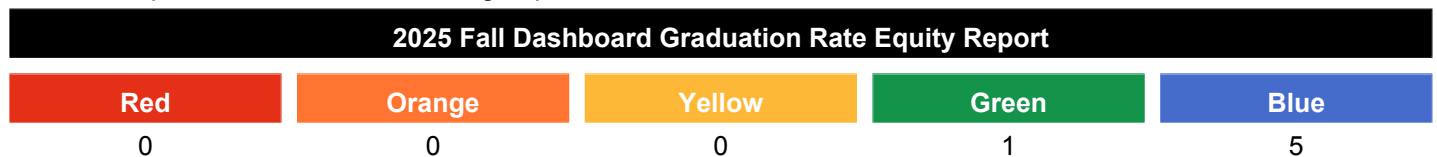
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Blue 96.6% graduated Increased 4.7% 266 Students	English Learners Blue 97.4% graduated Increased 9.1% 38 Students	Long-Term English Learners Blue 100% graduated Increased 7.7% 30 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless No Performance Color 89.5% graduated Increased 3.3% 19 Students	Socioeconomically Disadvantaged Blue 96% graduated Increased 3.4% 199 Students

Students with Disabilities  Green 89.5% graduated Increased 18.6% 38 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 100% graduated Increased 9.1% 13 Students
Asian  No Performance Color 100% graduated Maintained 0% 21 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Blue 95% graduated Increased 11.9% 80 Students
Two or More Races  No Performance Color 91.7% graduated Declined 8.3% 24 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Blue 97.5% graduated Increased 4.2% 121 Students

Conclusions based on this data:

1. All Students: Graduation rate stands at 96.6% gaining 4.7% from last period.
2. Students with Disabilities rate is at 89.5% increasing 18.6% from last period.

School and Student Performance Data

Conditions & Climate Suspension Rate

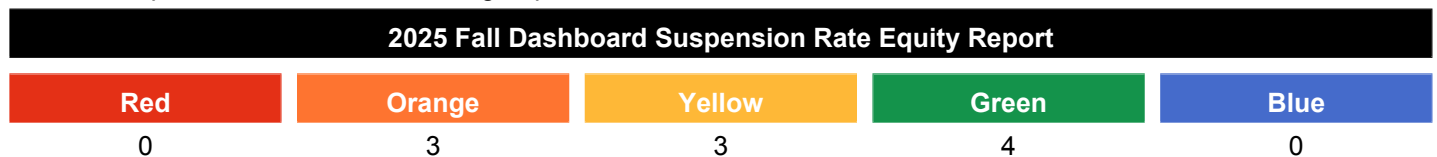
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 6.5% suspended at least one day Maintained -0.2% 1224 Students	English Learners Green 3.4% suspended at least one day Declined 2.2% 149 Students	Long-Term English Learners Green 2.6% suspended at least one day Declined 3.1% 115 Students
Foster Youth No Performance Color 8% suspended at least one day Declined 3.8% 25 Students	Homeless Orange 14.9% suspended at least one day Declined 3.7% 101 Students	Socioeconomically Disadvantaged Yellow 7.3% suspended at least one day Declined 0.3% 805 Students

Students with Disabilities  Yellow 9.2% suspended at least one day Declined 5.5% 185 Students	African American  No Performance Color 23.8% suspended at least one day Declined 2.3% 21 Students	American Indian  Yellow 9.8% suspended at least one day Declined 3.7% 51 Students
Asian  Orange 2% suspended at least one day Increased 2% 101 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Green 4.6% suspended at least one day Declined 1.3% 327 Students
Two or More Races  Green 5.7% suspended at least one day Declined 4.5% 141 Students	Pacific Islander  No Performance Color 8.7% suspended at least one day Declined 1.3% 23 Students	White  Orange 7.8% suspended at least one day Increased 1.5% 554 Students

Conclusions based on this data:

1. All students earned an Orange with 6.5% suspended at least one day. this is the lowest suspension rate in 5 years, with a peak at 9.2%
2. Homeless and white students showed the highest suspension rates.
3. American Indian, Socioeconomically Disadvantaged and students with disabilities were in the yellow range.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

90% or more of the students, including subgroups, will have progressed toward meeting or exceeding state grade-level standards in ELA. During the 2025-2026 school year Eureka High School will implement school-wide multi-tiered systems of supports to address the needs of students in the areas of Language Arts.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

On the most recent CAASPP assessment (24-25), Eureka High School students scored 3.3 points below the standard keeping them in the orange range in English Language Arts on the California Dashboard. Notably, english learners seclined 11.9 points keeping them in the red range.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Points above/below California Dashboard in the area of English Language Arts.	On the most recent CAASPP assessment (24-25), Eureka High School students scored 3.3 points below the standard keeping them in the orange range in English Language Arts on the California Dashboard.	In order to move to the next color band on the CA Dashboard, Eureka High School students will need to increase their scores by 4 points in English Language Arts (Orange to Yellow).

Strategies/Activities

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

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

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

Annual Review

SPSA Year Reviewed: 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.

EHS improved its rating from 24-25 by 2.2 points, which reversed a declining trend that indicates a full school-year of implementation to the strategies should remain so that time can be allowed for proper progress monitoring in the 26-27 school year.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

90% or more of the students, including subgroups, will have progressed toward meeting or exceeding state grade-level standards in Mathematics. During the 2025-2026 school year Eureka High School will implement school-wide multi-tiered systems of supports to address the needs of students in the area of Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

On the most recent CAASPP assessment (24-25), Eureka High School students scored 93.7 points below the standard moving All Students up into the Yellow range in Mathematics on the California Dashboard.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Points above/below California Dashboard in the area of Mathematics.	On the most recent CAASPP assessment (24-25), Eureka High School students scored 93.7 points below the standard moving All Students up into the Yellow range in Mathematics on the California Dashboard.	In order to move to the next color band on the CA Dashboard, Eureka High School students will need to increase their scores by 94 points in Mathematics (Yellow to Green)

Strategies/Activities

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

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

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

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.

EHS improved its rating from 24-25 by 6.9 points, which moved all students from Orange to Yellow, indicating that a full school-year of implementation to the strategies should remain so that time can be allowed for proper progress monitoring in the 26-27 school year.

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

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

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.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

As of 1/22/26, The California Department of Education has Identified Eureka High School as no longer Eligible for ATSI. EHS will continue to track the data on the current groups for 2 more years, specifically African American, American Indian/Alaska Native, and Multi-Racial students, as well as students experiencing homelessness. In alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local initiatives, we will implement evidencebased Positive Behavioral Interventions and Supports (PBIS) and a Multi-Tiered System of Supports (MTSS) to create an inclusive, supportive learning environment.

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

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

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

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

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

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

African American: 15.2%

American Indian/Alaska Native: 14.2%

Two or More Races: 10.6%

Homeless: 15.3%

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

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

Annual Review

SPSA Year Reviewed: 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.

EHS has been identified as no longer Eligible for ATSI. EHS will continue to track the data on the current groups for 2 more years, specifically African American, American Indian/Alaska Native, and Multi-Racial students, as well as students experiencing homelessness.
This progress indicates that a full school-year of implementation to the strategies should remain so that time can be allowed for proper progress monitoring in the 26-27 school year.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Based on the provided data, chronic absenteeism remains a significant concern across the student population, with 17.5% % of all students being chronically absent. Although this is down from 29% in 25-26, work remains in bringing this down further.

These rates underscore the need for targeted interventions and support to address the underlying factors contributing to absenteeism and ensure equitable access to education for all students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																																						
A2A Data, Powerschool insights, Data Quest	<p>Chronic Absenteeism by Race / Ethnicity 25-26</p> <table> <tr> <td>Enrollment Count</td><td>Rate</td><td></td></tr> <tr> <td>African American</td><td>21</td><td>8 38.1%</td></tr> <tr> <td>American Indian</td><td>51</td><td>20 39.2%</td></tr> <tr> <td>Asian</td><td>113</td><td>11 9.7%</td></tr> <tr> <td>Filipino</td><td>*</td><td>* *</td></tr> <tr> <td>Hispanic or Latino</td><td>330</td><td>88 26.7%</td></tr> <tr> <td>Pacific Islander</td><td>20</td><td>0 0.0%</td></tr> <tr> <td>White</td><td>568</td><td>138 24.3%</td></tr> <tr> <td>Two + Races</td><td>143</td><td>52 36.4%</td></tr> </table> <p>Chronic Absenteeism by Race / Ethnicity 26-27</p> <table> <tr> <td>Enrollment Count</td><td>Rate</td><td></td></tr> <tr> <td>African American</td><td>17</td><td>3 18%</td></tr> <tr> <td>American Indian</td><td>45</td><td>12 27%</td></tr> <tr> <td>Asian</td><td>112</td><td>6 5%</td></tr> <tr> <td>Filipino</td><td>*</td><td>* *</td></tr> <tr> <td>Hispanic or Latino</td><td>310</td><td>61 20%</td></tr> <tr> <td>Pacific Islander</td><td>23</td><td>5 22%</td></tr> <tr> <td>White</td><td>503</td><td>93 18%</td></tr> <tr> <td>Two + Races</td><td>141</td><td>22 16%</td></tr> </table>	Enrollment Count	Rate		African American	21	8 38.1%	American Indian	51	20 39.2%	Asian	113	11 9.7%	Filipino	*	* *	Hispanic or Latino	330	88 26.7%	Pacific Islander	20	0 0.0%	White	568	138 24.3%	Two + Races	143	52 36.4%	Enrollment Count	Rate		African American	17	3 18%	American Indian	45	12 27%	Asian	112	6 5%	Filipino	*	* *	Hispanic or Latino	310	61 20%	Pacific Islander	23	5 22%	White	503	93 18%	Two + Races	141	22 16%	By Spring 2025, the Chronic Absenteeism rate for all students will decrease by 3% as measured by the CA Dashboard, A2A, Data Quest and Powerschool Attendance data.
Enrollment Count	Rate																																																							
African American	21	8 38.1%																																																						
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Establish a system of proactive outreach and individualized support for students who are chronically absent, particularly those from high-needs groups . Trained attendance liaisons or support staff can conduct home visits, coordinate family meetings, and connect students to needed social, academic, or mental health resources.	chronically absent students	
4.2	Develop a school-wide and culturally responsive incentive system that recognizes and rewards consistent attendance—especially among students with historically high absenteeism. Incentives may include recognition assemblies, class competitions, tangible rewards, or privilege-based acknowledgments tied to improved attendance habits.	all students	

4.3	Improve the use of real-time data through platforms like PowerSchool and A2A to identify attendance trends early and assign tiered interventions. For Tier 2/3 students, interventions could include check-ins with caring adults, daily attendance goals, and mentorship from school staff or community partners.	all students	
4.4	Build strong partnerships with families by increasing communication around the importance of daily attendance and providing multilingual, accessible resources. Host family workshops and use school liaisons to help reduce logistical and cultural barriers—especially for Hispanic, American Indian, and Two or More Races families who show elevated absenteeism rates.	all students	

Annual Review

SPSA Year Reviewed: 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.

Last year's goal was by Spring 2025, the Chronic Absenteeism rate for all students will decrease by 3% as measured by the CA Dashboard, A2A, Data Quest and Powerschool Attendance data. Overall chronic absenteeism dropped 12% from 29% to 17%, reaching this goal. This year's goal is to drop another 3%.

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

Overall chronic absenteeism dropped 12% from 29% to 17%

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.

none

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

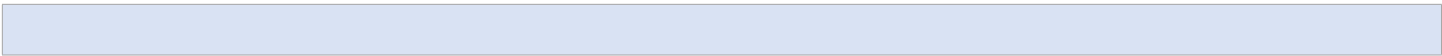
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
----------------	--------

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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Expenditures by Goal

Goal Number	Total Expenditures
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School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



District/School Liaison Team for schools in Program Improvement

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

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

This SPSA was adopted by the SSC at a public meeting on 3/31/26.

Attested:



Principal, Robert Standish on 3/31/26

SSC Chairperson, Thavisak Syphanthong on 3/31/26

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/>

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