

School Plan for Student Achievement (SPSA)

Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
University High School	30-73650-3035102		November 17, 2020

Educational Partner Involvement:

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Impact that Stakeholder Engagement had on the process

Commencing last year in the fall of 2021 the University High School community started a deep dive into various data points around student performance and culture through the WASC process. For the WASC Focus on Learning process we have engaged as a school community (staff, students and students) in a deep analysis of practice around the areas of: Organization, Curriculum, Learning & Teaching (Instruction), Assessment and Culture. Teachers, support staff, parents, students and administration were all involved in the collection of data, review and analysis of the data and the subsequent development of various action steps to push the school forward through identified areas of growth. Our current action plan is constructed around the original findings and actions which are reviewed and refined annually through multiple meetings: administrative team meetings, site departmental leadership team meetings, PTSA, School Site Council. This full-cycle culminated with a multi-day visit by an external team of educators. Each year's Single Plan for Student Achievement (SPSA) is a refinement of the goals and corresponding actions developed through the WASC process. Through both formal meetings to review the SPSA and other agendized meetings among teachers, students and parents, perspectives are gathered that continually shape school action plans manifesting in the SPSA.

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA)

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

Other committees established by the school or district (list):

Signature

- 4. 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.
- 5. 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.
- 6. This SPSA was adopted by the SSC at a public meeting on: 5/10/2023

Attested:

Kevin Astor

Typed Name of School Principal

Signature of School Principal

June 1, 2023

Date

Nicole Bradshaw

Typed Name of SSC Chairperson

Signature of SSC Chairperson

June 1, 2023

Date

School Site Council Membership

The School Plan for Student Achievement

The purpose of the School Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually. Whenever there are material changes that affect the academic program for students at the school, changes must be reviewed with School Site Council.

School Site Council Membership (SSC)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application. The current make-up of the council is as follows:

Name of Members	Group A			Group B	
	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kevin Astor	1				
Nicole Bradshaw		1			
Nora Seager		1			
Adrienne Miyadi		1			
Nilou Tohidian			1		
Bryn Mathison				1	
Paniz Ebrahimi				1	
Kate Stenta					1
Ryan Shrivastava					1
Najat Mazloun					1
Numbers of members of each category	1	3	1	2	3
(Totals of Group A and Group B must equal)	Total Group A: 5			Total Group B: 5	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

ELAC Membership

English Learner Advisory Committee

All IUSD schools with **21 or more English Learners** are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

Membership

1. Has been elected by the parents or guardians of EL Students at the school site
2. Has had the opportunity to elect at least one member to the district's EL advisory committee (DELAC)
3. Has received appropriate training and materials and training to assist members in carrying out their legal responsibilities
4. ELAC's legal responsibilities are to advise the principal and staff on:
 - a. The development of the section in the SPSA pertaining to EL students' education
 - b. The development of the school's needs assessment
 - c. Implications of language census for translation requirement
 - d. Efforts to make parents aware of the importance of regular school attendance

Names of Members	Principal	Chair	DELAC Rep.	Other Member
Freya Remmer		1		
Satchin Kotekar				1
Minal Kotekar				1
Mezhgan Alekozai				1
Seyed Sahraian				1
Jingy Guoi				1
Numbers of members of each category	1	1		5

Guidelines for Combining SSC and ELAC:

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC if the advisory body meets the same criteria for the membership of the ELAC. (EC52176[b]{c}, 64001[a], 5 CCR 11308[d]) Check box below if site meets the above criteria and has chosen this option. If the site has chosen the option to combine, leave ELAC membership empty.

Site has chosen to combine SSC and ELAC using the above guidelines.

OR

XSite has chosen NOT to combine SSC and ELAC using the above guidelines.

Budgets and Summary

Centralized Services for Planned Improvements in Student Performance:

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

State Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$465,679.00	34,000
LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$94,149.00	
Lottery Funds Purpose: Purchase site instructional materials	\$23,130.00	
Total amount of state categorical funds allocated to this school	\$582,958	34,000
Federal Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Title I, Part A: Allocation (IUSD schools are School Wide) Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement. Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs.	\$0.00	
Title III Centralized Services Allocated - EL and Immigrant Students Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.	\$24,831.36	
Total amount of federal categorical funds allocated to this school	\$24,831.36	
Total amount of state and federal categorical funds allocated to this school	\$607,789.36	\$34,000

Section 2: Goals, Strategies, & Proposed Expenditures

Goal 1

Goal Statement

Increase the academic achievement for marginalized student groups (Special Education/504, ethnically and racially underrepresented students, low SES, Etc.)

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
- X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
- X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA Proficiency	Previous Goal: Economically Disadvantaged: 70% Students with Disabilities: 50% Asian: 90% Hispanic or Latino: 60% White: 81%	Current Performance / Expected Outcome Economically Disadvantaged: 49% / 55% Students with Disabilities: 44% / 49% Asian: 86% / 90% Hispanic or Latino: 69% / 74% White: 64% / 69%
Math Proficiency	Previous Goal: Economically Disadvantaged: 70% Students with Disabilities: 40% Asian: 94% Hispanic or Latino: 70% White: 81%	Current Performance / Expected Outcome Economically Disadvantaged: 44% / 49% Students with Disabilities: 26% / 31% Asian: 87% / 90% Hispanic or Latino: 38% / 43% White: 59% / 64%

Goals, Strategies, & Proposed Expenditures

Goal 2

Goal Statement

Build the capacity of UHS students in terms of healthy social interactions, emotional regulation, self-care, resiliency to persevere, and other practices to ensure strong mental health and well-being.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth

LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students

X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Nearly 75% of the students reported they have “felt down, sad, or hopeless and where [they] found little interest or pleasure in doing things [they] normally do” one or more times in the last 12 months. 24% report ten or more times.	75% indicate feeling "down..."	Decrease by 10%
47% of the students reported that they do not have healthy strategies to manage stress while 42% report they have missed school because they have experienced chronic stress	47% report no healthy strategies / 42% missed school because of stress	Decrease by 5%
38% of the students reported they do not feel optimistic about the future.	38% Do not feel optimist about the future	Decrease by 5%
43% of the students reported they “disagree” or “neither agreed or disagreed” that “teachers make an effort to connect with me.”	57% of students agree that teachers make an effort to connect with students	Increase by 10%

Goals, Strategies, & Proposed Expenditures

Goal 3

Goal Statement

Build the capacity of UHS students in terms of behavior and impulse regulation, resiliency, and other practices to ensure strong character to be a leader and contributing member of society.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth

LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students

X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Annual Survey: I have healthy strategies to manage stress.	53% of the students agree.	Increase by 5%
Annual Survey: I can explain my feelings to others.	56% of the student agree.	Increase by 5
EOS Opportunity Report	<p>AP Participation (Range is Low-Income and Med/High Income) **Some variations in performance are impacted by smaller sample sizes: 10, 6, 3, etc.**</p> <p>Asian 77%-90% (previous year: 91%-86%) Black 6%-50% (previous year: 33%-33%) Hispanic 41%-51% (previous year: 6%-46%) Multiracial 40%-83% (previous year: 0%-82%) White 43%-68% (previous year: 50%-66%)</p>	Increase participation of all groups to 80% or above

Goals, Strategies, & Proposed Expenditures

Goal 4

Goal Statement

Ensure methods of communication are sufficient so that students, staff, and the parent community have clarity regarding school procedures and available resources.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth

LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students

X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Annual Survey: This school supports effective communication between teachers and parents. / This [school/district or district] encourages effective communication with parents.	63% of Parents agree	Increase by 10%

Goals, Strategies, & Proposed Expenditures

Goal 5

Goal Statement

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Please list all strategies and/or activities along with their description, students to be served, person responsible, funding source, and total expenditure across the related goals. Then place an "X" in the box under each goal for which the strategy or activity applies.

Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<p>1. Develop or seek targeted professional development to increase proficiency among faculty and staff in working with a changing student demographic.</p> <p>Through The Learning Cycle (TLC) process, clarify learning targets.</p> <p>PLC Level Teams explore, develop, and/or incorporate opportunities for proficiency grading.</p> <p>PLC Level Teams continue to create, refine, align, and norm formative and summative assessments to inform instructional practices and ensure student achievement.</p> <p>Incorporate more opportunities for student self-assessment and develop methods for greater student ownership.</p> <p>Evaluate and develop academic and social supports targeting marginalized groups.</p>	All	Administration; Staff Professional Development Committee	LCAP B 10,000	X				

	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	<p>PLC teams will collaborate with feeder schools to vertically articulate.</p> <p>PLC teams will evaluate recent changes in curricula and graduation requirements to fully support all students.</p> <p>Provide informational meetings for first-time Advanced Placement students and their parents.</p>								
2.	<p>Incorporate Social/Emotional Learning strategies in the classroom with an emphasis on emotional regulation and perseverance.</p> <p>Improve school climate and culture through knowledge and community building initiatives.</p> <p>Improve sense of belonging through concerted efforts for all students to identify a trusted adult on campus.</p> <p>Fully identify the purpose of and develop reasonable protocols for the use of “The Well”.</p>	All	Administration; Mental Health Specialists; Counseling Team; MTSS Team; Classroom Teachers	LCAP B 5,000 Dist. 10,000		X			
3.	<p>Expand restorative justice practices within the progressive discipline plan with the intent to re-engage students who have</p>	All	Administration; Mental Health Specialists; Counseling	LCAP B 2,000 Dist. 10,000			X		

	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	<p>violated rules, expectations, or relationships.</p> <p>Become more proactive and preventative in areas concerning escalating student behaviors and discipline.</p> <p>Revisit the Pillars of the Trojans of Character and operationalize the definitions within the classroom, in common areas, and in the community (behavioral matrix).</p>		<p>Team; MTSS Team; Classroom Teachers;</p>						
4.	<p>Communicate options for post-graduation pursuits other than 4-year college.</p> <p>Evaluate and improve procedures to guide transition from the 8th to 9th grade.</p> <p>Improve practices for student placement in next of sequence courses throughout a student's high school career.</p> <p>Improve the school website and applications to simplify access to critical information.</p> <p>Ease access for parents to key departmental course and classroom information.</p> <p>Communicate the variety of wellness resources.</p>	All	<p>Counseling Team; College and Career Coordinator; Administration; Leadership Team; Departments; work with additional representative stakeholder groups (PTSA, School Site Council, Associated Student Body)</p>	<p>LCAP B 2,000 Other 500</p>				X	

	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	<p>Include all primary stakeholder groups (Students, Staff, Parents) to review and make necessary adjustments to our Vision, Mission and Beliefs.</p>								
5.	<p>ENGLISH: The learning targets have already been developed by the leads at the district. We will look at how we can divide those two year targets at the 9/10 grade level and the 11/12 grade level.</p> <p>ENGLISH: Each level provides proficiency grading for our common summative assessments. We will look at how each level can introduce more opportunities for proficiency grading within non-common summatives and formative assessments.</p> <p>VAPA: We will advocate with our new VAPA Director to ensure the VAPA Coordinator approves PLC meetings for our teachers to work on standards based assessments. In the meantime, at the site level, we will continue to refine our thinking surrounding proficiency grading, assessment and ownership.</p> <p>MATH: Each collab group has already developed learning</p>	All	Department Teams; Classroom Teachers; Admin	LCAP B 5,000 Dist. 10,000	X				

Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<p>targets for each course. We will continue to analyze our assessments for which learning targets we are focusing on and find ways for students to reassess only the necessary targets/standards, and we are also interested in incorporating differentiated assessments for SPED students or students on HS credit.</p> <p>WORLD LANGUAGE: Each level has learning targets. PLC teams will continue to align formative and summative assessments to reflect the changing needs of our students and evaluate how proficiency grading can compliment current practices.</p> <p>VAPA: Staff will continue to seek training through The California Arts Project and our professional organizations (California Educational Theatre Association National Conference, Courageous Creativity, etc) where arts specific strategies for reaching marginalized student groups are taught through workshops and discussions.</p> <p>WORLD LANGUAGE: Department members that teach underrepresented students (Native speaker Spanish class) and AP teachers whose students are first time takers will continue to seek professional</p>								

Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<p>development to keep them up to date with current methodology and teaching practices.</p> <p>MATH: Potential idea: If there are multiple sections of the same course (ex: M1) the same period ? occasionally split up the students by current level of understanding amongst the teachers to give more targeted instruction at their level . incorporating vocabulary lists at the start of a unit, agreed upon word problem solving strategies and using the same language starting in Math 1 and use throughout their 4 years</p> <p>WORLD LANGUAGES: Spanish 1 - Update shared documents. Meet with the Rancho & Vista Verde Spanish 1 teachers to discuss rigor in terms of teaching in the target language, writing and general assessments.</p> <p>SOCIAL SCIENCE: Focused efforts to meet with feeder schools (Rancho + Vista Verde) to clarify vertical skills.</p> <p>COUNSELING: When counselors go to Rancho to deliver transition to high school lesson, perhaps include a pre-post test, an interactive activity, bring students from high school. We could take information form the presentation and put it in a</p>								

Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<p>handout so we have more time to focus on an interactive activity</p> <p>VAPA: As Prop 28 funds begin to support feeder programs in theatre, dance and media arts and bolster the existing music and visual arts programs, we will establish relationships with the new hires that feed to UNI and prioritize clarifying desired understandings for our students, creating emphasis on "education for all" and the need for this funding to reach marginalized groups.</p> <p>MATH: Continue to meet with Rancho Middle School annually in regards to course placement/recommendations for incoming freshmen and ensuring a smooth transition to high school math courses</p> <p>SPED: Math, Chem, Physics: Co-Teach (SAI Support) and collaboration with both departments.</p> <p>SOCIAL SCIENCE: Development of Ethnic Studies class as a graduation requirement</p> <p>VAPA: We will advocate with our new VAPA Director to ensure the VAPA Coordinator approves PLC meetings for our teachers to work on norming course offerings and identifying essential standards for every</p>								

Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<p>course in our discipline to ensure an appealing and equitable experience is offered across IUSD.</p> <p>MATH: Addition of Math Foundations to support the new Math 2 graduation requirement, all freshmen will start in Math 1 or higher, continuing with Math 2 Lab support class, consistent communication with Math 1 and Math 2 teachers to track progress and course progression</p>								
<p>6. ADMINISTRATION: Utilize Panorama Inventory / Survey to identify schoolwide trends, student groups with shared needs and individual students needing support around areas such as: Supportive Relationships, Social Awareness, Grit, Emotional Regulation & Self-Management</p> <p>SOCIAL SCIENCE: individual teacher efforts such as greeting at door, music to prep class or exams, discuss stress strategies, etc.</p> <p>MATH: Incorporating group/collaborative work to build a classroom culture where all student voices are heard and valued, positive reinforcement, highlighting common mistakes as learning opportunities and a chance for students to grow and</p>	All	Department Teams; Classroom Teachers; Admin	LCAP B 5,000		X			

Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<p>improve, embracing the growth mindset</p> <p>COUNSELING: Deliver SEL lessons in homeroom through Panorama survey built in lessons, create and deliver SEL classroom presentations outside of Freshman Counseling lesson, sophomore conferences, junior meetings and senior meetings</p> <p>WORLD LANGUAGE: include field trips to help students relieve stress, and provide the opportunity to learn about one and other and grow emotionally closer to their classmates</p> <p>PERFORMING ARTS: Performing Arts teachers will continue to build grit in our students by incorporating \social and emotional learning strategies in our warm ups and reflections. Students will learn emotional regulation by participating in an ensemble based classroom and mentorship hierarchies will help foster student perseverance.</p> <p>SPED: Continue to include seeking a trusted adult as an accommodation within the IEP.</p> <p>SOCIAL SCIENCE: Continue to work through Make a Difference Day, including guest speakers.</p> <p>MATH: Continue to seek out mathematical tasks/analysis of</p>								

Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<p>data that integrate discussions on social justice and other relevant topics, incorporating group/collaborative work to build a classroom culture where all student voices are heard and valued</p> <p>VAPA: We will continue to foster relationships for the students in our programs and with one another to strengthen the Arts Core at UNI. Through collaboration with ASB and UniVIsion for visibility, we will make known the opportunities available for students of all types and abilities: everyone has a place in the arts. We will continue to have robust performances, galleries, shows, concerts and awards opportunities so the community is aware of the multitude of ways to connect to the Arts Core at UNI. In addition, the arts staff will continue to foster meaningful relationships with our students and participate in the EOS Trusted Adult program as invited and able.</p> <p>WORLD LANGUAGE: Use forms of communication in the target language already in place such as dialogues, written passages and informal conversations to discuss these issues to make students part of the equation. For example, during the subjunctive</p>								

Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<p>units, students can give each other advice using the structures studied about overcoming a challenge they are currently experiencing. Or during the past tense units, students can journal in class in the target language about an issue that they recently had to persevere through, how they did it/what they struggled with and how they can improve in the future.</p> <p>VAPA will continue to promote students to express their experiences through each of the disciplines offered on our campus. Students will have the opportunity to share their work with the rest of the school community through concerts, school wide events, and art shows.</p> <p>COUNSELING: Partner with CHOC to deliver information/lessons on mental health and wellness to all students, perhaps a video could be created and shared out during homeroom, video will also include information on the well for students and teachers to understand when it can be used and how it can be used.</p>								
7. MATH: After conversation with student, addressing the consequence, and relaying to the student that mistakes happen and the chance to move on.	All	Department Teams; Classroom Teachers; Admin				X		

Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<p>Trying to get them to understand the ownership of said incident, and taking responsibility</p> <p>VAPA will continue to reinforce expectations and guidance for appropriate class time use in order to have students be able to build strong time management skills. Teachers will continue to explain to students how their actions that violate school and classroom rules and expectations affect their learning and the students around them.</p> <p>ADMINISTRATION: Collect student behavior data to identify behaviors that are obstacles to learning and manifest broadly on campus; work with campus leadership and specially formed committees to identify best practices to minimize the behaviors.</p> <p>SPED: Training on implementation of positive behavior supports.</p> <p>SOCIAL SCIENCE: continuing to make behavior expectations explicitly clear</p> <p>MATH: Frontloading in course expectations about policies, leaving phone before restroom, using one pass (one student at a time), building strong relationships with students to</p>								

Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<p>avoid/prevent issues, knowing what works with individual students to help correct behavior</p> <p>VAPA will continue to use positive reinforcement to build relationships with students in order to be proactive with students who have pattern of behavior concerns</p> <p>Math: Common Math site/expectations, links to syllabus and policies</p> <p>VAPA will incorporate the Pillars of the Trojan of Character in our syllabus and classroom expectation in order to have consistency within our campus.</p>								
<p>8. SPED: Continue ITP Interest Inventories with students when developing annual ITP. (Individual Transition Plan = part of the IEP)</p> <p>COUNSELING: Career fair focused on vocational/trade schools options for after high school; work with college & career center to set up information sessions students can attend during office hours or lunch</p> <p>VAPA will continue to build relationships with our feeder middle school art teachers in order to build on skills learned in</p>	All	Department Teams; Classroom Teachers; Admin	LCAP B 5,000				X	

Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<p>middle school and identify gaps in learning that need to be addressed as they enter high school.</p> <p>ENGLISH: We are currently in the process of refining our placement system. We have revamped our placement letters and specified the requirements needed for a student to be recommended into one of our AP courses. For the 24-25 school year, we will be removing Honors from the English 2 level.</p> <p>SPED: Continued collaboration between academic counselors and SPED staff when creating class schedules.</p> <p>SOCIAL SCIENCE: create social science specific course descriptions/expectations to distribute by printing brochures and other forms of communication</p> <p>VAPA: Arts Pathways / look for any necessary changes due to offerings; update and publish for 8th grade parent night/BTS/etc. Utilizing spring showcases to determine proper placement for returning year.</p> <p>WORLD LANGUAGE: Modify course descriptions/expectations for the next level as needed and</p>								

Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<p>continue to collaborate with counselors</p> <p>MATH: Communicate new graduation requirement to students and parents, idea to create math department website with course specific information, continued collaboration with counselors and analyzing student data vertically among PLC groups</p> <p>SOCIAL SCIENCE: Update of skills needed and expectations of each course info for students and parents.</p> <p>VAPA will continue to make class information more accessible by developing and expanding the department's website; provide training time for teachers who</p> <p>MATH: Idea to create math department website with links to course expectations, essential standards, departmentwide policies, etc., create AP Precalc informational video for students/parents describing the new course offering</p>								
9.								
10.								
11.								
12.								
13.								

	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
14.									
15.									
16.									
17.									
18.									
19.									
20.									

Section 3: Supporting LCAP targeted student groups

English Language Learners:

How does this plan support the unique needs of English Language Learners at your site? How will Title III and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective language programs.)

1. English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
2. Activities, strategies, and Professional learning are designed to:
 1. Create a culturally and linguistically responsive learning environment
 2. Include parent and family engagement that enhances learning support for their children
 3. Implement integrated and designated ELD to ensure language development occurs in and through subject matter learning
 4. Provide appropriate levels of scaffolding (substantial, moderate, light) to increase comprehension and participation
 5. Provide authentic practice and application for oral and written language skills development
3. Staff use formative assessment to:
 1. Understand, monitor, support, and report student learning and acquisition of language
 2. Evaluate the impact of strategies and activities implemented to meet the academic and language proficiency needs of English learners

University High School has a robust academic program to specifically meet the needs of our English Language Learners. We currently run the following courses: ELD 1 (2-period block) ELD 2 (2-period block) English 1 & 2 Sheltered, Biology Sheltered, Chemistry Sheltered, Global History (World) Sheltered and U.S. History Sheltered. The sheltered courses are all following the college preparatory curriculum and sequence with additional support structures in place to ensure the students can access the curriculum. We had many students refuse to participate in the sheltered classes because of a perceived stigma which prevented their access to needed structure and support. We renamed our courses without changing content and have been able to better place students according to their needs. For many years, our newcomers were placed in stand alone ELD Science and ELD Social Science courses to address their emerging use of the English Language. Decreasing numbers prevented us from continuing that structure. Instead, we folded those students into the Sheltered Courses and increased instructional aide support to better facilitate differentiated support, work and groups. If language needs are significant, we can dual roster the course so that although all together in the class, some students can be enrolled in the ELD Science or Social Science course allowing for modification of the curriculum to meet their developmental needs. The ELD English Team teaching ELD and Sheltered English 1 and 2 all participated together in a grading seminar looking at shifting grading practices to better reflect a Proficiency or Standards-based system.

Low-Income/Foster Youth Students:

How does this plan support the unique needs of low-income/foster youth students at your site? How will Title I and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective targeted programs).

4. Provide opportunities for all students, including low-income and foster youth, to meet the challenging state academic standards through:
 1. The implementation of scientifically-based strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.
 2. The implementation of activities that address the needs of all students in the school, with a particular focus on low-income/foster youth, in meeting the challenging state academic standards. This could include strategies to improve students' skills outside the academic subject areas; the implementation of a schoolwide tiered model to prevent and address problem behavior; professional development for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data; and preparation for or building awareness of postsecondary opportunities.

While there are no programs that expressly support the needs of our identified low-income and foster youth students, we have multiple initiatives that serve to support our students who are struggling academically, emotionally or culturally. These programs are able to address the needs of our students who need support and fall into the category of low-income and foster youth. Our Equal Opportunity Schools (EOS) initiative is specifically designed to identify student who have the capacity to enroll in AP courses, but, because of issues related to culture, home resources, income, etc., they don't appear to be the "typical" AP student. We believe these efforts will benefit some of our most underrepresented student groups. Much of our PLC work focused on the Learning Cycle is influenced by our school and district efforts with Proficiency Grading. We have multiple course teams examining structures and practices that emphasize demonstration of mastery over behavior. For example, many teams are instituting opportunities for students to engage in reassessment to demonstrate mastery when their first attempt failed to do so. Finally, our Multi-Tiered System of Support (MTSS) efforts are centered on in-class support systems. Our annual all-staff intervention meeting reviewed the many different in-class options to help students achieve the behavior expectations we have. We have recently developed a teacher rating form to be completed for our students who are struggling the most academically to bring to light the different ways teacher support students in class to find successful strategies that can be replicated.

Addendum

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

Instructions

1. Stakeholder Engagement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g. School Site Council, English Learner Advisory Councils, student advisory groups, etc.).

Involvement Process: Directions included in document.

Impact of stakeholder consultations: How did the engagement process impact the final SPSA plan?

School Site Council Membership: At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

English Learner Advisory Committee (ELAC): All IUSD schools with 21 or more English Learners are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

2. Needs Assessment

LCAP Goal #1 Summary of Analysis: Summarize site strengths and needs related to student proficiency in the content standards, including a summary of data used in the analysis, and a summary of any performance gaps in student achievement (areas in red, orange or yellow) on the English Language Arts and mathematics sections of the CA Dashboard. This section must include a reference to data from the CA Dashboard. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

CA Dashboard (Required)

- Universal Screening Assessments (K-8)
- District End of Course Exams
- Common Formative Assessments

Questions to Consider:

- Are there any content areas or grade levels that may benefit from additional support?
- Do any performance gaps exist (e.g., for EL, low-income, or foster youth)?

LCAP Goal #2 Summary of Analysis: Summarize site strengths and needs around access to rigorous and relevant learning tools, resources, and skills, including a summary of data used in the analysis. Below are possible data sources and questions to consider:

Relevant Data Sources:

- BrightBytes Survey
- School technology access
- Professional Learning Plan

Questions to Consider:

- What additional tools, resources, or trainings might be needed?
- What needs would these tools, resources or trainings serve and for whom?

LCAP Goal #3 Summary of Analysis: Summarize site strengths and needs regarding a positive school culture and system of supports, including a summary of data used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)

Office discipline referrals (SWIS Data), suspensions and expulsions

Attendance data

Site based surveys (PLC implementation, PBIS Self-Assessment Survey)

Records of school support systems and processes, including available interventions and enrichment supports

Questions to Consider:

What are some areas of potential growth within our school culture and climate?

What aspects of core instruction, intervention, or enrichment might be improved to better support student academic, behavioral, and social-emotional growth?

How might we improve our process for identifying students who need additional support, matching supports to individual needs, and monitoring progress?

LCAP Goal #4 Summary of Analysis: Summarize site strengths and needs regarding communication and strategic alliances, including a summary of data sources used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)

SSC participation and attendance at PTA Meetings

Communication plans or site procedures

Community partnerships

Questions to Consider:

What aspects of communication and parent engagement might be improved?

What strategic alliances are in place to support our school vision? Are any additional alliances needed?

Areas in Which School Has Made Progress: Include a summary of school strengths and/or areas in which progress has been made in relation to one or more of the four district LCAP goals.

Prioritize Two or More Key Areas of Need to Address this Year: Based on your analysis of site strengths and areas for potential improvement, prioritize two or more key areas of need for your school. These areas will provide the basis for your school goals and should be related to one or more of the district LCAP goals. Each key area may include multiple strategies within your school plan.

3. Goals, Strategies and Proposed Expenditures

Goal Statement: State the goal. 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? A school may number the goals using the "Goal #" for ease of reference.

LCAP Goal: Identify which LCAP goal(s) this site goal supports.

Expected Annual Measurable Outcomes: In the table, 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.

Planned Strategies and Activities:

1. **Strategy/Activity Description:** Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference. (Each goal can have one or more identified strategies and/or actions.)

***Title 1 Schools:** A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

2. Students to be Served: Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.
3. Person(s) Responsible: Identify who will be responsible for ensuring that the strategy/action is implemented as planned.
4. Proposed Expenditure and Funding Source: For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget (drop down menu under Funding Source).

5. Supporting Targeted Groups

Directions included in the document.

6. 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 should be completed as follows:

1. **Preliminary Allocation**: This amount is the total amount of funding provided to the school through State and Federal programs for the school year. The school year means the fiscal year for which the SPSA is adopted or updated. (Completed by district in fall)
2. **Funds Allocated in Plan**: Total Funds site has allocated 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. (Data collected from funds allocated in your plan.)

Title I

The Title 1, Part A program requires the district to reserve funds for parent involvement purposes (minimum of 1%). IUSD has chosen to allocate these earmarked funds to the sites and to monitor expenditures. The Title 1, Part A program also requires the district to reserve some funding for serving homeless students prior to allocating funds to the sites. IUSD reserves \$5,000 for these purposes annually.

Title III – LEP and Immigrant

The Title III plan includes the integrated design and implementation of effective district-wide instructional programs for English Language Learners and Immigrant students. Title III funding is centralized to ensure appropriate levels of instructional supports that include 1) paraprofessionals and co-teaching models in the Newcomer/SEI classrooms, 2) extended learning and intersession opportunities, 3) high quality professional development for teachers and support staff in meeting the needs of ELL and immigrant students, and 4) Parent Outreach and Involvement Activities that provide multiple ways for parents/guardians to be involved in the work of the school and the learning of their students.

Programs Included in this Plan (Allocation as of Fall)

The amounts listed in this plan reflect the state and federal programs in which the school participates. The amounts allocated for each program are entered by the district. The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	420	542	527
Grade 10	396	530	577
Grade 11	427	517	537
Grade 12	465	508	523
Total Enrollment	1,708	2,097	2,164

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	103	118	108	6.0%	5.6%	5.0%
Fluent English Proficient (FEP)	654	822	855	38.3%	39.2%	39.5%
Reclassified Fluent English Proficient (RFEP)	53			51.5%		

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	398	489		342	470		341	470		85.9	96.1	
All Grades	398	489		342	470		341	470		85.9	96.1	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2699.	2656.		58.36	47.87		26.10	27.66		10.26	13.40		5.28	11.06	
All Grades	N/A	N/A	N/A	58.36	47.87		26.10	27.66		10.26	13.40		5.28	11.06	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	57.48	46.81		38.12	44.89		4.40	8.30	
All Grades	57.48	46.81		38.12	44.89		4.40	8.30	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	59.29	47.33		31.86	36.46		8.85	16.20	
All Grades	59.29	47.33		31.86	36.46		8.85	16.20	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	31.38	22.77		64.22	69.36		4.40	7.87	
All Grades	31.38	22.77		64.22	69.36		4.40	7.87	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	51.03	38.51		44.87	53.83		4.11	7.66	
All Grades	51.03	38.51		44.87	53.83		4.11	7.66	

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	398	489		348	470		348	470		87.4	96.1	
All Grades	398	489		348	470		348	470		87.4	96.1	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2743.	2686.		62.36	45.11		23.28	25.11		9.77	14.68		4.60	15.11	
All Grades	N/A	N/A	N/A	62.36	45.11		23.28	25.11		9.77	14.68		4.60	15.11	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	72.41	55.32		24.14	30.21		3.45	14.47	
All Grades	72.41	55.32		24.14	30.21		3.45	14.47	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	60.34	41.28		35.34	47.02		4.31	11.70	
All Grades	60.34	41.28		35.34	47.02		4.31	11.70	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	60.63	44.68		34.48	45.53		4.89	9.79	
All Grades	60.63	44.68		34.48	45.53		4.89	9.79	

School and Student Performance Data

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1576.1	1559.6		1575.0	1560.2		1576.6	1558.4		23	35	
10	1611.4	1574.6		1624.3	1575.7		1598.1	1572.8		18	22	
11	1568.3	1574.2		1563.5	1570.7		1572.7	1577.2		15	23	
12	1543.5	*		1550.6	*		1536.0	*		11	10	
All Grades										67	90	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	34.78	25.71		30.43	34.29		26.09	22.86		8.70	17.14		23	35	
10	50.00	40.91		33.33	27.27		11.11	27.27		5.56	4.55		18	22	
11	33.33	30.43		20.00	30.43		40.00	26.09		6.67	13.04		15	23	
12	18.18	*		36.36	*		18.18	*		27.27	*		11	*	
All Grades	35.82	30.00		29.85	30.00		23.88	27.78		10.45	12.22		67	90	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	52.17	37.14		21.74	34.29		13.04	17.14		13.04	11.43		23	35	
10	55.56	31.82		38.89	45.45		0.00	18.18		5.56	4.55		18	22	
11	40.00	56.52		33.33	4.35		20.00	26.09		6.67	13.04		15	23	
12	54.55	*		18.18	*		18.18	*		9.09	*		11	*	
All Grades	50.75	40.00		28.36	31.11		11.94	18.89		8.96	10.00		67	90	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	17.39	5.71		26.09	37.14		34.78	34.29		21.74	22.86		23	35	
10	33.33	13.64		33.33	36.36		16.67	36.36		16.67	13.64		18	22	
11	13.33	4.35		20.00	39.13		46.67	34.78		20.00	21.74		15	23	
12	18.18	*		18.18	*		36.36	*		27.27	*		11	*	
All Grades	20.90	6.67		25.37	34.44		32.84	38.89		20.90	20.00		67	90	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	13.04	8.57		60.87	74.29		26.09	17.14		23	35	
10	27.78	13.64		66.67	68.18		5.56	18.18		18	22	
11	6.67	13.04		86.67	65.22		6.67	21.74		15	23	
12	18.18	*		54.55	*		27.27	*		11	*	
All Grades	16.42	13.33		67.16	66.67		16.42	20.00		67	90	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	73.91	65.71		17.39	22.86		8.70	11.43		23	35	
10	83.33	63.64		11.11	31.82		5.56	4.55		18	22	
11	66.67	69.57		13.33	17.39		20.00	13.04		15	23	
12	72.73	*		18.18	*		9.09	*		11	*	
All Grades	74.63	65.56		14.93	23.33		10.45	11.11		67	90	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	30.43	17.14		43.48	54.29		26.09	28.57		23	35	
10	55.56	27.27		27.78	45.45		16.67	27.27		18	22	
11	13.33	8.70		46.67	60.87		40.00	30.43		15	23	
12	18.18	*		36.36	*		45.45	*		11	*	
All Grades	31.34	16.67		38.81	53.33		29.85	30.00		67	90	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	2.86		86.96	80.00		13.04	17.14		23	35	
10	0.00	0.00		100.00	90.91		0.00	9.09		18	22	
11	6.67	17.39		80.00	60.87		13.33	21.74		15	23	
12	9.09	*		72.73	*		18.18	*		11	*	
All Grades	2.99	6.67		86.57	77.78		10.45	15.56		67	90	

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,097	19.9	5.6	0.0
Total Number of Students enrolled in University 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	118	5.6
Foster Youth	1	0.0
Homeless	9	0.4
Socioeconomically Disadvantaged	418	19.9
Students with Disabilities	128	6.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	55	2.6
American Indian	3	0.1
Asian	871	41.5
Filipino	49	2.3
Hispanic	218	10.4
Two or More Races	203	9.7
Pacific Islander	1	0.0
White	696	33.2

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very High	Graduation Rate Very High	Suspension Rate Very Low
Mathematics Very High		
English Learner Progress High		
College/Career Not Reported in 2022		

Conclusions based on this data:

1.

School and Student Performance Data

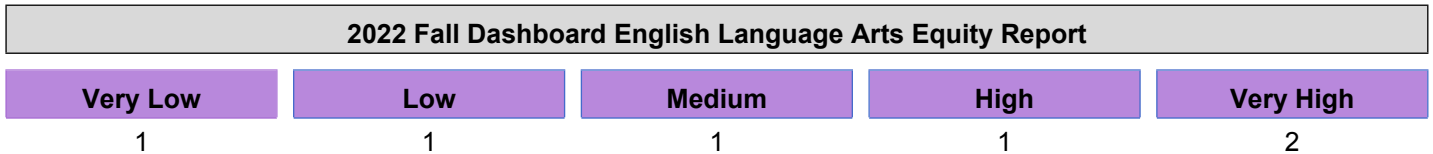
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

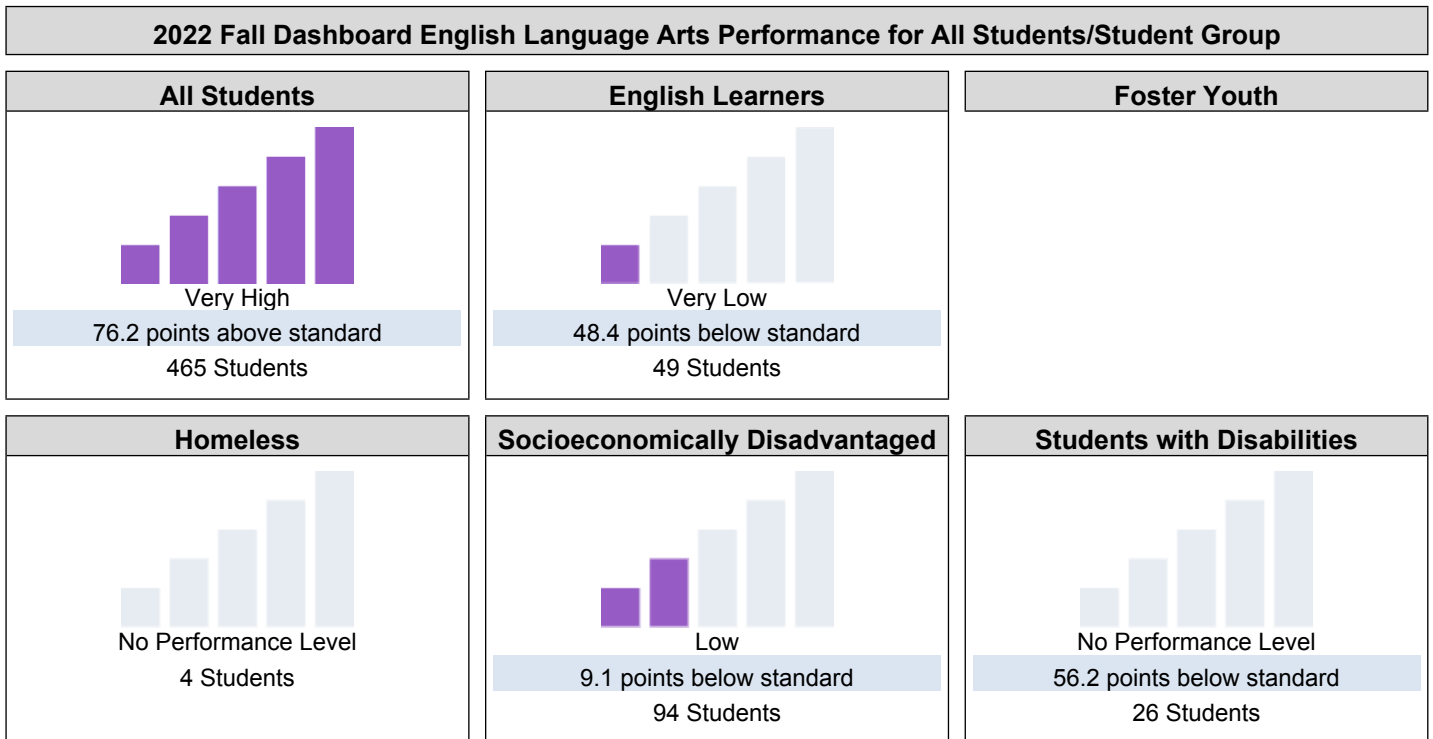
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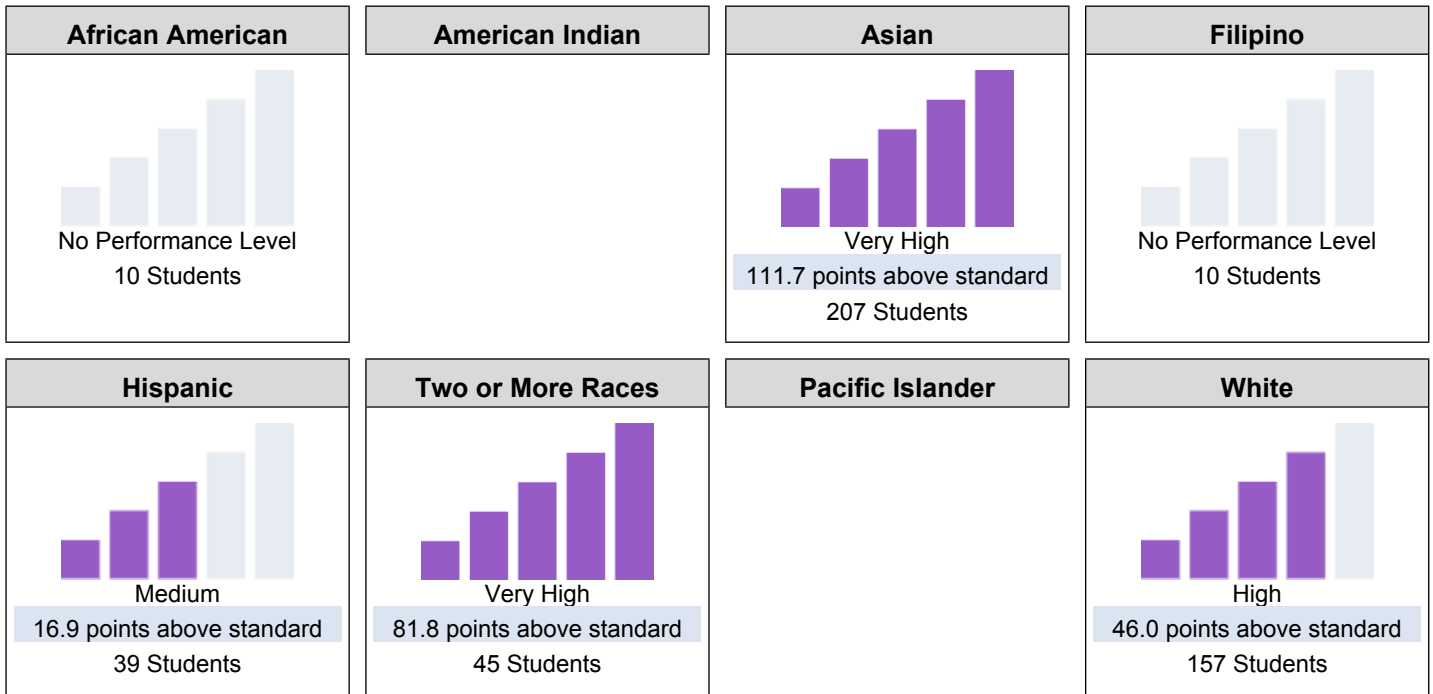
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>137.3 points below standard 11 Students</p>	<p>22.7 points below standard 38 Students</p>	<p>80.4 points above standard 253 Students</p>

Conclusions based on this data:

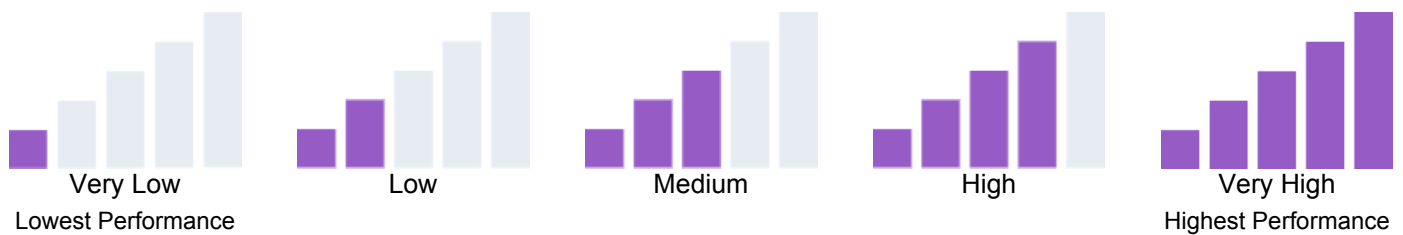
- 1.

School and Student Performance Data

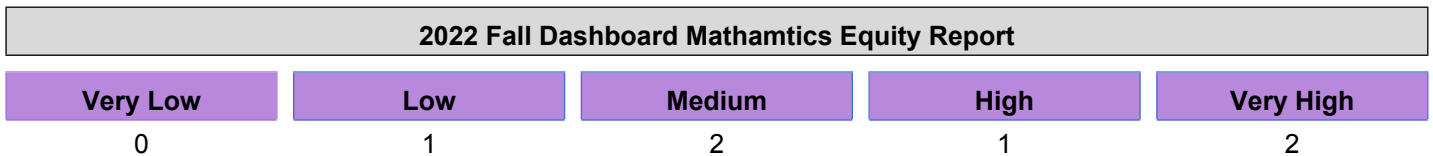
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

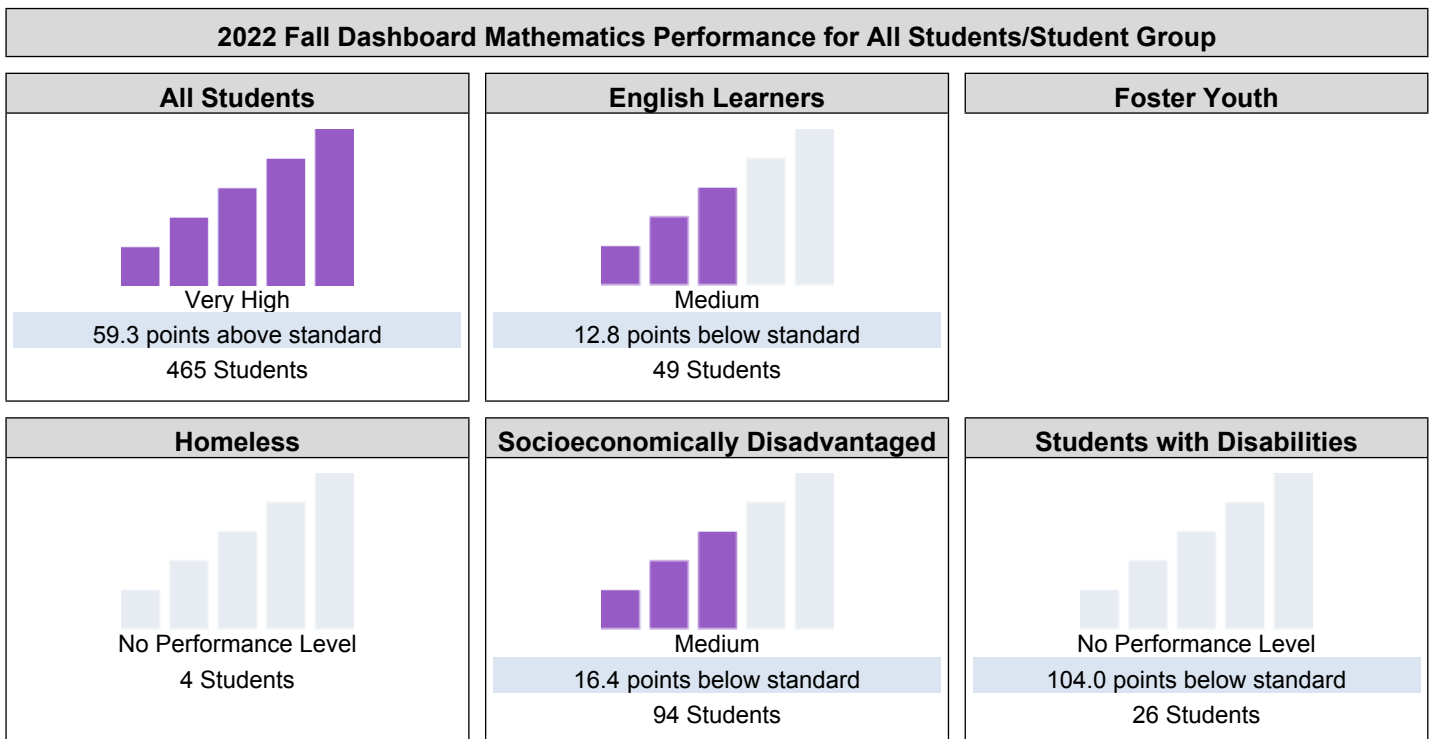
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



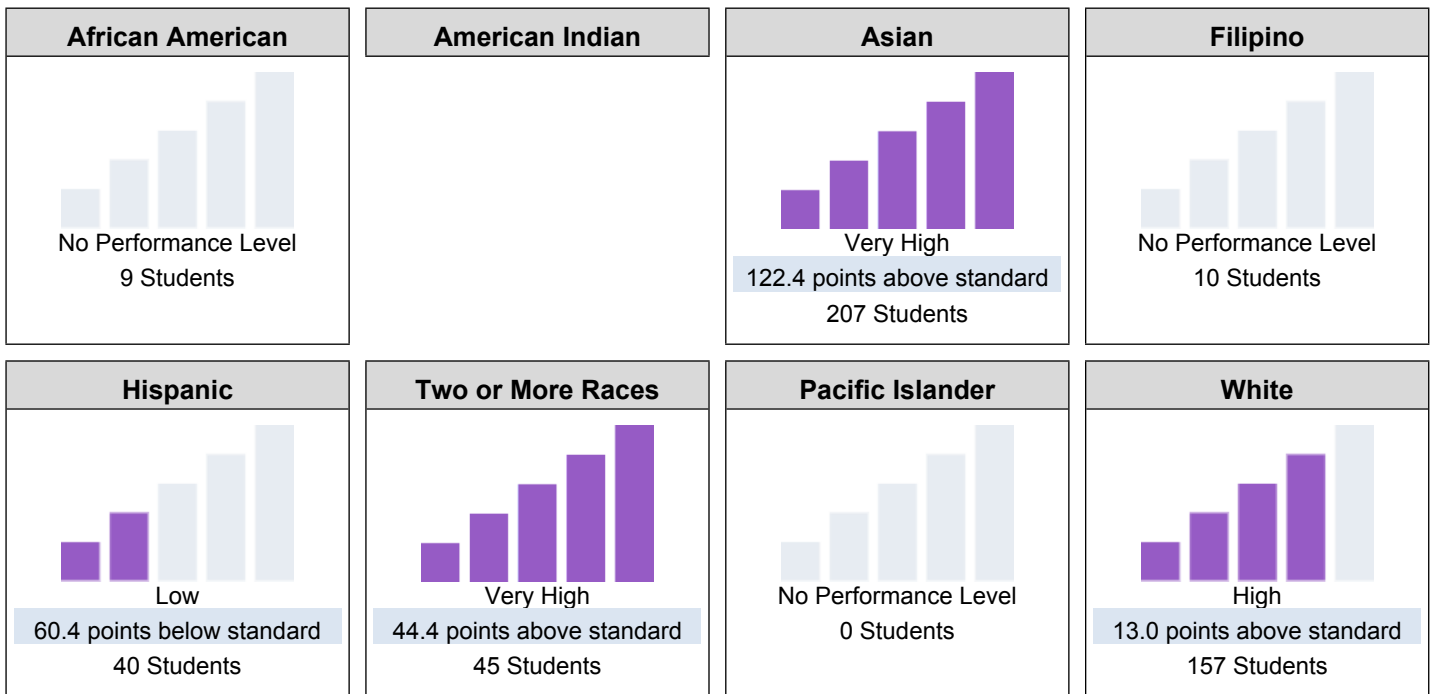
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>145.6 points below standard 12 Students</p>	<p>22.9 points above standard 38 Students</p>	<p>45.5 points above standard 253 Students</p>

Conclusions based on this data:

1.

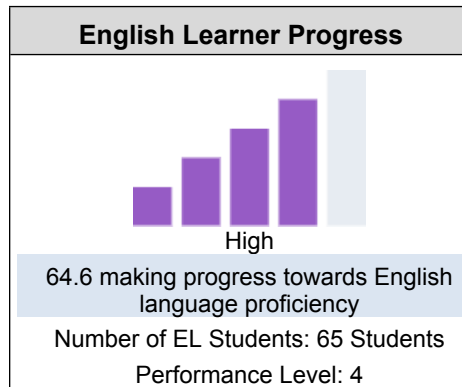
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
16.9%	18.5%	3.1%	61.5%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

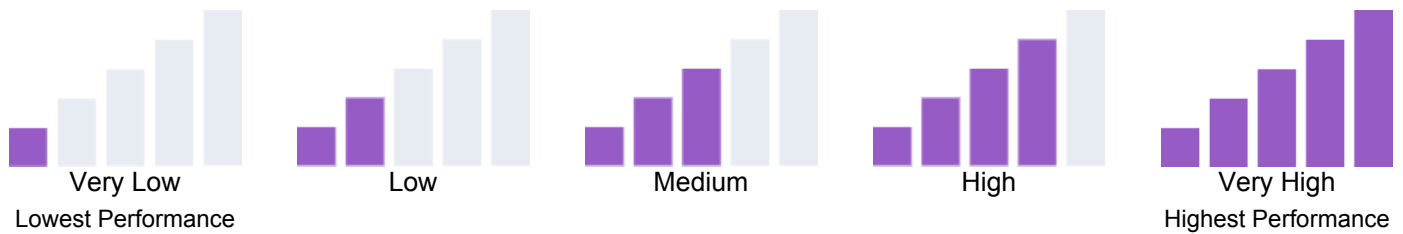
Conclusions based on this data:

- 1.

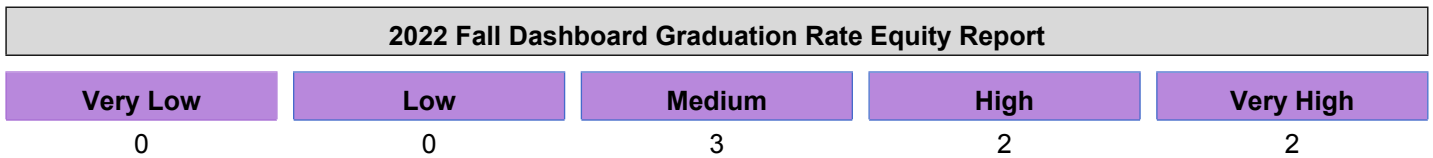
School and Student Performance Data

Academic Engagement Graduation Rate

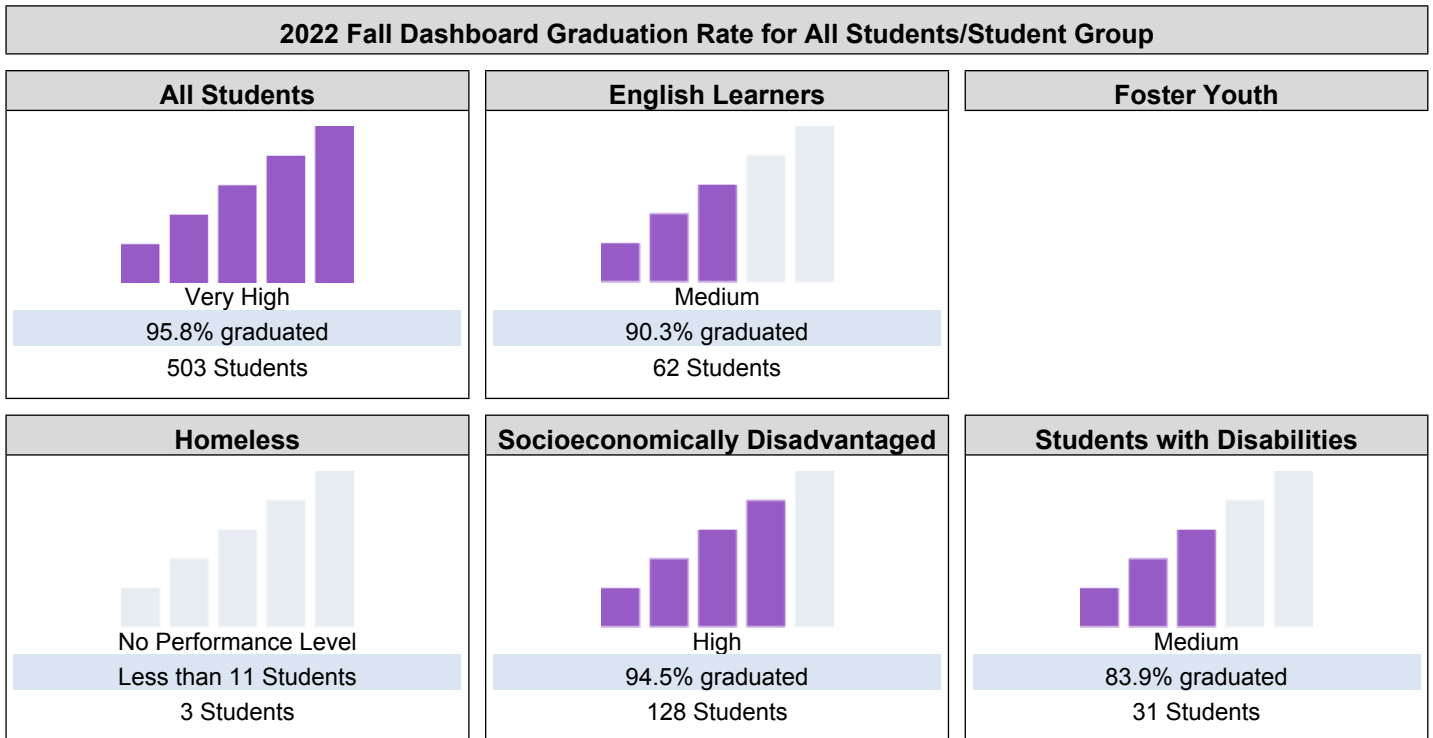
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



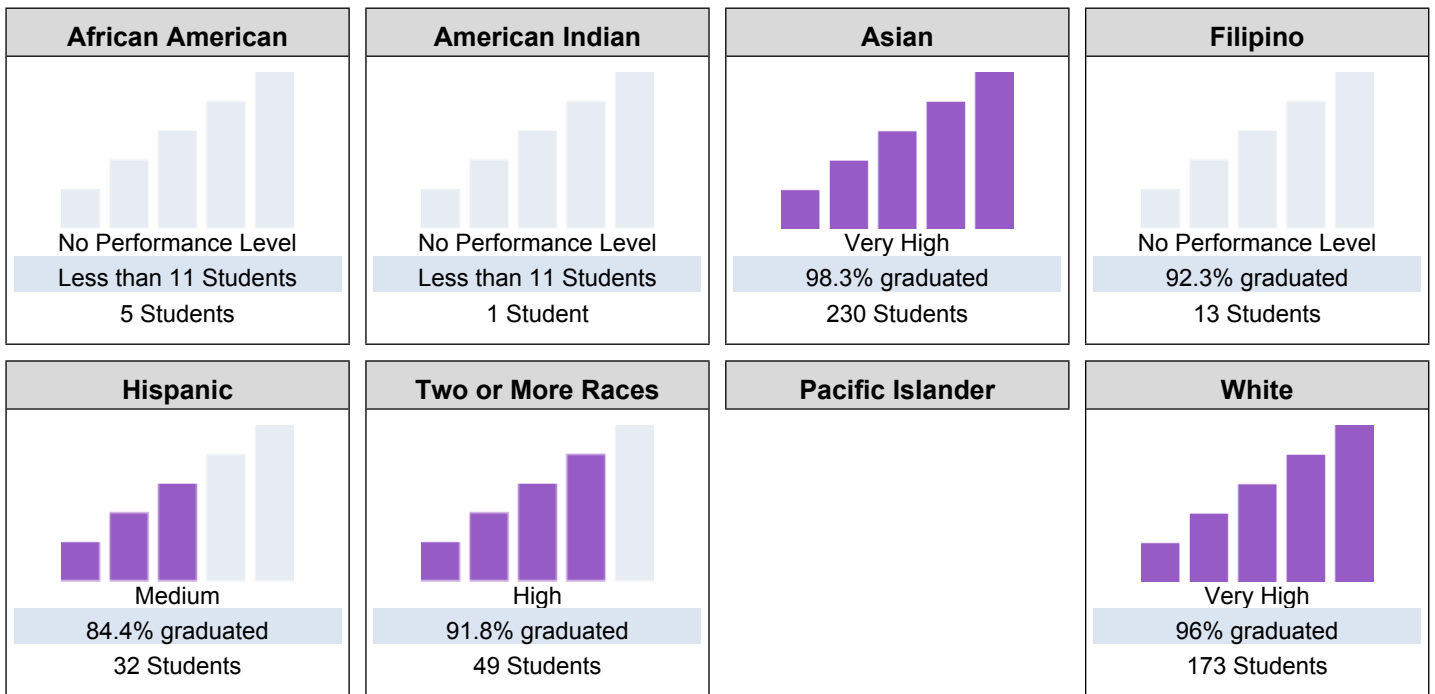
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

- 1.

School and Student Performance Data

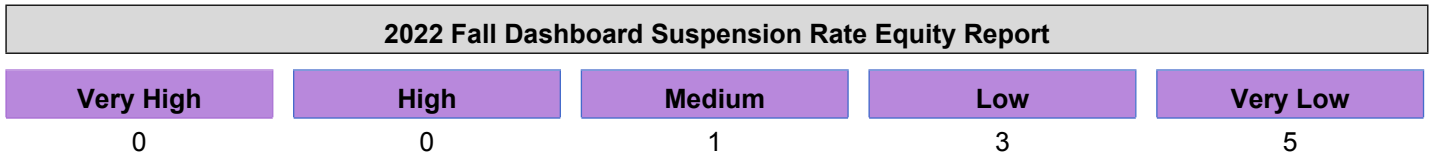
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

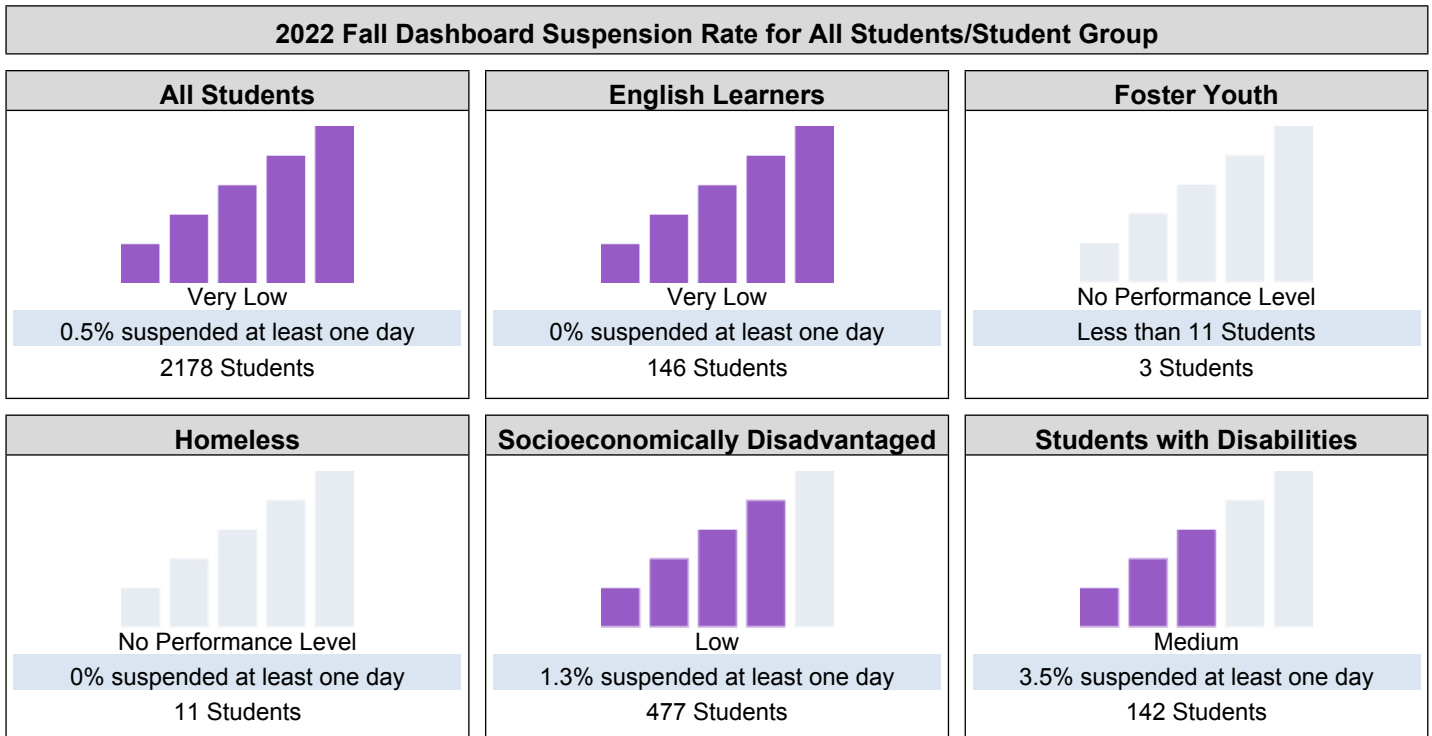
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



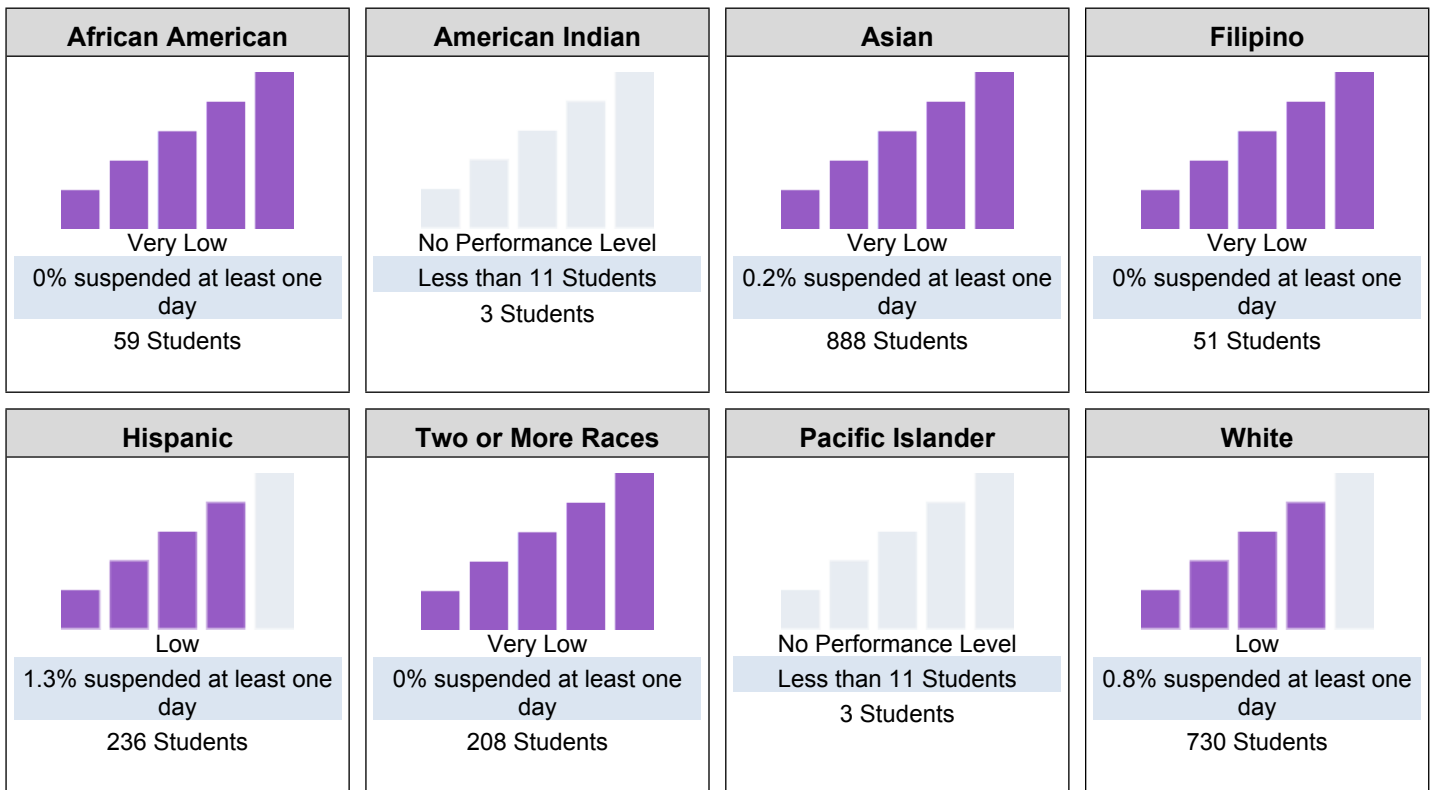
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- 1.