School Year: **2024-25**

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
University High School	30-73650-3035102	May 8, 2024	June 25, 2024

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

School Wide Program
This school plan describes a School Wide Program that includes strategies, actions and services.

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

This School wide Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

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Needs Assessment

Data Analysis

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities and local assessments to modify instruction and improve student achievement. The analysis should look at all students and take special consideration of all subgroups. CAASPP and CA Dashboard data is unpacked annually for results in academic performance, engagement, and climate. Local assessments, surveys, classroom observations, etc. are also examined to adjust instruction and to help the well-being of all students. Examples for data to be used in this section are CA Dashboard, Panorama, Hanover Survey, School Site Data, etc.

	Literacy
Data Analyzed	CA Dashboard; AP Scores; Smarter Balanced Reports
Strengths	The California Dashboard in the Academic Performance report shows performance by all significant subgroups on a color scale: Red (very low), Orange (low), Yellow (medium), Green (high) and Blue (very high). Performance is measured in terms of both achieve in relation to the minimum standard, as well as, growth or decline from the previous year. UHS has no groups listed in Red with only one group in Orange. Two major celebrations are the three groups (Asian, Two or More Races and White) in the Blue and Socioeconomically Disadvantaged in the Green. Although we are attempting to focus most energy on the performance of subgroups, it's noteworthy to include that overall, all students tested maintained performance (decrease by 1 point) to be in the Blue at 75.2 points above standard. Within the Advanced Placement (AP) test offerings, AP Language, for which participants rose from 183 in 2019 to 294 in 2023 saw an average score of 3.79 which is second highest in the last five years next to 2019 which was the smallest group of test takers. AP Literature - a senior level course, had 147 test takers in 2023 with an average score of 4.19. This represents a year after year increase in score since 2019 along with the second highest number of test takers (behind 2021 which had a spike of 176).
Areas for Growth	Although the California Dashboard identified no groups in the lowest, Red band, the Hispanic Group is identified as Orange. This group is both 1.3 points below standard and the group declined 18.2 points from the previous year. It is the decline that most impacts the current performance rating. It should be noted that despite the Orange rating, the State average for this group is 40.2 points below standard. In Yellow band we have our English Learners. Despite being 13.2 points below standard (compared to the state average of 67.7), this group did grow 36.3 points from the previous year. Although the number of students in groups such as African American and Students with Disabilities are too low for the state to include in the report, available data indicates needed growth. African American students scored 62.7 points below standard, which is worse than the state average) and Students with Disabilities scored 88.5 points below standard and declined by 23.7 points. The state average for this group is 96.3 points below average.
Questions & Key Findings	Despite strength in our student performance overall, there are pockets of students who are struggling and this supports our work focusing on groups of students to address needs which may be specific to them. It is our traditionally marginalized groups about whom we are most concerned. There are groups whose performance, although in need of growth, is understandable. For example, our EL students are working towards proficiency in the language and Student with Disabilities are navigating different qualifying conditions that dramatically impact academic progress. We have a clearer sense of what obstacles we need to overcome to support their improved performance. What is more challenging are low areas of performance among groups of identified by ethnicity. We see the need for significant improvement among Hispanic and African American. We continue our journey of how to best target and provide assistance to students based on ethnicity. In addition, our Socioeconomically Disadvantaged

	Literacy
	students scored in the Green band. These 105 students scored 4.8 points above standard and increased by 15.7 points. This seems to indicate ethnicity as a stronger factor than economic status as a determinant for success.

	Math
Data Analyzed	CA Dashboard; AP Scores; Smarter Balanced Reports
Strengths	Again, the California Dashboard in the Academic Performance report shows performance by all significant subgroups on a color scale: Red (very low), Orange (low), Yellow (medium), Green (high) and Blue (very high). Performance is measured in terms of both achieve in relation to the minimum standard, as well as, growth or decline from the previous year. UHS has no groups listed in neither the Red nor the Orange Bands with one group in Yellow and the remaining groups (5) within Green and Blue. The school group as a whole scored 68.2 points above standard and increased by 8.9 points from the previous year. Within the AP test offerings, AP Statistics has show an increase in both number of students taking the exam, up from 131 to 165 since 2019, and in increase in performance from 2019 with an average score of 3.81 (out of 5) to 4.10. Despite the significant decrease in students taking the Calculus AB and Calculus BC exams, scores have remained quite high averaging 4.45 and 4.83 respectively. As a math-related course, since starting the program during the 2021 test year, it's grown to 111 students with an average score of 4.13.
Areas for Growth	Although the California Dashboard identified no groups in the lowest two bands - Red and Orange - one group is listed in the Yellow Band which is Socioeconomically Disadvantaged. As a group, they both scored below Standard by 32.8 points and declined by 13.1 points. If this group can increase their score by at least 3 points, they will hit the Green Band. It was growth over last year by the Hispanic Group (21.4) points which allowed them to score in the Green Band. The more important data point indicating important areas of growth for the school are within the groups to small in test taker number to be included in a color band. For Math, those two groups are African American (11 students) and Students with Disabilities (28 students). Both groups scored well below Standard. If fact, as a group, the African American students scored 171.6 points below standard which is over 40 points lower than the score of the Students with Disabilities (128.8 points below standard). Although our overall scores in the Math-related AP Tests are quite good, we do need to understand the reason(s) behind the decrease in numbers taking Calculus AB and BC, despite our overall student enrollment remaining the same or slightly increasing.
Questions & Key Findings	Despite strength in our student performance overall, there are pockets of students who are struggling and this supports our work focusing on groups of students to address needs which may be specific to them. It is our traditionally marginalized groups about whom we are most concerned. Despite it being a small group of students tested, again we are seeing dramatic concerns manifest among our African American students. Our Students with Disabilities also need continued support to access grade-level concepts and demonstrate proficiency.

	SEL/Behavior
Data Analyzed	Panorama Reports; Suspension Rates (EduClimber); CA Dashboard
Strengths	This year was the first full implementation of the Panorama survey in which we gave it to all students -- once in the fall and once in the spring. It measures favorable student response in five categories: Supportive Relationships, Social Awareness, Self-Management, Grit and Emotion Regulation. As a school, we have been working on the amount of students who acknowledge have a "Trusted Adult" on campus. In the spring, 80 percent of students taking the survey responded favorably to the question, "Do you have a teacher or other adult from school who you can count on to help you, no matter

	SEL/Behavior
	what?" This goes beyond our typical "Trusted Adult" definition. The qualifier of the question which says, "...no matter what," sets a pretty high bar. In light of this, 80% is a strong response. In our Hanover survey, 86% of students said they had one or more adults they feel they "...could talk to if [they] had a problem." From the fall administration to the spring administration, we show small increases in three of the five categories: Supportive Relationships, Social Awareness and Emotional Regulation. Regarding suspension rates, despite the issues of disproportionality as described in the growth section below, overall percentage of total students suspended compared to total enrollment is very low (0.9% of the students having been suspended one day) when compared to the remainder of the county.
Areas for Growth	Two of the five areas captured in the Panorama Survey show a decline since the fall administration: Self-Management and Grit. For Self-Management, there was a decline in favorable responses for all five questions. For Grit the survey showed a decline in all three questions with the most dramatic (down six percentage points) in response to the question: "If you fail to reach an important goal, how likely are you to try again?" Although we see overall positive growth in students who have at least one Trusted Adult on campus, we again see differentiated responses with Black / African-American students reporting the lowest number of 69%. As a comparison, Whites and Asians show 82% and 79% respectively. Suspension rates are still disconcerting in how they manifest among certain student groups of color. We see the highest numbers of disproportionality among our Black / African American students. While Educlimber reports this group to make up only 2.6% of the total student population in the 2022-23 school year (this number skews a bit lower because some members of our Black / African American population are represented in the the Multi-Race group), Black / African American students represent 38% of the suspensions. The percentages of suspensions compared to the percentage of total population for other groups in 2022-23 are: White - 29% / 33%; Hispanic 13% / 14.9%; Asian 8% / 40.5%; Multi-Race 13% / 9.1%.
Questions & Key Findings	With addition this year of using Panorama surveying the entire student population, our team needs to determine the best systems to use the information as intended. We want to respond to school wide trends, identify small groups of students for whom we can provide Tier 2 and 3 level support and use the information when interceding with students on an individual level. Various forms of disproportionality still prove to be a challenge for our school team in addressing with subgroups of our population. We have been trying to work with our Black / African-American students both systematically and individually for the past three years in search of methods and resources that will better serve their needs.

	School Climate
Data Analyzed	Hanover Survey; Panorama Reports
Strengths	The School Climate Survey (administered through Hanover) provides the most detailed information regarding how staff, students and parents perceive campus environment. Only 8% of students are dissatisfied with the school program and less that 7% of parents survey expressed dissatisfaction. Dissatisfaction with the school's sense of community is in the single digits as is disagreement with the statement that students have friends on campus. The adults on campus are strongly perceived to be treating students with respect with only 14% of those surveyed disagreeing. Among parents that number is lower - just over 10%. There are several points around campus safety. Less than 6% of students report feeling unsafe on campus - although, we'd like this number to be at zero. Even though there are over 14% of students reporting that bullying is a problem at school, less than 9% are unsure of where to find support if they were the victim of bullying. The perceptions of racism by students are listed below. In a related question, though, when asked if the, "...school supports students of different races,

	School Climate
	ethnicities, adn cultures," only 3% of the students surveyed disagreed. There are similar responses when asked about how the school supports students of different gender identities, sexual orientations, religions, disability statuses and income levels. The number of students who disagreed with the school working to understand family backgrounds and cultures is slightly higher, but still only 9%. With regards to academics, 76% of students report that teachers have high expectations of them (with only 5% disagreeing) and 79% say that they, "...have been encouraged to purse academically challenging courses," (with 8% disagreeing).
Areas for Growth	An area of concern arises around the topic of racism. While only 22% of the students expressed experiencing racism, 42% of students responded that they have "...witnessed racism at...school." Stress continues to be a place of growth as reported through the annual survey. With regards to "Chronic Stress," 17% of the students report having missed school 4 or more times in the last 12 months as a result. In response to the question, "How many times during the past 12 months (for two or more consecutive weeks) have you felt down, sad, or hopeless and where you found little interest or pleasure in doing things you normally do," 35% of students stated 4 or more times (14% - 4 to 6; 6% 7 to 9; and 15% 10 or more). In light of this, only 54% of the students responded that they, "...have healthy strategies to manage stress." Some may not be self-aware (29% responded neither agree nor disagree) and only 17% of the students disagreed. Overall, when responding to the prompt, "The level of stress that I feel is generally low," only 24% agreed.
Questions & Key Findings	There are more strengths on campus than deficits to build upon. Students generally feel good about their experience and report positive perceptions of what school staff members are doing to support them. It's really the areas of perceived incidents of racism and stress manifesting on campus among students which are the most alarming. The recognition of staff efforts to support students from all walks of life will be a tremendous asset to our efforts. The stress factor is more complicated in not being fully confident in the degree to which that element of school climate is influenced by school decisions and staff interactions, family values and student perception of stress - what is necessary and healthy versus what can be destructive.

	College and Career Readiness (High Schools Only)
Data Analyzed	CA Dashboard; EduClimber (UC A-G / PSAT Scores); Senior Survey
Strengths	UHS has seen substantial growth with regards to proficiency demonstrated on AP Exams. When looking at the five-year summary report Number of Exams, AP Students with Scores of three or higher and the Percent of Total AP Students with Scores of three or higher for the Spring 2023 administration are the highest they have been during the five-year period. Total AP students missed hitting the highest number by four students (917 in 2023 and 920 in 2022). This is more significant in light of the overall student population remaining relatively stable and our efforts to open courses to a wider range of students. These efforts have primarily arisen from our partnership with Equal Opportunity Schools. One illustration is AP Language for which participants rose from 183 in 2019 to 294 in 2023. This dramatic increase was accompanied by an average score of 3.79 which is second highest next to 2019 which was the smallest group of test takers. As reported on the California Dashboard, overall, 71.7% of students are prepared as compared to the state average of 43.9% Only one group is listed in the "Low" band (Very Low, Low, Medium, High & Very High). Graduation rates as presented in the Dashboard show more positive results. Our total number is 96.2% compared to the state average of 86.4%. As far as group placement in the performance bands, there are no groups in Red or Yellow. Students with Disabilities are in Orange and the remaining groups are in Green and Blue. African Americans students in this measurement do well with 100% (of the 11 students) having graduated. As seen

	College and Career Readiness (High Schools Only)
	through EduClimber, the two groups of students who took the PSAT in October of 2023 scored proficient at a rate of 74.9% (9th Grade) and 81.7% (11th grade).
Areas for Growth	Even though the CA Dashboard does not report out for smaller groups of students, African American students (11 total) are reported as a group with 18.2% prepared in the College/Career section. This is only slightly better than the Students with Disabilities groups where of the 32 students, 15.6% are reported as Prepared. Despite the high scores of 9th and 11th grade students demonstrating college readiness on the PSAT, there are still 25.1% and 18.3% respectively who are not.
Questions & Key Findings	Overall, our students are prepared to continue their education once they complete their studies at Uni. We have many students matriculate directly to a four-year university and others who, for various reasons, start at the community college level. National Clearinghouse data shows high attendance numbers continue at the most competitive schools. What we lack is more precise data on students who are not prepared to continue their education. If there are students who are not able to attend even a community college program as a bridge to a four-year university, it would be helpful to identify how many are in that category and what are the deficits and obstacles preventing their success.

Priority Focus Areas/Identified Needs

Identify the most pressing areas for growth for the school action plan. A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Summarize the most pressing root causes from your key findings. These are the practices, policies, systems, or mindsets that are prevalent and may be contributing to inequitable outcomes for marginalized groups. Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for actions.

(A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. It addresses the problem rather than the symptom.)

The following is an analysis from our 2023 WASC report that summarized our findings which led the school team to identify areas of growth which were confirmed by the external visiting team of educators.
MARGINALIZED STUDENTS UHS regularly analyzes D and F report data, discipline data, annual Hanover School Climate Survey results, and Equal Opportunity Schools survey results. In the past few years, UHS has taken a much deeper dive into disaggregated data by race, ethnicity and socio-economic levels. In the analysis, it has become clear that there is a stark disproportionality in Ds and Fs within our under-represented and marginalized students. In the analysis of the Black and African American Students appearing on the “F List”, we found striking disparities between the overall Black and African American student-body percentage and the percentage of Black and African American students appearing on the F List. Although UHS has had a small number of Black and African American students as a whole(between 3% and 4% identifying as “Race 1”), the percentage of Black and African American students on the F list is two to three times higher. The overall trend is increasing over the past 5 years. Like the Black and African American student population, the Latino/LatinX student population show similar results. Although the Latino/LatinX student body has remained rather constant (10.8% - 11.6%) the percentage of Latino/LatinX students on the F list range between 20% and 26%, depending on the grading period. In the fall of 2021, the UHS administration and leadership team discussed the disproportionality and sought guidance from the IUSD Black and African American Liaison. UHS set up a series of focus groups to better understand the unique needs and obstacles for this group of students. We conducted “students only” focus groups and conducted separate evening focus groups with parents and students. It is important to state here that UHS recognizes that not all the students identified as Black or African American share all of the same experiences, but rather what we sought to understand was what common experiences did they have that were unique from the rest of the student body. As we study the Low Socio-Economic Status students (low SES), we see similar patterns. There is a large gap between the percentage of low SES students appearing on the “F” list juxtaposed to the school-wide percentage of low SES students. Where the school wide percentage of Low SES students hovers around the 22%-24% range, the percentage of low SES students appearing on the F lists hovers in the 45% range.
MENTAL HEALTH AND BEHAVIORAL REGULATION The UHS Leadership Team, through the department and PLC structure, have noticed an increase in the number of behaviors that fall under the category of “Mental Health". Anecdotally, teachers have been reporting more students expressing anxiety and manifestation of disruptive behaviors in class and in campus common areas. Although the anecdotes are largely post-pandemic, referral data suggests that more of these behaviors are indeed occurring. Through the annual Hanover Climate survey, given to every student, parent, and staff in the district we see some promising results and at the same time areas of concern. During the last visit, climate survey data came back with the message that many of our students (roughly 80%) did not feel like they had an adult on campus that they could talk to. Since then survey data has changed the question somewhat and we have culled two different sources to understand the trend. In the Hanover Climate Survey from the past year (2021-2022), 81% of the students reported that they feel they have an adult on campus they could talk to if they had a problem. In addition, In the latest Equal Opportunity Schools (EOS) survey given in fall of each year, 68% of the students could identify one or more adults on campus that they trust. We can attribute the increase in connection over the past decade to district investments in mental resources (through the LCAP process), including Mental Health Specialists, professional development in social-emotional learning, and greater awareness. Although the numbers are showing the right trend, there is still work to do here.

Here are some snapshots of the data from the Hanover survey that causes some concern:
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.
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.
38% of the students reported they do not feel optimistic about the future.
43% of the students reported they “disagree” or “neither agreed or disagreed” that “teachers make an effort to connect with me.”
The past few years we have seen over 250 office referrals for attendance, disruption, and academic honesty violations.
COMMUNICATION UHS strives to keep all stakeholders abreast of what is happening at the school. In order to communicate the events at school, UHS uses the school website, instagram profiles (ASB, class councils, counseling, etc.), weekly principal messages, “ParentSquare” messaging, Aeries portal, Canvas, and weekly bulletins. However, through the WASC self study process, the issue of communication has floated to the top in a variety of venues. Parents have reported that given the much wider use of web-based programs (such as Canvas since the pandemic), they are having difficulty navigating and finding the right information on articulation, homework, grades, etc. Students have reported through the Student Forum process, that communication about available resources for mental health could be better. All initiatives, programs, resources and procedures that we develop will be limited if not clearly and continually communicated to our constituency groups. Launching the work that comes out of a deep self-study requires complementary and effective communication to ensure awareness.

Educational Partner Involvement

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Involvement Process for the SPSA and Annual Review and Update

Commencing two years ago 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. The School Site Council met on 11/1/23; 12/13/24; 3/13/24 & 5/8/24.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts for each goal.

ANALYSIS

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Through the WASC Process in 20203, we identified Areas of Academic Need. The first one was: "Increase the academic achievement for marginalized student groups (Special Education; 504, ethnically and racially underrepresented student, low SES, etc.)" The action items for this goal included the following: Through The Learning Cycle (TLC) process, curricular teams will clarify learning targets. PLC Level Teams explore, develop,and/ or incorporate opportunities for proficiency grading. PLC Level Teams continue to create, refine, align, and norm formative and summative assessments to inform instructional practices and ensure student achievement. Incorporate more opportunities for student self-assessment and develop methods for greater student ownership. // Provide targeted student support by developing or seeking targeted professional development to increase proficiency among faculty and staff in working with a changing student demographic and corresponding needs; evaluating and developing academic and social supports targeting marginalized groups; providing informational meetings for first-time Advanced Placement students and their parents. // PLC Teams will collaborate with feeder schools to vertically articulate. // PLC Teams will evaluate recent changes in curricula and graduation requirements to fully support all students. Below are goals identified by department teams and reports regarding progress. SCIENCE: Each course in our three year curricular pathway has learning targets that will be assessed and modified to ensure coverage of IUSD essential learning targets. Physics. We are continuing to give common assessments and projects (with common rubrics) to all students. We are starting to look at item analyses of tests in order to refine our teaching. Marine Science. We are continuing to modify curriculum to ensure that we meet the district requirements for physical science standards. We developed a year-at-a-glance document highlighting essential physical science standards that are addressed in each unit. Chemistry has identified all of the learning targets that we will address in each module. Our learning targets are a bit more robust than standards that the district has outlined and we are continuously refining and adjusting expectations in order to meet the needs of all students. AP: Targets are set by CollegeBoard but some are added that members deem necessary. Proficiency grading has not been developed. Assessments are continuously refined and analyzed. Self-assessment takes various forms throughout every unit. Biology: We have created common assessment questions for each semester final based on our essential learning targets. At the start of semester 2, we used

a PLC day to analyze our results of our first semester final and make modifications to our curriculum APES: There is no PLC team although there is some communication with APES teachers at other schools and other PLCs online and through UCI and UC Berkeley (UGC). For each unit I provide learning target trackers for students to use to self assess. Students can use these near the beginning and end of a given unit to track progress. I will continue to work on refining and aligning formative and summative assessments. The fourth edition textbook was adopted this year and so I think next year there will be more growth in aligning formative assessments such as reading quizzes. 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. UNI Spanish teachers met with Rancho teacher during a PLC day. SOCIAL SCIENCE: Focused efforts to meet with feeder schools (Rancho + Vista Verde) to clarify vertical skills. This has not happened and funds would be needed to cover sub costs if there was not opportunity at designated district days for feeder groups are together. 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 handout so we have more time to focus on an interactive activity. We implemented an exit ticket for the classroom to increase engagement and assess knowledge. We decided not to bring high-school students to the classroom presentations because of time constraints and the fact that students will have to miss an entire day of school. 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. Communication with Rancho has had some push back, but a meeting with Math Coordinator to address concerns. Some communication was given regarding placement for foundations, but still more talks need to happen. SCIENCE: When possible, we will meet as department chairs or as a faculty to discuss curriculum overlap, areas of strength, and areas of potential growth.Sept. 19, 2023. Science department chairs met for two hours to discuss curriculum at sites. A plan was proposed for UHS/VV/Rancho to meet as a dept. for 1/2 day meeting during a district staff development day. DK contacted principals and received approval. Oct 16, 2023 the UHS science department hosted a half day meeting with our colleagues at Rancho and VV to share and discuss the curriculum at each site and to share areas of strength and concern with students entering 9th grade at UNI. SPED: Math, Chem, Physics: Co-Teach (SAI Support) and collaboration with both departments. Due to district and state changes in curriculum and graduation requirements, special education team requires additional time to accommodate the curriculum and to meet the needs of students in the special education program. SOCIAL SCIENCE: Development of Ethnic Studies class as a graduation requirement. The process of creating the curriculum and standards for Ethnic Studies is very much underway, specifically at the District level with 3 Uni teachers involved in the planning meetings. 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. Conversations are being had about foundations vs double block. Decided to continue with foundations another year and keep the conversation going. Will try to implement math 2 double block next year. SCIENCE: All teams will continue to assess achievement of all students and strive to increase learning and understanding. Physics: We are continuing to monitor overall grades in classes, class averages between sections and teachers, and grades on projects to make sure that our physics classes are passable by every student wanting to pass. Our projects have proven to be a good way for students to show what they know in a format other than tests. Marine Science: the team is working on modifying the course description to reflect changes in the curriculum with a 3-year science requirement as well as evaluating physical science standards and their suitability for inclusion in the program. The team has been working to modify summative assessments for students with accommodations. Chemistry: We all give common assessments at the end of each module that address the same learning targets. We are still developing and refining our scaffolded exams that provide additional support during testing to students who need it. Students are allowed to self-select which exam they want to take. AP Chemistry: No retakes are given, but how material is taught, presented & practiced is constantly being refined. Biology: We are continuing to explore and experiment with different forms of point recovery on assignments and assessments. APES - APES is an EOS class which emphasizes providing access to students who would not likely enroll in an AP class. Information is presented in a variety of formats and a list of learning targets is provided on a target tracker document to focus studying. I also post practice exams on Canvas that are not graded so that students can use them for studying. For any students with 504 plants, accommodations are followed. Academic Area of Need #2: 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. The action items for this goal included the following: SOCIAL SCIENCE: individual teacher efforts such as greeting at door, music to prep class or exams, discuss stress strategies, etc. This is absolutely happening in more regularly in most classrooms and will continue into the future. 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 improve, embracing the growth mindset. This is absolutely happening in classrooms and will continue. 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. We have seen the priority for Homeroom to be Univision and district surveys. It is very difficult for us to get into Homeroom, and 15 minutes doesn't allow for enough time to do a meaningful lesson. For our counseling lessons that revolve around our counseling curriculum, it is very difficult to get into the classrooms for those; it was more difficult for SEL lessons. 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. French teacher took students to Mulan for cultural and culinary experience. Latin teacher went to a weekend conference with students. SCIENCE: department members will nurture a learning environment that is supportive and empowering for all students and that creates a sense of belonging and concern for oneself beyond academics. Teams are continue to experiment with classroom policies and practices to develop SEL skills. Same as above for APES. AP Chem talked with Matt P. on this topic and agreed guidance from school is needed. SPED: Continue to include seeking a trusted adult as an accommodation within the IEP. Continue to build relationship with our students and help them to advocate for themselves to meet their needs and build trust with a variety of trusted adults on campus. We want to provide a consistent place for students to have a place to go for academic and emotional support. SOCIAL SCIENCE: Continue to work through Make a Difference Day, including guest speakers. Plans are currently underway to begin the planning stages for next years' Make a Difference Day event. MATH: Continue to seek out mathematical tasks/analysis of 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. ongoing implementation and discussions. 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 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. This process is ongoing. We continue to evaluate and implement. 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. During Wellness Wednesdays, we had 2 Psychiatrists, Dr. Schooner and Dr. Won, from UCI Psychiatry present on mental health treatment options. We also had Dr. Stover from UCI present to our students on healthy relationships and dating violence. Academic Area #3 is "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." MATH: After conversation with student, addressing the consequence, and relaying to the student that mistakes happen and the chance to move on. Trying to get them to understand the ownership of said incident, and taking responsibility. For some students this conversation is a struggle, but teachers are continually trying to improve this and in turn help the student grow. SPED: Training on implementation of positive behavior supports. Most of the team members (6/7) attended ProAct training. More training is needed on how to manage day-to-day situations with high school level behaviors. IA training for how to properly manage behaviors. SOCIAL SCIENCE: continuing to make behavior expectations explicitly clear. This practice is underway and improving as we exit from Covid-related behavior and expectations. 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 avoid/prevent issues, knowing what works with individual students to help correct behavior. Had many conversations of this in dept meeting and collabs. New teachers have taken advice and implemented new policies to be more proactive. Math: Common Math site/expectations, links to syllabus and policies. Did not get to common site expectations link. But teachers have links to syllabus and classroom policies on canvas.

Which strategies were most effective? Least effective?

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

There were no major differences that require inclusion in this section of the document. We allocated a significant amount of our available resources to support collaboration among staff members as the teams worked through the identified action items. Most teams fully utilized the district PLC days to support collaborative team work. When necessary, site funds augmented the PLC allocation when necessary. Typically, this occurred for work which fell out of the parameters of typical PLC work or when teachers who were on multiple course teams needed an additional day to participate in key planning, analysis and revision.

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

In just year one of the six-year WASC cycle, we are still emerging in our refinement of the action steps and goals formulated around the identified Areas of Academic Need. As you can see from above, the departmental teams will continue to evaluate the specific action steps outlined in our document to determine effectiveness and where modification and adjustments are required. We want to continue forward with identified action steps to create ample space and time to assess implementation and impact. We also don't see any significant shifts in expenditures. We'll continue to rely on the district funded systems such as Panorama and Hanover who administers the annual survey along with organizing the results. A good portion of our site funds go to substitute costs to create space for the work -- release time to engage during the professional day or reimbursement for collaboration that occurs before school, after school, during lunch and on the weekends.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. (Schools that are eligible for ATSI are required to conduct a resource equity analysis to identify any inequities).

Questions to reflect on before completing this section:

- Do all at-risk students have access to interventions and additional support as needed?
- How do you determine which students participate in interventions?
- How are funds allocated to meet the needs of at-risk students?
- How is personnel assigned to support at-risk students?
- Do at-risk students have access to the most experienced and effective teachers?
- Do all students have access to technology and other instructional materials?
- Do all students have access to core texts to use at school and at home?
- What are the suspension rates across student groups?
- What is your school’s reclassification rate?

Priority Focus Area (Goal) 1:

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

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
ELA Proficiency	Economically Disadvantaged: 54% Students with Disabilities: 27% Asian: 87% Hispanic or Latino: 52% White: 72%	Economically Disadvantaged: 65% Students with Disabilities: 40% Asian: 92% Hispanic or Latino: 65% White: 82%
Math Proficiency	Economically Disadvantaged: 49% Students with Disabilities: 31% Asian: 90% Hispanic or Latino: 43% White: 64%	Economically Disadvantaged: 45% / 50% Students with Disabilities: 30% / 35% Asian: 90% / 93% Hispanic or Latino: 45% / 50% White: 62% / 67%

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Develop or seek targeted professional development to increase proficiency among faculty and staff in working with a changing student demographic. Through The Learning Cycle (TLC) process, clarify learning targets. PLC Level Teams explore, develop,and/ or incorporate opportunities for proficiency grading. PLC Level Teams continue to create, refine, align, and norm formative and summative assessments to inform instructional practices and ensure student achievement. Incorporate more opportunities for student self-assessment and develop methods for greater student ownership.	**YEAR 1:** LCFF Base Lottery LCFF Supplemental	**YEAR 1:** 300,000 22,260 35,000	**YEAR 1:**	**YEAR 1:** PLC Facilitator Coach team with admin support English Department with admin support Math Department with admin support. Science Department with admin support

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
Evaluate and develop academic and social supports targeting marginalized groups. PLC teams will collaborate with feeder schools to vertically articulate. PLC teams will evaluate recent changes in curricula and graduation requirements to fully support all students. Provide informational meetings for first-time Advanced Placement students and their parents. Identify Instructional Materials to support students from multiple life backgrounds. 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. 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. 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. MATH: Each collab group has already developed learning 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. 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. SCIENCE: Each course in our three year curricular pathway has learning targets that will be assessed				Social Science Department with admin support VAPA Department with admin support Counseling Department with admin support EL Department with admin support DHH Department with admin support English Department with admin support Math Department with admin support. Science Department with admin support Social Science Department with admin support VAPA Department with admin support

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
and modified to ensure coverage of IUSD essential learning targets. 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. 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 development to keep them up to date with current methodology and teaching practices. 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 WORLD LANGUAGES: Spanish 1 - Update shared documents. Continue to meet with the Rancho & Vista Verde Spanish 1 teachers to discuss rigor in terms of teaching in the target language, writing and general assessments. SOCIAL SCIENCE: Focused efforts to meet with feeder schools (Rancho + Vista Verde) to clarify vertical skills. 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 handout so we have more time to focus on an interactive activity. UPDATE: We implemented an exit ticket for the classroom to increase engagement and assess knowledge. We decided not to bring high-school students to the classroom presentations because of time constraints and the fact that students will have to miss an entire day of school. VAPA: As Prop 28 funds begin to support feeder programs in theatre, dance and media arts and				PE Department with admin support Special Education Department with admin support Counseling Department with admin support EL Department with admin support DHH Department with admin support

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
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. 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. UPDATE: Communication with Rancho has had some push back, but a meeting with Math Coordinator to address concerns. Some communication was given regarding placement for foundations, but still more talks need to happen. SCIENCE: When possible, we will meet as department chairs or as a faculty to discuss curriculum overlap, areas of strength, and areas of potential growth. SPED: Math, Chem, Physics: Co-Teach (SAI Support) and collaboration with both departments. SOCIAL SCIENCE: Development of Ethnic Studies class as a graduation requirement 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 course in our discipline to ensure an appealing and equitable experience is offered across IUSD. 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. For Math two, we are considering a two -period block to create space and time to support the most skill-deficient students in completing the new graduation requirement. The team will continue consistent communication with Math 1 and Math 2 teachers to track progress and course progression SCIENCE: All teams will continue to assess achievement of all students and strive to increase learning and understanding. **YEAR 2:** **YEAR 3:**				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible

How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	Consistently, the overall numbers reporting academic success for University High School have been extremely high as measured against the county, state and nation. It's not until the analysis drives down into smaller groups of students do we begin to see performance concerns evidence of disproportionality. We crafted this goal to address the needs of historically underperforming group but can address any group of students who have specific and unique needs. The team recognizes that in most cases, when systems of support are implemented for the most struggling students, all students can benefit.	
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	**Year 1:** A major vehicle for our delivery of professional development has been our corps of Professional Learning Community Facilitator Coaches. They are members of the departments on campus. Currently we have PLC FCs from Math, Science, Social Science, English and World Language. An option for next year which has been very successful in the past is to create session options led by our PLC FCs that speak to different growth areas and allow teachers choice in deepening their learning. Much of the school-wide goals will have better traction when department teams work through information provided to them so they don't have to spend the time in curating the various options to approach things like proficiency grading, for example. **Year 2:** Adjust based on previous year's analysis. **Year3:** Adjust based on previous year's analysis.	
How will success be measured? What data will be collected to measure progress and when?	**Year 1:** We are going to look for both evidence of change in practice and a positive impact on academic proficiency. The CAASPP results will provide one snapshot of academic progress in math and literacy. We can also track average GPA and other performance indicators through the EduClimber as we become more proficient with this tool **Year 2:** Adjust based on previous year's analysis. **Year3:** Adjust based on previous year's analysis.	

Priority Focus Area (Goal) 2:

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.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
Nearly 65% 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.	65% indicate feeling "down..."	Decrease by 15%
20% 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 10%
12% of the students reported they do not feel optimistic about the future.	12% Do not feel optimist about the future	Decrease by 7%
40% of the students reported they “disagree” or “neither agreed or disagreed” that “teachers make an effort to connect with me.”	60% of students agree that teachers make an effort to connect with students	Increase by 10%

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Incorporate Social/Emotional Learning strategies in the classroom with an emphasis on emotional regulation and perseverance. Improve school climate and culture through knowledge and community building initiatives. Improve sense of belonging through concerted efforts for all students to identify a trusted adult on campus. Fully identify the purpose of and develop reasonable protocols for the use of “The Well”. ADMINSTRATION: Utilize Panorama Inventory / Survey to identify schoolwide trends, student groups with shared needs and individual students needing support around areas such as: Supportive	**YEAR 1:** LCFF Base LCFF Supplemental	**YEAR 1:** 70,000 30,000	**YEAR 1:**	**YEAR 1:** Administration; Mental Health Specialists; Counseling Team; MTSS Team; Classroom Teachers English Department with admin support

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
Relationships, Social Awareness, Grit, Emotional Regulation & Self-Management - this next year we need to more specifically outline the steps and protocols to ensure evaluation of the data and use in group and individual contexts. SOCIAL SCIENCE: Continue individual teacher efforts such as greeting at door, music to prep class or exams, discuss stress strategies, etc. MATH: Continue 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 improve, embracing the growth mindset 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. UPDATE: We have seen the priority for Homeroom to be Univision and district surveys. It is very difficult for us to get into Homeroom, and 15 minutes doesn't allow for enough time to do a meaningful lesson. For our counseling lessons that revolve around our counseling curriculum, it is very difficult to get into the classrooms for those; it was more difficult for SEL lessons 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 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. SCIENCE: department members will nurture a learning environment that is supportive and empowering for all students and that creates a sense of belonging and concern for oneself beyond academics. Teams will continue to experiment with classroom policies and practices to develop SEL skills SPED: Continue to include seeking a trusted adult as an accommodation within the IEP. UPDATE:				Math Department with admin support. Science Department with admin support Social Science Department with admin support VAPA Department with admin support PE Department with admin support Special Education Department with admin support Counseling Department with admin support EL Department with admin support DHH Department with admin support

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
Continue to build relationship with our students and help them to advocate for themselves to meet their needs and build trust with a variety of trusted adults on campus. We want to provide a consistent place for students to have a place to go for academic and emotional support. SOCIAL SCIENCE: Continue to work through Make a Difference Day, including guest speakers. MATH: Continue to seek out mathematical tasks/analysis of 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 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 availabe 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. 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 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. 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.				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
PHYSICAL EDUCATION: Encourage students to join Unified PE to help broaden their interactions with different groups of people as well as encourage social interactions through sport and activity. 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. **YEAR 2:** **YEAR 3:**				

How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	This goal, focused on essentially social and emotional health, and the following goal, focused more on behaviors as they manifest on campus, were originally one combine goal. It was through the WASC process and feedback from our visiting team to break these apart so that they action steps could be a little more narrow and targeted. Even though this goal is targeted to address groups of students around shared needs, we are confident it will impact the larger school community for two reasons. First, development in dimensions of our life such as emotional regulation, for example, can help anyone more effectively manage their life. All people encounter stress and times of crisis that solid skills will help navigate. Second, a school community will benefit as a whole when any member is better able to navigate the stress and challenges they face.	
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	**Year 1:** Fortunately, our district as a whole has continued to focus on Social Emotional Learning (SEL) as a cornerstone of our support services for students. We look forward to continued practice with data sources such as Panorama to grow in our proficiency in using it as a tool. We plan to expand the systematic use of Panorama data to track what deficits are manifesting in our students and how our interventions impact their self-reported progress. Our MTSS team has led the way in our development of approaches, expectations and responses to students and their need to improve their own mental health. **Year 2:** Adjust based on previous year's analysis. **Year3:** Adjust based on previous year's analysis.	
How will success be measured? What data will be collected to measure progress and when?	**Year 1:** Both Panorama and the Annual Survey (administered by Hanover Research) capture information that allow us to track progress. There are several questions and measures on both of these tools on which we would hope to see progress over time. For example, we'd hope to see	

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	the percent of students who report not having healthy strategies to manage stress to get into the single digits. This is a challenging goal to measure. We may need to incorporate some more anecdotal information or small exit surveys and similar measures to assess specific resources. **Year 2:** Adjust based on previous year's analysis. **Year3:** Adjust based on previous year's analysis.			

Priority Focus Area (Goal) 3:

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.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
Annual Survey: I have healthy strategies to manage stress.	54% of the students agree.	Increase by 15%
Annual Survey: I can explain my feelings to others.	57% of the student agree.	Increase by 15%
Suspension Rates	Ethnicity / # suspended / total number in group / percent of suspensions / percent of total student body ('22-23) African American / 9 / 59 / 38% / 2.6% White / 7 / 752 / 29% / 33% Hispanic / 3 / 339 / 13% / 14.9% Asian / 2 / 923 / 8% / 40.5% Multi-Race / 3 / 208 / 13% / 9.1%	Maintain the proportion of suspension with all groups with the exception of African American where we would want to reduce the gap by 20%
Panorama Survey: Grit 1) If you fail to reach an important goal, how likely are you to try again? 2) If you have a problem while working toward an important goal, how well can you keep working?	Question 1: 69% responded favorably Question 2: 61% responded favorably	Increase favorable responses by 15 points on both questions.
EOS Opportunity Report	AP Participation (Range is Low-Income and Med/High Income) **Some variations in performance are impacted by smaller sample sizes: Black High/Lo 12/10, Multi-Racial Low Income 15).** Asian 79%-88% (previous year: 77%-90%) Black 0%-30% (previous year: 6%-50%) Hispanic 40%-53% (previous year: 41%-51%) Multiracial 53%-86% (previous year: 40%-83%) White 47%-72% (previous year: 43%-68%)	Increase participation of all groups to 80% or above

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Expand restorative justice practices within the progressive discipline plan with the intent to re-engage students who have violated rules, expectations, or relationships. Become more proactive and preventative in areas concerning escalating student behaviors and discipline. Revisit the Pillars of the Trojans of Character and operationalize the definitions within the classroom, in common areas, and in the community. MATH: After conversation with student, addressing the consequence, and relaying to the student that mistakes happen and the chance to move on. Trying to get them to understand the ownership of said incident, and taking responsibility. UPDATE: For some students this conversation is a struggle, but teachers are continually trying to improve this and in turn help the student grow. 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. 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. SPED: Training on implementation of positive behavior supports. UPDATE: Most of the team members (6/7) attended ProAct training. More training is needed on how to manage day-to-day situations with high school level behaviors. IA training for how to properly manage behaviors will be included. SOCIAL SCIENCE: continuing to make behavior expectations explicitly clear. UPDATE: This practice is underway and improving as we exit from Covid-related behavior and expectations.	**YEAR 1:** LCFF Base LCFF Supplemental	**YEAR 1:** 49,654 9,683	**YEAR 1:** Under-represented groups based on race/ethnicity, academic performance, program and socioeconomic status	**YEAR 1:** Administration; Mental Health Specialists; Counseling Team; MTSS Team; Classroom Teachers; English Department with admin support Math Department with admin support. Science Department with admin support Social Science Department with admin support VAPA Department with admin support PE Department with admin support Special Education Department with admin support Counseling Department with admin support

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
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 avoid/prevent issues, knowing what works with individual students to help correct behavior. UPDATE: Had many conversations of this in dept meeting and collabs. New teachers have taken advice and implemented new policies to be more proactive. 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 Math: Common Math site/expectations, links to syllabus and policies. UPDATE: Did not get to common site expectations link. But teachers have links to syllabus and classroom policies on canvas VAPA will incorporate the Pillars of the Trojan of Character in our syllabus and classroom expectation in order to have consistency within our campus. Integrate a software system to enhance the current Office Hours system. Students will have to select a destination for each day and "travel" among classes during the first portion of Office Hours will be dramatically reduced. Overall, they staff was interested in an exchange of flexibility for accountability. Teachers will also be able to systematically designate activities on a given day and target specific students for assistance. We can also add sessions in the Well focused on SEL skill building as options for students to select. **YEAR 2:** **YEAR 3:**				EL Department with admin support DHH Department with admin support Site Administration, MTSS Committee, Classroom Teachers

How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	We have engaged in conversation as a district about divorcing behaviors from the marks that assess student academic progress. This is with good reason, but it still stands to reason that students who engage in behaviors which are inconsistent with learning (disrupting learning activities, not being present, not completing work outside of class) will not progress as quickly towards established benchmarks. Most students can benefit from support that allow them to act and interact in a way that is consistent with learning. Additionally, when teachers are intervening with students and redirecting behaviors less frequently, all students will benefit from the improved classroom atmosphere.	

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	**Year 1:** A significant change for next year revolves around implementation of a software system that will allow our team to better regulate our Office Hours time. We collectively decided to reduce flexibility in order to increase accountability. We will lean on multiple sources to drive our professional learning / support to help our team implement as effectively as possible. We'll consult the resources offered by the company, work with sister schools around the best practices they have developed and have our own MTSS take the lead on analyzing our specific context and the best protocols to serve the needs of our school population. **Year 2:** Adjust based on previous year's analysis. **Year3:** Adjust based on previous year's analysis.			
How will success be measured? What data will be collected to measure progress and when?	**Year 1:** Measurements will occur through two areas of evidence. First, the annual survey will allow us to determine if the the students report skills improving and negative manifestations of behavior decreasing. Suspension rates will demonstrate if we are able to reduce the most severe manifestation of behavior that is inconsistent with school success. The suspension rates will also serve as one measurement of disproportionality of behavior among our African American students which is currently out of alignment with the amount of students on our campus compared to the overall population. **Year 2:** Adjust based on previous year's analysis. **Year3:** Adjust based on previous year's analysis.			

LCAP ITEM (High School & Middle Schools Only):

How will the school use direct support funding for the following:

- impacted and intervention sections?
- site funding to support intervention programs before, during and after school?
- student support and safety?

The two sections that are allocated to the high schools will be utilized for two sections of Attendance Dean. This is an increase from one section for the past two years. Attendance continues to represent a significant amount of work and the more completed by the Attendance Dean, the more space the Assistant Principals have for other student intervention and response. We will run our Learning Lab next year which provides self-paced access to graduation requirements for students. In addition, we also fund our Academy program that is run by a certificated staff member and provides general academic support outside of the school day. In bell, we run multiple courses to support students work towards graduation requirements. Study Skills is open to multiple grade levels and provided to targeted students. We have criteria to identify students for Math Foundations - a support class that runs concurrent with Math I. We also run support for Math 2 - the new graduation requirement for students starting with next year's 10th grade. We are providing multiple sections and are considering a Math Lab to run concurrent with enrollment in Math 2 or a double block of Math 2. Finally, we identify a section of English 1 that has a smaller class enrollment and is designed to teacher the essential 9/10 standards while supporting deficits in literacy. Again, specific students are targeted for this course based on analysis of their academic performance.

LCAP ITEM (Elementary Schools Only):

How will the school use direct support funding for the following:

- instructional aides allocated from the LCAP?
- site funding to support intervention programs before, during and after school?
- support TOSA/AP?

ATSI Identified Schools

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification. Indicate the area which led to eligibility for ATSI and briefly describe the purpose of this plan.

University High School has been identified for Additional Targeted Support and Improvement (ATSI) in the area of .

This ATSI Plan is aligned to the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment. It will establish a goal to address the identified need for additional targeted support and improvements. This goal will be established based on measurable metrics and the strategies/actions will outline what will be implemented to attain the expected outcomes. Budgets, funding sources and people responsible will be indicated for the strategies and actions.

How were Educational Partners involved in the ATSI plan?

ATSI Plan:

Goal:

Identified Need

Metric	Baseline	Expected Outcome

Strategies & Actions:	Funding Source	Budgeted	Persons

ATSI Annual Review (2023-2024)

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Which strategies were most effective? Least effective?

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

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

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	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$516,597.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

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 ($)
LCFF Base	$419,654.00
LCFF Supplemental	$74,683.00
Lottery	$22,260.00

Subtotal of state or local funds included for this school: $516,597.00

Total of federal, state, and/or local funds for this school: $516,597.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF Base	419,654.00
LCFF Supplemental	74,683.00
Lottery	22,260.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	419,654.00
	LCFF Supplemental	74,683.00
	Lottery	22,260.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	357,260.00
Goal 2	100,000.00
Goal 3	59,337.00
ATSI Goal	

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
	English Advisory Committee

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 5/8/2024.

Attested:

Principal, Kevin Astor on May 8, 2024

SSC Chairperson, Nicole Bradshaw on May 8, 2024

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

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Nicole Bradshaw	Classroom Teacher
Nora Seager	Classroom Teacher
Adrienne Miyadi	Classroom Teacher
Kevin Astor	Principal
Nilou Tohidian	Other School Staff
Yvonne Mansouri	Parent or Community Member
Olga Suttner	Parent or Community Member
Jesse Niedwick	Secondary Student
Sanghyuk Im	Secondary Student
Allison Kim	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.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level University 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.14%	0.09%	1	3	2
African American	1.5%	2.62%	2.54%	25	55	55
Asian	40.3%	41.54%	40.16%	688	871	869
Filipino	2.2%	2.34%	2.36%	38	49	51
Hispanic/Latino	10.3%	10.40%	12.34%	176	218	267
Pacific Islander	0.2%	0.05%	0.14%	3	1	3
White	36.7%	33.19%	33.09%	627	696	716
Multiple/No Response	8.7%	9.68%	9.2%	149	203	199
			Total Enrollment	1,708	2,097	2164

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

Conclusions based on this data:

1. The overall enrollment of University High School is growing. This growth (although skewed by the 2020-21 school year when many students were enrolled in our virtual academy), started a few years ago after a steady decline since around the 2014-15 school year. In terms of percent of overall population, we have seen the number of white students decline while the percentage of Hispanic and African American students has grown. Many of our African American students are included in our Multiple Races group so the number is higher than it appears.

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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	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	522	561	51.5%	81.60%	83.90%

Conclusions based on this data:

1. Although the numbers reported in this section don't show a significant grow in the EL population, the significant change is in the amount of EL students enrolling after the beginning of the school year. We had to adjust support allocations twice - once in the fall and once at the beginning of the second semester.

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			% 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	523	342	470	514	341	470	514	85.9	96.1	98.3
All Grades	398	489	523	342	470	514	341	470	514	85.9	96.1	98.3

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			% 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.	2655.	58.36	47.87	47.08	26.10	27.66	27.82	10.26	13.40	13.42	5.28	11.06	11.67
All Grades	N/A	N/A	N/A	58.36	47.87	47.08	26.10	27.66	27.82	10.26	13.40	13.42	5.28	11.06	11.67

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	48.44	38.12	44.89	42.41	4.40	8.30	9.14
All Grades	57.48	46.81	48.44	38.12	44.89	42.41	4.40	8.30	9.14

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	44.75	31.86	36.46	40.27	8.85	16.20	14.98
All Grades	59.29	47.33	44.75	31.86	36.46	40.27	8.85	16.20	14.98

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	26.85	64.22	69.36	63.81	4.40	7.87	9.34
All Grades	31.38	22.77	26.85	64.22	69.36	63.81	4.40	7.87	9.34

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	39.88	44.87	53.83	51.17	4.11	7.66	8.95
All Grades	51.03	38.51	39.88	44.87	53.83	51.17	4.11	7.66	8.95

Conclusions based on this data:

1. Overall numbers in terms of students exceeding, meeting, nearly meeting or not meeting have not changed dramatically. We know their is more value in tracking the performance of students by subgroup is is outlined earlier in this document. In multiple areas, you can see the number of students above standard growing while those achieving below standard are also growing with reductions in the at or near standard level.

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			% 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	523	348	470	508	348	470	507	87.4	96.1	97.1
All Grades	398	489	523	348	470	508	348	470	507	87.4	96.1	97.1

* 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.	2695.	62.36	45.11	50.89	23.28	25.11	22.09	9.77	14.68	11.05	4.60	15.11	15.98
All Grades	N/A	N/A	N/A	62.36	45.11	50.89	23.28	25.11	22.09	9.77	14.68	11.05	4.60	15.11	15.98

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	60.75	24.14	30.21	24.65	3.45	14.47	14.60
All Grades	72.41	55.32	60.75	24.14	30.21	24.65	3.45	14.47	14.60

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	45.76	35.34	47.02	40.04	4.31	11.70	14.20
All Grades	60.34	41.28	45.76	35.34	47.02	40.04	4.31	11.70	14.20

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	44.97	34.48	45.53	43.79	4.89	9.79	11.24
All Grades	60.63	44.68	44.97	34.48	45.53	43.79	4.89	9.79	11.24

Conclusions based on this data:

1. The biggest growth differential appears in the overall measurement with an increase of over five percent in the percentage of students exceeding the standard. The biggest growth within the areas of competency, comes in the Concepts & Procedures Applying mathematical concepts and procedures which grew by over five percent among students exceeding the standard.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1586.3	1575.0	1560.2	1608.6	1576.6	1558.4	1563.6	23	35	38
10	1611.4	1574.6	1588.8	1624.3	1575.7	1598.4	1598.1	1572.8	1578.8	18	22	39
11	1568.3	1574.2	1576.1	1563.5	1570.7	1595.0	1572.7	1577.2	1556.9	15	23	15
12	1543.5	*	1578.8	1550.6	*	1592.8	1536.0	*	1564.4	11	10	22
All Grades										67	90	114

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	36.84	30.43	34.29	28.95	26.09	22.86	26.32	8.70	17.14	7.89	23	35	38
10	50.00	40.91	43.59	33.33	27.27	30.77	11.11	27.27	15.38	5.56	4.55	10.26	18	22	39
11	33.33	30.43	26.67	20.00	30.43	40.00	40.00	26.09	26.67	6.67	13.04	6.67	15	23	15
12	18.18	*	31.82	36.36	*	18.18	18.18	*	27.27	27.27	*	22.73	11	*	22
All Grades	35.82	30.00	36.84	29.85	30.00	28.95	23.88	27.78	22.81	10.45	12.22	11.40	67	90	114

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	47.37	21.74	34.29	31.58	13.04	17.14	13.16	13.04	11.43	7.89	23	35	38
10	55.56	31.82	56.41	38.89	45.45	28.21	0.00	18.18	5.13	5.56	4.55	10.26	18	22	39
11	40.00	56.52	53.33	33.33	4.35	26.67	20.00	26.09	13.33	6.67	13.04	6.67	15	23	15
12	54.55	*	40.91	18.18	*	31.82	18.18	*	13.64	9.09	*	13.64	11	*	22
All Grades	50.75	40.00	50.00	28.36	31.11	29.82	11.94	18.89	10.53	8.96	10.00	9.65	67	90	114

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	13.16	26.09	37.14	18.42	34.78	34.29	39.47	21.74	22.86	28.95	23	35	38
10	33.33	13.64	23.08	33.33	36.36	28.21	16.67	36.36	33.33	16.67	13.64	15.38	18	22	39
11	13.33	4.35	0.00	20.00	39.13	33.33	46.67	34.78	46.67	20.00	21.74	20.00	15	23	15
12	18.18	*	18.18	18.18	*	13.64	36.36	*	31.82	27.27	*	36.36	11	*	22
All Grades	20.90	6.67	15.79	25.37	34.44	22.81	32.84	38.89	36.84	20.90	20.00	24.56	67	90	114

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	21.05	60.87	74.29	57.89	26.09	17.14	21.05	23	35	38
10	27.78	13.64	20.51	66.67	68.18	69.23	5.56	18.18	10.26	18	22	39
11	6.67	13.04	6.67	86.67	65.22	86.67	6.67	21.74	6.67	15	23	15
12	18.18	*	9.09	54.55	*	63.64	27.27	*	27.27	11	*	22
All Grades	16.42	13.33	16.67	67.16	66.67	66.67	16.42	20.00	16.67	67	90	114

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	81.58	17.39	22.86	10.53	8.70	11.43	7.89	23	35	38
10	83.33	63.64	84.62	11.11	31.82	10.26	5.56	4.55	5.13	18	22	39
11	66.67	69.57	80.00	13.33	17.39	13.33	20.00	13.04	6.67	15	23	15
12	72.73	*	77.27	18.18	*	9.09	9.09	*	13.64	11	*	22
All Grades	74.63	65.56	81.58	14.93	23.33	10.53	10.45	11.11	7.89	67	90	114

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	18.42	43.48	54.29	42.11	26.09	28.57	39.47	23	35	38
10	55.56	27.27	41.03	27.78	45.45	43.59	16.67	27.27	15.38	18	22	39
11	13.33	8.70	13.33	46.67	60.87	53.33	40.00	30.43	33.33	15	23	15
12	18.18	*	13.64	36.36	*	40.91	45.45	*	45.45	11	*	22
All Grades	31.34	16.67	24.56	38.81	53.33	43.86	29.85	30.00	31.58	67	90	114

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	0.00	86.96	80.00	84.21	13.04	17.14	15.79	23	35	38
10	0.00	0.00	0.00	100.00	90.91	89.74	0.00	9.09	10.26	18	22	39
11	6.67	17.39	0.00	80.00	60.87	80.00	13.33	21.74	20.00	15	23	15
12	9.09	*	13.64	72.73	*	59.09	18.18	*	27.27	11	*	22
All Grades	2.99	6.67	2.63	86.57	77.78	80.70	10.45	15.56	16.67	67	90	114

Conclusions based on this data:

1. In terms of overall performance, we want to see as many students as possible score in the Level three and four range because that enables them to use language to learn and communicate in meaningful ways in a range of topics and content areas with little to no linguistic support. Level four scores increased by 11 percentage points while level three decreased by six. Overall, more students are at the upper levels of proficiency. Level two increased and level one decreased significantly - by almost 10 full percentage points. Overall, the performance levels are growing. Oral language showed significantly more growth than written language. Within the domains of listening, speaking, reading and writing: Listening, speaking and reading showed growth while writing showed some growth in the somewhat/moderately group.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2164	**21**	**5**	**0.3**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	108	5
Foster Youth	7	0.3
Homeless	9	0.4
Socioeconomically Disadvantaged	454	21
Students with Disabilities	137	6.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	55	2.5
American Indian	2	0.1
Asian	869	40.2
Filipino	51	2.4
Hispanic	267	12.3
Two or More Races	199	9.2
Pacific Islander	3	0.1
White	716	33.1

Conclusions based on this data:

1. Our socioeconomically disadvantaged students are very constant at 21% of our overall population which is surprising to many people who see Irvine as an overall, very affluent community. The percentages of ethnic groups of students are more deeply examined in other sections of this document.

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	**Graduation Rate**  Blue	**Suspension Rate**  Yellow
Mathematics  Blue	**Chronic Absenteeism**  No Performance Color	
English Learner Progress  Yellow		
College/Career Very High		

Conclusions based on this data:

1. Overall, our numbers are quite high when examining our school population as a whole with three out of the five areas in the highest band, blue. The more meaningful data analysis appears in the consideration of student performance based on subgroups as included in different sections of this document. For suspension rates, we are listed as Very Low but we need to hold steady or increase very slightly to hit the next band and be in the Green. Similarly, with the English Learners,we can maintain our scores another year and step into the Green band.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 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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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	3

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Blue	 Yellow	 No Performance Color
75.2 points above standard	13.2 points below standard	0 Students
Maintained -1 points	Increased Significantly +36.3 points	
505 Students	48 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	 Green	88.5 points below standard
1 Student	4.8 points above standard	Decreased Significantly -23.7 points
	Increased Significantly +15.7 points	28 Students
	105 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
62.7 points below standard			70.2 points above standard
11 Students	No Performance Color	Blue	13 Students
	0 Students	120.8 points above standard	
		Increased +9.1 points	
		195 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
		Less than 11 Students	
Orange	Blue	1 Student	Blue
1.3 points below standard	81.3 points above standard		62.7 points above standard
Decreased Significantly -18.2 points	Maintained +2 points		Increased Significantly +16.7 points
68 Students	42 Students		175 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
125 points below standard	10.7 points above standard	75.6 points above standard
Increased +12.3 points	Increased Significantly +34.9 points	Decreased -4.8 points
11 Students	38 Students	286 Students

Conclusions based on this data:

1. The California Dashboard in the Academic Performance report shows performance by all significant subgroups on a color scale: Red (very low), Orange (low), Yellow (medium), Green (high) and Blue (very high). Performance is measured in terms of both achieve in relation to the minimum standard, as well as, growth or decline from the previous year. UHS has no groups listed in Red with only one group in Orange. Two major celebrations are the three groups (Asian, Two or More Races and White) in the Blue and Socioeconomically Disadvantaged in the Green. Although we are attempting to focus most energy on the performance of subgroups, it's noteworthy to include that overall, all students tested maintained performance (decrease by 1 point) to be in the Blue at 75.2 points above standard. Although the California Dashboard identified no groups in the lowest, Red band, the Hispanic Group is identified as Orange. This group is both 1.3 points below standard and the group declined 18.2 points from the previous year. It is the decline that most impacts the current performance rating. It should be noted that despite the Orange rating, the State average for this group is 40.2 points below standard. In Yellow band we have our English Learners. Despite being 13.2 points below standard (compared to the state average of 67.7), this group did grow 36.3 points from the previous year. Although the number of students in groups such as African American and Students with Disabilities are too low for the state to include in the report, available data indicates needed growth. African American students scored 62.7 points below standard, which is worse than the state average) and Students with Disabilities scored 88.5 points below standard and declined by 23.7 points. The state average for this group is 96.3 points below average. Despite strength in our student performance overall, there are pockets of students who are struggling and this supports our work focusing on groups of students to address needs which may be specific to them. It is our traditionally marginalized groups about whom we are most concerned. There are groups whose performance,

although in need of growth, is understandable. For example, our EL students are working towards proficiency in the language and Student with Disabilities are navigating different qualifying conditions that dramatically impact academic progress. We have a clearer sense of what obstacles we need to overcome to support their improved performance. What is more challenging are low areas of performance among groups of identified by ethnicity. We see the need for significant improvement among Hispanic and African American. We continue our journey of how to best target and provide assistance to students based on ethnicity. In addition, our Socioeconomically Disadvantaged students scored in the Green band. These 105 students scored 4.8 points above standard and increased by 15.7 points. This seems to indicate ethnicity as a stronger factor than economic status as a determinant for success.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	4

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Blue	 Blue	 No Performance Color
68.2 points above standard	14.8 points above standard	0 Students
Increased +8.9 points	Increased Significantly +29.7 points	
498 Students	47 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Yellow	128.8 points below standard
1 Student	32.8 points below standard	Decreased Significantly -16.9 points
	Decreased -13.1 points	28 Students
	102 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
171.6 points below standard			82.1 points above standard
11 Students	No Performance Color	Blue	13 Students
	0 Students	140.2 points above standard	
		Increased Significantly +17.8 points	
		192 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
		Less than 11 Students	
Green	Blue	1 Student	Blue
44 points below standard	72.6 points above standard		42 points above standard
Increased Significantly +21.4 points	Increased Significantly +30.5 points		Increased Significantly +28.9 points
67 Students	42 Students		174 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
134.2 points below standard	38.9 points above standard	53.1 points above standard
Increased Significantly +28.4 points	Increased Significantly +15.9 points	Increased +7.6 points
11 Students	38 Students	285 Students

Conclusions based on this data:

1. Again, the California Dashboard in the Academic Performance report shows performance by all significant subgroups on a color scale: Red (very low), Orange (low), Yellow (medium), Green (high) and Blue (very high). Performance is measured in terms of both achieve in relation to the minimum standard, as well as, growth or decline from the previous year. UHS has no groups listed in neither the Red nor the Orange Bands with one group in Yellow and the remaining groups (5) within Green and Blue. The school group as a whole scored 68.2 points above standard and increased by 8.9 points from the previous year. Although the California Dashboard identified no groups in the lowest two bands - Red and Orange - one group is listed in the Yellow Band which is Socioeconomically Disadvantaged. As a group, they both scored below Standard by 32.8 points and declined by 13.1 points. If this group can increase their score by at least 3 points, they will hit the Green Band. It was growth over last year by the Hispanic Group (21.4) points which allowed them to score in the Green Band. The more important data point indicating important areas of growth for the school are within the groups to small in test taker number to be included in a color band. For Math, those two groups are African American (11 students) and Students with Disabilities (28 students). Both groups scored well below Standard. If fact, as a group, the African American students scored 171.6 points below standard which is over 40 points lower than the score of the Students with Disabilities (128.8 points below standard). Despite strength in our student performance overall, there are pockets of students who are struggling and this supports our work focusing on groups of students to address needs which may be specific to them. It is our traditionally marginalized groups about whom we are most concerned. Despite it being a small group of students tested, again we are seeing dramatic concerns manifest among our African American students. Our Students with Disabilities also need continued support to access grade-level concepts and demonstrate proficiency.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 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 provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Yellow
62.5 points above standard making progress towards English language proficiency
Number of EL Students: 72 Students
Performance Level: 4

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.

2023 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**
9	18	2	43

Conclusions based on this data:

1. The overall score is to be celebrated being 62.5 points above standard. We are working through our EL program making adjustments to better address the students' needs as we have many who arrive to our district with no Target Language and are able to complete graduation requirements and earn a diploma.

School and Student Performance Data

Academic Performance

College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Lowest Performance — Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	1	3	1	2

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
71.7 Prepared	40.7 Prepared	Less than 11 Students
530 Students	59 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	51.7 Prepared	15.6 Prepared
5 Students	145 Students	32 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
18.2 Prepared	0 Students	86.2 Prepared	72.7 Prepared
11 Students		239 Students	11 Students

Hispanic	Two or More Races	Pacific Islander	White
50 Prepared	70 Prepared	Less than 11 Students	61.5 Prepared
44 Students	50 Students	1 Student	174 Students

Conclusions based on this data:

1. As reported on the California Dashboard, overall, 71.7% of students are prepared as compared to the state average of 43.9% Only one group is listed in the "Low" band (Very Low, Low, Medium, High & Very High). Graduation rates as presented in the Dashboard show more positive results. Our total number is 96.2% compared to the state average of 86.4%. As far as group placement in the performance bands, there are no groups in Red or Yellow. Students with Disabilities are in Orange and the remaining groups are in Green and Blue. African Americans students in this measurement do well with 100% (of the 11 students) having graduated. As seen through EduClimber, the two groups of students who took the PSAT in October of 2023 scored proficient at a rate of 74.9% (9th Grade) and 81.7% (11th grade). Even though the CA Dashboard does not report out for smaller groups of students, African American students

(11 total) are reported as a group with 18.2% prepared in the College/Career section. This is only slightly better than the Students with Disabilities groups where of the 32 students, 15.6% are reported as Prepared.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement

Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	4	2

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Blue	 Green	Less than 11 Students
96.2% graduated	91.7% graduated	2 Students
Maintained 0.4	Increased 1.3	
531 Students	60 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	 Green	 Orange
5 Students	94.5% graduated	78.1% graduated
	Maintained 0	Decreased Significantly -5.7
	146 Students	32 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
100% graduated			90.9% graduated
11 Students	No Performance Color	Blue	Decreased -1.4
	0 Students	96.7% graduated	11 Students
		Decreased -1.6	
		240 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
		Less than 11 Students	
Green	Green	1 Student	Blue
93.2% graduated	92% graduated		98.3% graduated
Increased Significantly 8.8	Maintained 0.2		Increased 2.3
44 Students	50 Students		174 Students

Conclusions based on this data:

1. Graduation rates as presented in the Dashboard show very positive results. Our total number is 96.2% compared to the state average of 86.4%. As far as group placement in the performance bands, there are no groups in Red or Yellow. All groups score in the Blue and Green bands with the exception of the Students with Disabilities are in Orange. African Americans students in this measurement do well with 100% (of the 11 students) having graduated.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	6	0	0	3

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Orange	Less than 11 Students
0.9% suspended at least one day	2.9% suspended at least one day	7 Students
Increased 0.4	Increased 2.9	
2268 Students	137 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
5.9% suspended at least one day	 Orange	 Orange
Increased 5.9	3% suspended at least one day	6% suspended at least one day
17 Students	Increased 1.7	Increased 2.5
	532 Students	149 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	Less than 11 Students	 Blue	 Blue
9.8% suspended at least one day	2 Students	0.1% suspended at least one day	0% suspended at least one day
Increased 9.8		Maintained -0.1	Maintained 0
61 Students		913 Students	51 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 Orange	Less than 11 Students	 Blue
2.1% suspended at least one day	2.4% suspended at least one day	4 Students	0.4% suspended at least one day
Increased 0.8	Increased 2.4		Declined -0.4
288 Students	207 Students		742 Students

Conclusions based on this data:

1. Suspension rates are still disconcerting in how they manifest among certain student groups of color. We see the highest numbers of disproportionality among our Black / African American students. While Educlimber reports this group to make up only 2.6% of the total student population in the 2022-23 school year (this number skews a bit lower because some members of our Black / African American population are represented in the the Multi-Race group), Black / African American students represent 38% of the suspensions. The percentages of suspensions compared to the percentage of total population for other groups in 2022-23 are: White - 29% / 33%; Hispanic 13% / 14.9%; Asian 8% / 40.5%; Multi-Race 13% / 9.1%.

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

Strategies/Activities Table

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

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
	English Advisory Committee

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 5/8/2024.

Attested:

Principal, Kevin Astor on May 8, 2024

SSC Chairperson, Nicole Bradshaw on May 8, 2024