School Year: **2025-26**

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 7, 2025	June 24, 2025

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, local and site 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	California School Dashboard 2024
Strengths	The data indicates several strengths in English Language Arts. Overall, the school demonstrates a strong performance in this area, with a "Green" rating and students averaging 59.3 points above the standard. Notably, certain student groups are performing exceptionally well; Asian students and those belonging to two or more races have also earned a "Green" rating, with Asian students achieving an impressive 107.3 points above the standard.
Areas for Growth	While the school maintains an overall "Green" rating in English Language Arts, there has been a decline of 15.9 points in the average student's distance from the standard. Certain student groups show a need for focused support, as their performance is below the overall school average. Specifically, English Learners are struggling significantly, with a "Red" rating and an average of 63.1 points below the standard, and this group has also experienced a substantial decline of 49.9 points. Hispanic and Socioeconomically Disadvantaged students are rated "Orange," indicating they are also below the standard. These trends suggest that targeted interventions and support systems are necessary to address these declines and improve outcomes for struggling student populations.
Questions & Key Findings	1. We have a number of targeted interventions to support struggling students. What can be done to make them more impactful for students? Are those interventions receiving appropriate resources, staffed by the appropriate personnel, and being offered at a time when the targeted students have access? 2. Has something specific changed or occured that can account for the decline in performance of our English Language Learners? 3. Have we as a school adapted to the needs of our English Language Learner population as the make up of that population has changed over time? 4. Does our program of English Language Learners offer them the appropriate levels of peer modeling and challenge to maximize their literacy development? 5. While our performance is high, as it traditionally has been, there is a comparative decline in performance from the prior year. What are the factors we can control to account for that?

	Math
Data Analyzed	California School Dashboard 2024; IUSD Annual Survey 2025
Strengths	The data indicates that the school demonstrates overall strength in mathematics. The school's performance in mathematics is rated as "Green," signifying that, on average, students are performing above the standard. Specifically, the average student is 51.2 points above the standard. Certain student groups show particularly strong performance: Asian students and students belonging to two or more races are rated "Green". Asian students, in particular, are performing significantly above the standard, with an average of 120.3 points above. Socioeconomically Disadvantaged students

	Math
	showed increased performance in mathematics. Their performance is rated as "Green," and while they are 21.6 points below the standard, their classification reflects an increase of 11.2 points. A large majority of students (83%) feel that their math teachers provide helpful support and guidance, aiding in their academic growth. A significant 70% of students report having the opportunity to re-take quizzes/tests, demonstrating a commitment to mastery learning. Students find their math classes challenging (64%), suggesting a rigorous curriculum. Engagement in math classes is also high, with 72% reporting that their classes are engaging. The majority of students (75%) believe that their math grades accurately reflect their knowledge, indicating fair assessment practices.
Areas for Growth	Despite the "Green" rating for overall math performance, there has been a decline of 17 points in the average student's distance from the standard. Certain student groups are performing below the overall average, indicating a need for targeted support. Notably, English Learners are struggling, with an "Orange" rating and an average of 87.5 points below the standard, and they experienced a significant decline of 102.3 points. Hispanic students also have an "Orange" rating and are 75.8 points below the standard. These trends suggest that focused interventions are necessary to reverse these declines and improve math outcomes for specific student populations. White students on average score 8.4 points above the standard. However, it's important to note that there has been a decline of 33.5 points in their performance.
Questions & Key Findings	1. We have a number of targeted interventions to support struggling students. What can be done to make them more impactful for students? Are those interventions receiving appropriate resources, staffed by the appropriate personnel, and being offered at a time when the targeted students have access? 2. Has something specific changed or occured that can account for the decline in performance of our English Language Learners? 3. Have we as a school adapted to the needs of our English Language Learner population as the make up of that population has changed over time? 4. Does the structure of our math intervention courses appropriately offer the support needed? Where can improvements be made to impact struggling students? 5. While our performance is high, as it traditionally has been, there is a comparative decline in performance from the prior year. What are the factors we can control to account for that?

	SEL/Behavior
Data Analyzed	California School Dashboard 2024; IUSD Annual Survey 2025
Strengths	The suspension data for University High indicates a positive overall school behaviors. The school has a "Green" rating in suspension rate, with only 1.2% of students being suspended for at least one day. This rate has been well-maintained, showing only a slight increase of 0.2%. Notably, certain student groups have very low suspension rates, with Asian students and English Learners having particularly low rates (0.2% and 0% respectively). Long-Term English Learners also show a 0% suspension rate. The survey results indicate several strengths in student behavior and SEL. A significant majority of students (76%) feel that staff members treat them respectfully, fostering a positive school climate. Strong peer relationships are evident, with 94% of students reporting that they have friends at school. Additionally, 79% of students feel that teachers make an effort to connect with them, demonstrating positive teacher-student relationships. A notable portion of students (66%) report having healthy strategies to manage stress. Student optimism about the future is also prevalent, with 70%

	SEL/Behavior
	expressing positive feelings. Many students (67%) feel confident in their ability to explain their feelings, indicating strong emotional intelligence. Recognizing that mistakes are part of the learning process is a widely held belief (86%), demonstrating a growth mindset. Students generally feel supported and guided to maintain balance in their lives (77%), and they have access to counseling and academic advising services (89%). Finally, a large majority of students (82%) feel safe at school, which is fundamental for their well-being and learning. These findings collectively highlight a school environment that supports students' social, emotional, and behavioral development.
Areas for Growth	While the overall suspension rate is low, there are areas where improvement is needed. Specifically, certain student groups experience disproportionately high suspension rates. African American students have a concerningly high suspension rate of 11.7%. This percentage represents 7 of 60 students that identify in this sub group, and Filipino students also have an elevated rate of 1.8%. Additionally, while still relatively low, the suspension rate for White students has increased slightly to 1.2%.
Questions & Key Findings	1. How do we calibrate our disciplinary practices to ensure equitable treatment for all students? 2. To what extent do we utilize the Alternative to Suspension program? When it is used, are we maximizing its impact when students return to campus? 3. What efforts are we, as teachers and administrators, doing to build relationships with marginalized students in order to build their pride and connection to the school community?

	School Climate
Data Analyzed	IUSD Annual Survey 2025
Strengths	The survey data reveals numerous strengths in the school climate. A large majority of students (91%) feel that teachers use a variety of strategies and activities to help them learn, indicating effective and engaging instruction. Pupils also generally feel safe at school, with 82% (students) and 87% (staff) expressing agreement or strong agreement on feeling safe. There is strong agreement (90%) that teachers help students understand where they need to improve, demonstrating supportive teacher guidance. The school is perceived as inclusive, with 88% of students agreeing or strongly agreeing that the school supports students of different backgrounds. Furthermore, many students feel connected to their teachers (79%) and that they are treated respectfully by staff (76%). Students feel encouraged to pursue challenging coursework (80%) and have access to support for college and career planning (81%). Finally, a significant number of students (70%) express optimism about the future. These results collectively paint a picture of a positive and supportive learning environment.
Areas for Growth	The survey data highlights several key areas for growth in the school climate. Academic dishonesty is a a concern, with 12% of students reporting witnessing it in 5 or more classes. While most students feel connected to teachers, 9% express a lack of connection, which could hinder engagement. Respect is another area for improvement, with 24% indicating that students don't treat staff with respect (5% strongly disagree, 19% disagree) and 32% reporting a lack of respect among students (9% strongly disagree, 23% disagree). While UHS extends a number of resources to support Mental Health, this continues to be an area of growth. A significant 40% of students report experiencing high levels of stress (13% strongly disagree, 27% disagree that stress is low).. Furthermore, 18% of students feel they lack healthy strategies to manage stress (4% strongly disagree, 14% disagree). While 63% are satisfied with the sense of community on campus, the remaining staff are either neutral or dissatisfied on the topic.
Questions & Key Findings	1. We continue to hone our mental health supports offered to students. Are their gaps in our programming or additional resources that may meet needs we are not capturing?

	School Climate
	2. Building our sense of respect and community on campus continues to be a need and priority. 3. Academic Honesty continues to be a challenge on campus. New AI tools are becoming particularly widespread and used for cheating. We need to create a focus on staff development in this area so that staff can support responsible AI use in the classroom.

	College and Career Readiness (High Schools Only)
Data Analyzed	California School Dashboard 2024
Strengths	University High demonstrates significant strengths in preparing students for college and careers. The school has achieved a "Blue" rating in College/Career Readiness, the highest performance level. Additionally, the graduation rate is also "Blue," indicating a high success rate in students completing their high school education. These "Blue" ratings suggest that the school provides a supportive environment that facilitates both graduation and readiness for post-secondary pathways.
Areas for Growth	Based on the document, the primary area of growth within College and Career Readiness is the English Learner Progress. While Graduation Rates and overall College/Career Readiness are strong ("Blue"), the English Learner Progress is rated "Orange," indicating a need for improvement in this specific area. Furthermore, the document notes an 8% decline in English Learner Progress, highlighting a negative trend that requires attention.
Questions & Key Findings	1. Do the courses, offered specifically to English Language Learners, enable them to maximize the credits earned towards graduation? 2. Are there appropriate interventions and supports in place to help English Language Learners along their path to earning graduation credits?

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.)

English Learner (EL) Student Performance:

A critical priority for University High School is to address the academic needs of our English Learner (EL) students. Performance data consistently reveals that this student subgroup is not achieving at the same level as their peers, and concerningly, their academic progress has been declining in recent years. To effectively support these students, we must conduct a thorough review of our current structures, including the design and effectiveness of EL course offerings and the implementation of targeted interventions. This necessitates a close examination of our systems for identifying students who would benefit from EL support and ensuring that these students are receiving explicit instruction to develop their literacy skills. Furthermore, we recognize the importance of fostering a sense of belonging and engagement within the broader school community for our EL students. By creating a more inclusive and supportive environment, we aim to increase their motivation and connection to the school, ultimately leading to improved academic outcomes. Our immediate focus is to halt the current decline in performance and to systematically analyze and revise our support systems to better serve our EL population.

Building Community and Fostering Respect:

Another key area of focus for University High School is the cultivation of a strong and respectful school community. We are committed to creating an environment where all students feel valued and respected by both their peers and the staff. This requires a proactive approach to addressing behaviors that undermine a positive climate, including bullying, racism, and academic dishonesty. We will implement strategies to model respectful behavior, educate students on the importance of respect, and establish clear consequences for disrespectful actions. Our goal is to see a measurable reduction in the number of students who witness or experience incidents of racism, bullying, and other forms of disrespect. To gauge the effectiveness of our efforts, we are also setting a target of achieving at least 80% staff satisfaction with the overall sense of community within the school.

Prioritizing Student Mental Health Support:

University High School remains dedicated to prioritizing the mental health and well-being of our students. To ensure that students have access to the support they need, we will conduct a comprehensive review of our existing mental health programs. This review will include an evaluation of the services offered, their accessibility, and their effectiveness in meeting the diverse needs of our student population. We will also enhance our outreach efforts to improve student awareness of available resources, ensuring that students in need are fully informed about the types of support offered, when and where they can access it, and how to seek assistance. By proactively assessing and improving our mental health support system, we aim to promote a healthy and supportive environment where all students can thrive.

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

School Site Council (SSC) Involvement:

The School Site Council played a crucial role in the initial stages of our needs assessment. The process began with the SSC's review of the annual student survey data. This review was not simply a cursory glance; rather, the SSC engaged in a thorough data analysis. This analysis aimed to identify key strengths within the school climate and academic programs, as well as areas where growth and improvement were necessary. Furthermore, the SSC was tasked with pinpointing survey questions that, while informative, required further qualitative investigation to fully understand the nuances behind the responses. This in-depth analysis by the SSC occurred prior to the development of the School Plan for Student Achievement (SPSA), ensuring that the plan was data-driven from its inception. Following the completion of the SPSA, the SSC reconvened to discuss and review the plan's findings and the goals outlined within it, providing a crucial layer of feedback and ensuring alignment with the school's overall vision and community needs.

UHS Leadership Team Involvement:

The University High School Leadership Team also undertook a comprehensive data review to inform the needs assessment. Similar to the SSC, the Leadership Team analyzed data from both the California School Dashboard and the annual student survey. This dual approach allowed for a holistic understanding of student performance and school climate. The Leadership Team's analysis mirrored the SSC's process, focusing on identifying strengths, areas of growth, and potential areas requiring further investigation. However, the Leadership Team's analysis had a specific focus: the team recognized a pressing need to address the performance of English Learner (EL) students. This recognition became a key driver for subsequent actions and planning.

Math Department and EL Coordinator Collaboration:

In direct response to the Leadership Team's identification of EL student performance as a critical need, a collaborative effort was initiated between the math department and the EL Coordinator. This collaboration involved a series of focused meetings where these groups delved into a more granular analysis of relevant data points. This deeper dive aimed to pinpoint the specific challenges faced by EL students in mathematics and to determine the most effective strategies and interventions to support their success. By combining the content expertise of the math department with the specialized knowledge of the EL Coordinator, the school sought to develop targeted and impactful solutions to address the identified need. This collaborative approach underscores the school's commitment to data-informed decision-making and a proactive response to student needs.

Annual Review

SPSA Year Reviewed: 2024-25

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?

This year, UHS experienced a leadership transition with the arrival of a new principal. While the School Plan for Student Achievement (SPSA) implementation strategies were established, the principal transition and unexpected district-wide program goals presented challenges. Nevertheless, key initiatives were successfully implemented. Specifically, the 5-Star platform was introduced to streamline the Office Hours program. This system allowed students to pre-select their Office Hours sessions and enabled teachers to accurately track attendance. This implementation significantly enhanced our intervention program by ensuring the effectiveness of Office Hours, a crucial Tier I and Tier II support. Furthermore, professional development was

provided to address teacher support for student behavior management and English Language Learner (ELL) instruction. Staff received training and resources to improve their ability to support students in these areas.

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.

UHS successfully aligned its program implementation strategies with its budgetary resources. Planned expenditures, such as teacher compensation for PLC meetings and conference attendance for professional development, were adequately funded. The 5-Star program was implemented within the existing budget, requiring no additional funds.

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

The 5-Star platform was a key component of our program implementation. Now that it's established, the MTSS team is developing metrics to assess its impact on student achievement. Once baseline data is collected, we plan to use it to set further goals for attendance and achievement, specifically related to Office Hours and associated intervention programs.

To better support marginalized students, we plan to develop targeted goals that address the unique needs of specific subgroups. By analyzing available data, we can establish baselines and set measurable goals for academic growth within these groups.

Priority Focus Area (Goal) 1:

Year 1: Increase the academic achievement for marginalized student groups (Special Education/504, ethnically and racially underrepresented students, low SES, Etc.)
Year 2 (updated): Increase the academic achievement for marginalized student groups with a targeted focus on English Language Learners and students of low socioeconomic status. (updates are reflected in all Year 2 entries and Expected Outcomes)

Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	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%	ELA Dashboard: English Learners: 63.1 Below/Declined 49.9 Low SES: 5.6 Below/Declined 10.4 Students with Disabilities: 84.8 Below/Increased 3.7 Hispanic: 22.7 Below/Declined 21.4	English Learners: Increased 20 points Low SES: Increased 20 points Students with Disabilities: Increased 10 points Hispanic: Increased 20 points
Math Proficiency	Economically Disadvantaged: 49% Students with Disabilities: 31% Asian: 90% Hispanic or Latino: 43% White: 64%	Math Dashboard: English Learners: 87.5 Below/Declined 102.3 Low SES: 21.6 Below/Increased 11.2 Students with Disabilities: 158.7 Below/Increased 30 Hispanic: 75.8 Below/Declined 31.8	English Learners: Increased 20 points Low SES: Increased 20 points Students with Disabilities: Increased 10 points Hispanic: Increased 20 points

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: Schoolwide actions & strategies: 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.	**YEAR 1:** LCFF Base Lottery LCFF Supplemental	**YEAR 1:** 700,000 52,827 14,7791	**YEAR 1:**	**YEAR 1:** PLC Facilitator Coach team with admin support English Department

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
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. 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. Department/PLC Team actions & strategies: 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 summative 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				with admin support Math Department with admin support. Science Department with admin support 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

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
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 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.				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
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 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				

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
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: Schoolwide actions & strategies: Develop or seek targeted professional development to increase proficiency among faculty and staff in working as a healthy and productive PLC Team. Develop or seek targeted professional development to increase proficiency among faculty and staff in working to support academic achievement for all students, focusing on specific needs of marginalized students and students with specific learning needs. Evaluate recent changes in curricula and graduation requirements to fully support all students. Identify Instructional Materials to support students from multiple life backgrounds. Evaluate all student support programs as a part of a commitment to Continual Improvement. This includes but is not limited to MTSS, SRT, Office Hours, Peer Tutoring, Academy, Intervention Courses (Math and Reading Lab, Learning Lab, Study Skills), ELD support, Special Education. Working as PLC Teams in course specific groups, faculty will: • develop and incorporate grading practices consistent with IUSD Board policies that ensure hope and efficacy is embedded into grading scales, practices and policies. • continue to create, refine, align, and norm common assessments to inform instructional practices and ensure student achievement. • collaborate to take action when students do not meet learning expectations on common assessments.	**YEAR 2:** LCFF Base Lottery LCFF Supplemental	**YEAR 2:** 474,675 35,448 188,413	**YEAR 2:** English Language Learners & Foster Youth	**YEAR 2:** Administration PLC Facilitator Coach team with admin support UHS Leadership Team 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

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
• incorporate opportunities for student self-assessment and develop methods for greater student ownership. • evaluate and develop academic and social supports targeting marginalized groups. • coordinate Office Hour days to offer reteaching, reassessment and/or extention learning opportunities for targeted students. • collaborate with feeder schools to vertically articulate. Department and PLC actions & strategies: "Science (Biology): The CP Biology team offers opportunities for students to reassess when not meeting expectations on common assessments. Honors and CP created a common final for each semester to inform instructional practices and ensure student achievement. The Honors and CP Biology teams will develop and incorporate grading practices that ensure hope and efficacy is embedded into grading scales, practices and policies. " English: Teams have made efforts like printing lined paper and buying extra supplies to support students who are from a lower socioeconomic status. PLC teams have worked, and continue to work, to expand units to include a variety of cultures and world perspectives. For example, the mythology unit, was expanded to include all world mythology, not simply Greek mythology. Additionally, supplemental materials that teachers choose across courses are from a diverse group of authors and cultures. PLC groups continue to work to align grading practices to provide more equity to improve proficiency in multiple ways, so that students can perform in the modality that works best for them. History: The department scheduled time this spring to collaborate vertically with Rancho Middle School. History (US History): The team is putting a plan in place for reassessment, using Office Hours to reteach Learning Targets.				with admin support Special Education Department with admin support Counseling Department with admin support EL Department with admin support DHH Department with admin support MTSS Team

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
World Language (Spanish): Continue collaboration with Rancho Spanish 1 teacher; continue to align and norm common assessments; continue collaboration to help students meet learning expectations. VAPA (Instrumental): Office hours have been used to scaffold cross-curricular learning between classes to put together collaborative projects between separate orchestra and band classes. PE: Continue to work with students during office hours to reassess or make-up assessments. Clarify and refine an assessment rubric for make-ups to support students struggling. Counseling: Counselors met with 9th grade students earning an F in Math I at the 1st quarter progress report. We designed a pre/post test that measured attitudes and beliefs towards study habits and time management. The counselors went to the ELD 1 and 2 classes to present specific information on graduation and college requirements for English learners. As we look to next year we plan to continue to look at data such as grades and attendance in order to provide supports to our marginalized populations. Special Education: For the past two years we've been implementing new Practical classes for students in the mild/mod program who are earning a Certificate of Completion. We have implemented Narrative Grading for all Practical classes as well as our Directed Studies classes. Our team will continue to meet with feeder middle schools for a programming and articulation meetings will be held with each school in the spring and continue our collaboration partnership. Math (Enhanced Math II): Students in EM2 complete a quiz reflection after each unit quiz that aligns each question of the quiz to a particular learning target. Students are able to self assess and see trends on which learning targets they need extra support with before each unit test Math (Math II): The team uses in-class homework checks with peer grading that supports targeted student groups by aligning with board policy, allowing students to demonstrate proficiency and receive homework grades that reflect their learning instead of homework habits.				
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:** Our professional development is primarily driven by our Professional Learning Community Facilitator Coaches (PLC FCs), who are department members from Math, Science, Social Science, English, and World Language. For the upcoming year, we propose offering teacher-choice sessions led by these PLC FCs, focusing on various growth areas. This approach, proven successful in the past, allows departments to directly engage with school-wide goals, such as proficiency grading, without extensive individual research. Furthermore, we will collaborate with IUSD staff to address the specific professional development needs of our English Learner population. **Year3:** Adjust based on previous year's analysis.	

Priority Focus Area (Goal) 2:

Year 1: 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.
Year 2 (Updated): Build the capacity for all students to have healthy social interactions and positive emotional well being to support their mental health. (updates are reflected in all Year 2 entries and Expected Outcomes)

Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Annual Survey: 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..."	60% indicate feeling "down..."	Decrease by 15% (updated: Decrease to 55% by Year 3)
Annual Survey: 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	66% report healthy strategies to manage stress / 32% missed school because of stress	Decrease by 10% (updated: 75% reporting healthy strategies to manage stress / Decrease to 30% missing school because of stress by Year 3)
Annual Survey: 12% of the students reported they do not feel optimistic about the future.	12% Do not feel optimist about the future	14% do not feel optimistic for the future	Decrease by 7% (updated: Decrease to 10% by Year 3)
Annual Survey: 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	79% of students agree that teachers make an effort to connect with them	Increase by 10% (updated: Increase to 80% Agree by Year 3)
Annual Survey: I have healthy strategies to manage stress. (added in Year 2)		66% of students agree	Increase by 5%

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.	**YEAR 1:** LCFF Base	**YEAR 1:** 85,634.59 30,000	**YEAR 1:**	**YEAR 1:** Administration; Mental Health

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
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 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	LCFF Supplemental			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 EL 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
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: 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				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
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. 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: Schoolwide actions & strategies: Incorporate Social/Emotional Learning strategies in the classroom with an emphasis on emotional regulation and perseverance. Highlight the availability of mental health supports available to students on campus. Ensure students know when, where, and how to access those supports. Ensure the UHS community is aware of when, where, and how to access mental health supports for students both on and off campus. Improve the sense of belonging through concerted efforts by staff that ensure all students can identify a trusted adult on campus. Solidify coverage and protocols to maximize use and efficacy of “The Well”. Department and PLC actions & strategies: Science (Physics): We continue to offer 3rd year physics credit for taking Next Gen Physics, Marine Science, Principles of Engineering or AP Physics.	**YEAR 2:** LCFF Base LCFF Supplemental	**YEAR 2:** 40,000 20,000	**YEAR 2:** English Language Learners & Foster Youth	**YEAR 2:** Administration 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
This provides the students choice and helps with their mental well-being, ensuring that they are not placed in a class, either over their head, or not of interest to them. English: Teams throughout the department have implemented Social/Emotional Learning strategies by setting discussion norms and rules of respect when tackling diverse and sometimes challenging topics. As units are introduced, teachers provide content warnings and mental health resources to students should they be needed. To promote hope and efficacy, many teams have begun implementing a "floor" of 60% on summative assessments and teams are planning the implementation of additional practices with the same goal in regards to grading and assessment. History: The department highlights the availability of mental health supports available to students on campus by promoting and referring students to the Well. Many teachers utilize strategies/activities including community building, meditation, mantras, and positive psychology throughout the year. World Language: Teachers are intentional about creating an environment where all students feel safe and feel connected with their peers and teachers. Students are greeted each day as they walk in the classroom. Students are encouraged to express their personal needs and are welcome to use all the services and resources that are available in school during class time. "PE: The team will continue to incorporate goal setting, reflection, and cooperative games to build social learning strategies. Additionally we will continue to work to incorporate a culture of perseverance by normalizing struggle and how growth happens when we persevere or have a hard time. " Counseling: The counseling department highlights the availability of mental health supports available to students on campus through Parent Coffees, classroom lessons, Canvas grade level pages, Parent Square, website, Student Advisory Council, etc. Counselors are involved in schoolwide wellness events held on campus during lunch and office hours. Sophomore conferences have a focus on coping skills, stress and identifying a trusted adult on campus and off campus. Students are referred to the Mental Health Specialist and The Well as needed and collaboration with mental health support specialists				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 Mental Health Specialists and Project Success

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
occur on a daily basis. As we look to next year we plan to continue these efforts and are would like to advocate for additional SEL to occur in the classroom setting.				
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:** To further the district's commitment to Social Emotional Learning (SEL), we are actively developing our capacity to use Panorama data for targeted interventions. Our MTSS team remains central to our school's effective SEL supports and responses. We will also collaborate with district personnel to guide professional learning on classroom mental health support and to interpret annual survey and Panorama data for identifying school needs and informing action plans. **Year3:** Adjust based on previous year's analysis.	

Priority Focus Area (Goal) 3:

Year 1: 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.
Year 2 (Updated): Foster a University High School community of which all students, staff, and parents are proud of, and connected to. (updates are reflected in all Year 2 entries and Expected Outcomes)

Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Annual Survey: My school supports students of different races, ethnicities, and cultures. (updated for Year 2)		91% of students agree	Maintain
Annual Survey: I have experienced racism at school. (updated for Year 2)		29% Agree	Decrease by any amount
Annual Survey: What is your level of satisfaction with sense of community at your school? (updated from Year 2)		Students: 8% Dissatisfied; 46% Neutral; 46% Satisfied Staff: 13% Dissatisfied; 24% Neutral; 63% Satisfied	Students: Decrease "Dissatisfied" to 5%; Increase "Satisfied" to 60% Staff: Decrease "Dissatisfied" to 0%; Increase "Satisfied" to 75%
Annual Survey: What is your level of satisfaction with your overall education experience?		Students: 9% Dissatisfied; 40% Neutral; 52% Satisfied Staff: 3% Dissatisfied; 20% Neutral; 78% Satisfied	Students: Decrease "Dissatisfied" to 5%; Increase "Satisfied" to 60% Staff: Decrease "Neutral" to 0%; Increase "Satisfied" to 85%

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.	**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	**YEAR 1:** Administration; Mental Health Specialists; Counseling Team; MTSS Team;

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
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. 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			socioeconomic status	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 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
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.				Site Administration, MTSS Committee, Classroom Teachers
YEAR 2: Schoolwide actions & strategies: 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. This will include a revisit of our school's mission, vision, and core values. Invest time and resources into targeted community building activities and programs so that staff and students can build trusting relationships that increase the sense of community, pride, and belonging on campus. Revise "Better Together Day" to focus more on community and relationship building during the first week of school.	**YEAR 2:** LCFF Base	**YEAR 2:** 60,000	**YEAR 2:**	**YEAR 2:** Administration 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
Promote student participation in clubs and activities, particularly the Trojan Army - the students spirit club on campus that supports athletic teams and engages in other campus wide events. Department and PLC actions & strategies: Science: Students are able to engage in many clubs that encourage teamwork, individual excellence and resilience. Our Science Bowl and Ocean Science Bowl teams have won the regional competition for three consecutive years and will represent UHS at national competitions. We continue to have students rank top in the county on Biology, Chemistry, and Physics Olympiad exams. The Science Olympiad team has grown to two, full teams and has a process in place to mentor middle school students. History: Teachers in the department promote and spearhead a number of activities and clubs on campus that are open to all students: Make a Difference Day, MUN, Ethics Bowl, Mock Trial, and National History Day. The department also encourages students to earn the State Seal of Civic Engagement. World Language: Several activities and clubs are promoted and organized by World Language Teachers to promote school and cultural awareness: Better Together Day, Chinese Cultural Club, Chinese Chess Club. The department works to foster an inclusive environment where all student feel welcomed, respected and comfortable. Regular discussions throughout the year focus on the 4 pillar of the Trojan Character (integrity, respect, responsibility and compassion) and students are celebrated for modeling each of these pillars. VAPA: Each teacher in the department promotes school spirit and pride through involvement in events like: ASB & Staff vs Comedy Sportz, Pep Rallies, Fine Arts Week Lunch Fests, 8th Grade Family Night Assembly, Art Show, Elective Fairs, etc. PE: Continue to encourage students to join a club, sports team, or participate in spirit events on a regular basis. Remind students of sporting events and what Trojan Army does at these sporting events. Counseling: From the moment counselors meet incoming 9th grade students, they promote students getting involved in a variety of activities on campus. Outreach has been increased to all of feeder middle				PE Department with admin support Special Education Department with admin support Counseling 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
schools on the transition to high school. Counselors are taking an active role to improve IMPACT for new students, especially out of country students who enter school at various times in the year. Looking forward to next year there is a plan to bring back the new student lunch and to provide more support for new students to get to know the campus. Special Education: Educational Specialists will continue to promote student participation in clubs and activities by promoting them in our classes and at our parents meetings. Students are encouraged to attend various sporting events, musical, concerts, and plays. During Fine Art, classes are taken to the library so that students can view the Art Show each spring. Math: The team works to incorporate learning activities that connect math concepts to real-world experiences, such as finding building heights using trig ratios, to foster a community where all students feel connected.				
YEAR 3:				

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.	
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:** Campus community will be prioritized through staff/leadership meeting agendas, administrative modeling of classroom strategies, and IUSD-supported professional development."	

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
	Year3: Adjust based on previous year's analysis.			

Priority Focus Area (Goal) 4:

Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?

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:	**YEAR 1:**	**YEAR 1:**	**YEAR 1:**	**YEAR 1:**
YEAR 2:	**YEAR 2:**	**YEAR 2:**	**YEAR 2:**	**YEAR 2:**
YEAR 3:				

How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?		
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	**Year 1:** **Year 2:** **Year3:**	

LCAP ITEM (High School & Middle Schools Only):

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

- Impacted and interventions sections?
  - High School - 1 FTE (6 sections)
  - Middle School/K-8 - 0.4 FTE (2 sections)
- High School Graduation Support – specifically in Science and Math?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

District LCAP (Local Control and Accountability Plan) sections will be strategically allocated to bolster math and literacy intervention programs. While these programs are designed to benefit all students, they are intentionally structured to provide crucial support to marginalized students who often demonstrate a greater need for academic intervention. In mathematics, we have established clear criteria to identify students who would thrive in Math Foundations, a support class that runs concurrently with Math I. Similarly, we provide targeted support for students in Math II who take a block with that course along with Math II Solids. In literacy, we are launching a Reading Lab course specifically designed for students who are significantly below grade level in reading skills, providing them with intensive and focused support to accelerate their progress. Additionally, a Learning Lab course will continue to offer flexible, self-paced access to graduation requirements, ensuring that students have multiple pathways to achieve their academic goals. We also offer Study Skills courses, available to various grade levels, with enrollment specifically targeted to students who would benefit most from these strategies. Finally our Academy program, facilitated by certificated staff, will remain a valuable resource, offering general academic support outside of the regular school day. Two additional sections are allocated to teachers that serve as Attendance Deans to assist our Assistant Principals specifically with addressing student attendance. We find that this use of sections is extremely valuable in dedicating staff to connect with students and families who have very real physical, financial and social barriers to attending school regularly. They work with families to find resources, brainstorm solutions and devise plans to get students to class consistently and on time so that learning is maximized. While this impacts all students, it is of specific value to our marginalized students, foster youth, and those of low socioeconomic status.

Ensuring Equitable Access and Support

Our approach to supporting student success is rooted in the principle of providing equitable access to resources and ensuring that all students have the opportunity to thrive. The interventions and support programs described above are not exclusively for marginalized students; rather, they are available to any student who meets the identified criteria for needing additional support. This inclusive approach ensures that students are not stigmatized and that support is readily accessible. However, it is important to acknowledge that marginalized student groups, due to systemic inequities and other factors, often experience higher rates of academic struggle and truancy and therefore disproportionately benefit from these targeted interventions. By providing these programs, we are actively working to close achievement gaps and create a more level playing field for all learners.

Continuous Improvement and Expansion of Services

We are committed to the continuous improvement and expansion of our support services to meet the evolving needs of our student population. The exploration of new models like the Reading Lab and double-block Math II demonstrates our proactive approach to identifying and implementing innovative strategies. We regularly analyze student data to assess the effectiveness of our current programs and make adjustments as needed. This data-driven decision-making process ensures that our resources are allocated efficiently and that our interventions are having the greatest possible impact. Furthermore, we are committed to providing ongoing professional development for our staff to equip them with the skills and knowledge necessary to effectively support all students, including those with diverse learning needs and backgrounds.

LCAP ITEM (Elementary Schools Only):

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

- Instructional Aide allocations?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

NA

ATSI Identified Schools

ATSI Annual Review (2024-2025)

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	$818,536.00
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	$574,675.00
LCFF Supplemental	$208,413.00
Lottery	$35,448.00

Subtotal of state or local funds included for this school: $818,536.00

Total of federal, state, and/or local funds for this school: $818,536.00

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	574,675.00
LCFF Supplemental	208,413.00
Lottery	35,448.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	574,675.00
	LCFF Supplemental	208,413.00
	Lottery	35,448.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	698,536.00
Goal 2	60,000.00
Goal 3	60,000.00
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 May 7, 2025.

Attested:

	Principal, Mike Georgino on 4/9/25
	SSC Chairperson, Allie Keating on 4/9/25

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

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Michael Georgino	Principal
Nora Seager	Classroom Teacher
Nicole Bradshaw	Classroom Teacher
Adrienne Miyadi	Classroom Teacher
Allison Keating	Other School Staff
Nilou Tohidian	Other School Staff
Bryn Mathison	Parent or Community Member
Christine Bryd	Parent or Community Member
Yvonne Mansouri	Parent or Community Member
Daniel Nam	Secondary Student
Jo Jo Fleischman	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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.14%	0.09%	0.09%	3	2	2
African American	2.62%	2.54%	2.38%	55	55	53
Asian	41.54%	40.16%	40.12%	871	869	893
Filipino	2.34%	2.36%	2.47%	49	51	55
Hispanic/Latino	10.40%	12.34%	13.16%	218	267	293
Pacific Islander	0.05%	0.14%	0.13%	1	3	3
White	33.19%	33.09%	32.35%	696	716	720
Multiple/No Response	9.68%	9.2%	9.25%	203	199	206
			Total Enrollment	2,097	2164	2226

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	542	527	549
Grade 10	530	577	565
Grade 11	517	537	572
Grade 12	508	523	540
Total Enrollment	2,097	2,164	2,226

Conclusions based on this data:

1. The make up of our sub groups has stayed relatively consistent over the past three years.
2. The overall population of our school has increased in each of the past three years.
3. While slight, our two largest subgroups (Asian and white) have declined in population.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	118	108	152	6.0%	5.6%	6.8%
Fluent English Proficient (FEP)	822	855	885	38.3%	39.2%	39.8%
Reclassified Fluent English Proficient (RFEP)	522	561		51.5%	81.60%	

Conclusions based on this data:

1. The percentage and number of EL students at UHS has increased significantly (by 34) over the past 3 years.
2. FEP and RFEP have mirrored the EL increases.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	489	523	563	470	514	544	470	514	543	96.1	98.3	96.6
All Grades	489	523	563	470	514	544	470	514	543	96.1	98.3	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2656.	2655.	2641.	47.87	47.08	43.83	27.66	27.82	27.44	13.40	13.42	15.10	11.06	11.67	13.63
All Grades	N/A	N/A	N/A	47.87	47.08	43.83	27.66	27.82	27.44	13.40	13.42	15.10	11.06	11.67	13.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	46.81	48.44	44.10	44.89	42.41	46.13	8.30	9.14	9.78
All Grades	46.81	48.44	44.10	44.89	42.41	46.13	8.30	9.14	9.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	47.33	44.75	40.04	36.46	40.27	42.44	16.20	14.98	17.53
All Grades	47.33	44.75	40.04	36.46	40.27	42.44	16.20	14.98	17.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	22.77	26.85	26.57	69.36	63.81	64.76	7.87	9.34	8.67
All Grades	22.77	26.85	26.57	69.36	63.81	64.76	7.87	9.34	8.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	38.51	39.88	37.82	53.83	51.17	51.29	7.66	8.95	10.89
All Grades	38.51	39.88	37.82	53.83	51.17	51.29	7.66	8.95	10.89

Conclusions based on this data:

1. Since 2021/2022, the percentage of students exceeding the standard has decreased, while the percentage of students below the standard has increased. This is also true of the subcategories: Reading, Writing and Research.
2. Of the four subcategories tested, only in listening have the percentage of students above the standard increased in the data shown.
3. The percentage of students being tested enough, but inconsistent (96.1 - 98.3 - 96.6)

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	489	523	563	470	508	546	470	507	546	96.1	97.1	97
All Grades	489	523	563	470	508	546	470	507	546	96.1	97.1	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2686.	2695.	2677.	45.11	50.89	45.05	25.11	22.09	22.34	14.68	11.05	14.29	15.11	15.98	18.32
All Grades	N/A	N/A	N/A	45.11	50.89	45.05	25.11	22.09	22.34	14.68	11.05	14.29	15.11	15.98	18.32

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	41.28	45.76	39.01	47.02	40.04	45.60	11.70	14.20	15.38
All Grades	41.28	45.76	39.01	47.02	40.04	45.60	11.70	14.20	15.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	44.68	44.97	38.28	45.53	43.79	48.53	9.79	11.24	13.19
All Grades	44.68	44.97	38.28	45.53	43.79	48.53	9.79	11.24	13.19

Conclusions based on this data:

1. There as been an increase in the percentage of students not meeting the standard in overall scores since 2021/22.
2. The increase of students performing below the standard is true in both subcategories.
3. Much the data shows no particular trend in the three year span.

School and Student Performance Data

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

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

ELPAC Results

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

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1559.6	1586.3	1546.4	1560.2	1608.6	1544.1	1558.4	1563.6	1548.3	35	38	43
10	1574.6	1588.8	1571.4	1575.7	1598.4	1566.4	1572.8	1578.8	1575.8	22	39	49
11	1574.2	1576.1	1570.1	1570.7	1595.0	1576.9	1577.2	1556.9	1562.8	23	15	29
12	*	1578.8	1540.2	*	1592.8	1540.5	*	1564.4	1539.4	10	22	21
All Grades										90	114	142

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	25.71	36.84	11.90	34.29	28.95	30.95	22.86	26.32	42.86	17.14	7.89	14.29	35	38	42
10	40.91	43.59	20.41	27.27	30.77	36.73	27.27	15.38	34.69	4.55	10.26	8.16	22	39	49
11	30.43	26.67	24.14	30.43	40.00	34.48	26.09	26.67	27.59	13.04	6.67	13.79	23	15	29
12	*	31.82	0.00	*	18.18	52.38	*	27.27	19.05	*	22.73	28.57	*	22	21
All Grades	30.00	36.84	15.60	30.00	28.95	36.88	27.78	22.81	33.33	12.22	11.40	14.18	90	114	141

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	37.14	47.37	21.43	34.29	31.58	38.10	17.14	13.16	33.33	11.43	7.89	7.14	35	38	42
10	31.82	56.41	32.65	45.45	28.21	51.02	18.18	5.13	14.29	4.55	10.26	2.04	22	39	49
11	56.52	53.33	31.03	4.35	26.67	51.72	26.09	13.33	6.90	13.04	6.67	10.34	23	15	29
12	*	40.91	33.33	*	31.82	28.57	*	13.64	19.05	*	13.64	19.05	*	22	21
All Grades	40.00	50.00	29.08	31.11	29.82	43.97	18.89	10.53	19.15	10.00	9.65	7.80	90	114	141

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.71	13.16	7.14	37.14	18.42	21.43	34.29	39.47	38.10	22.86	28.95	33.33	35	38	42
10	13.64	23.08	18.37	36.36	28.21	32.65	36.36	33.33	28.57	13.64	15.38	20.41	22	39	49
11	4.35	0.00	10.34	39.13	33.33	13.79	34.78	46.67	48.28	21.74	20.00	27.59	23	15	29
12	*	18.18	0.00	*	13.64	14.29	*	31.82	38.10	*	36.36	47.62	*	22	21
All Grades	6.67	15.79	10.64	34.44	22.81	22.70	38.89	36.84	36.88	20.00	24.56	29.79	90	114	141

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	8.57	21.05	14.29	74.29	57.89	54.76	17.14	21.05	30.95	35	38	42
10	13.64	20.51	12.24	68.18	69.23	65.31	18.18	10.26	22.45	22	39	49
11	13.04	6.67	10.34	65.22	86.67	62.07	21.74	6.67	27.59	23	15	29
12	*	9.09	0.00	*	63.64	57.14	*	27.27	42.86	*	22	21
All Grades	13.33	16.67	10.64	66.67	66.67	60.28	20.00	16.67	29.08	90	114	141

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	65.71	81.58	64.29	22.86	10.53	26.19	11.43	7.89	9.52	35	38	42
10	63.64	84.62	81.63	31.82	10.26	16.33	4.55	5.13	2.04	22	39	49
11	69.57	80.00	79.31	17.39	13.33	13.79	13.04	6.67	6.90	23	15	29
12	*	77.27	76.19	*	9.09	14.29	*	13.64	9.52	*	22	21
All Grades	65.56	81.58	75.18	23.33	10.53	18.44	11.11	7.89	6.38	90	114	141

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	17.14	18.42	16.67	54.29	42.11	38.10	28.57	39.47	45.24	35	38	42
10	27.27	41.03	28.57	45.45	43.59	40.82	27.27	15.38	30.61	22	39	49
11	8.70	13.33	10.34	60.87	53.33	55.17	30.43	33.33	34.48	23	15	29
12	*	13.64	4.76	*	40.91	47.62	*	45.45	47.62	*	22	21
All Grades	16.67	24.56	17.73	53.33	43.86	43.97	30.00	31.58	38.30	90	114	141

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.86	0.00	2.38	80.00	84.21	78.57	17.14	15.79	19.05	35	38	42
10	0.00	0.00	2.04	90.91	89.74	89.80	9.09	10.26	8.16	22	39	49
11	17.39	0.00	3.45	60.87	80.00	82.76	21.74	20.00	13.79	23	15	29
12	*	13.64	0.00	*	59.09	76.19	*	27.27	23.81	*	22	21
All Grades	6.67	2.63	2.13	77.78	80.70	82.98	15.56	16.67	14.89	90	114	141

Conclusions based on this data:

1. There has been a significant decrease in the percentage of students performing at Level 4 in Oral Language in the past three years (40% - 50% - 29.8%)
2. Students in 10th grade show the highest percentage of being at Level 4 and Performing at the Well Developed level. This was particularly notable in the 2022/2023 school year.
3. Students in 12th grade show the highest percentage of being at Level 1 and Performing at the Beginning level in most catagories.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2,226	**22%**	**6.8%**	**0.2%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	152	6.8%
Foster Youth	4	0.2%
Homeless	9	0.4%
Socioeconomically Disadvantaged	490	22%
Students with Disabilities	135	6.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	53	2.4%
American Indian	2	0.1%
Asian	893	40.1%
Filipino	55	2.5%
Hispanic	293	13.2%
Two or More Races	206	9.3%
Pacific Islander	3	0.1%
White	720	32.3%

Conclusions based on this data:

1. By race/ethnicity, Asians make up the largest sub group (40.1%). Asians and White students combine to over 72% of our student population.

2. Nearly a quarter of our student population (22%) is Socioeconomically Disadvantaged. I believe this is counter to many stereotypes of our community.

3. The make up of our student body is very diverse.

School and Student Performance Data

Overall Performance

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Substantial attention must be given to improve the performance of English Learners who are at the Orange level.
2. Our programs to ensure students graduate and are aware of and take advantage of opportunities following graduation have been successful as evidenced by the Blue markers in College/Career and Graduation Rate.
3. Academic programs, as measured in English Language Arts and Math are strong, and have room for improvement as they are both in Blue.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	2	1	2	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Red	No Performance Color
59.3 points above standard	63.1 points below standard	Less than 11 Students
Declined 15.9 points	Declined 49.9 points	10 Students
536 Students	70 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	5.6 points below standard
1 Student	4 Students	Declined 10.4 points
		116 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
84.8 points below standard	Less than 11 Students	Less than 11 Students
Increased 3.7 points	9 Students	1 Student
27 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Orange
107.3 points above standard	65.1 points above standard	22.7 points below standard
Declined 13.5 points	Declined 5.1 points	Declined 21.4 points
233 Students	17 Students	62 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Yellow
73.7 points above standard	Less than 11 Students	24.7 points above standard
Declined 7.6 points	1 Student	Declined 37.9 points
53 Students		161 Students

Conclusions based on this data:

1. This data shows that our highest priority is to target the learning needs of English Language Learners, who are in red.
2. Hispanic and Socioeconomic Disadvantaged students (marginalized students) are performing below their peers as indicated by orange.
3. In no subgroup is UHS earning a Blue. This means that even high performing groups are on the decline in achievement.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	4	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Orange	No Performance Color
51.2 points above standard	87.5 points below standard	Less than 11 Students
Declined 17.0 points	Declined 102.3 points	10 Students
539 Students	77 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Less than 11 Students	Less than 11 Students	21.6 points below standard
1 Student	4 Students	Increased 11.2 points
		117 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
158.7 points below standard	Less than 11 Students	Less than 11 Students
Declined 30.0 points	9 Students	1 Student
27 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Orange
120.3 points above standard	59.5 points above standard	75.8 points below standard
Declined 19.9 points	Declined 22.6 points	Declined 31.8 points
236 Students	17 Students	62 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
58.6 points above standard	Less than 11 Students	8.4 points above standard
Declined 14.0 points	1 Student	Declined 33.5 points
53 Students		160 Students

Conclusions based on this data:

1. There was a sharp decline (102.3) in math performance of English Learners.
2. While still below standard, Socioeconomic Disadvantaged students showed increased in their performance by 11.2 points.
3. Overall student performance is 51.2 points above the standard, however, it reflects a decline of 17 points.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	No Performance Color
54.3% making progress.	25% making progress.
Number Students: 94 Students	Number Students: 20 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
21.3%	24.5%	0%	54.3%

Conclusions based on this data:

1. Approximately half of our students (54.3%) of English Learners progressed in their literacy skills according to the data. The others either maintained (24.5%), or declined (21.3%).
2. One quarter of our LTEL students are making progress.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

Very Low

Lowest Performance

Low

Medium

High

Very High

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	3	2

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Green	No Performance Color
72.6 Prepared	43.5 Prepared	9.1 Prepared
Maintained 0.9	Increased 2.8	Declined 18.7
548 Students	46 Students	11 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students 0	Less than 11 Students 0	47.5 Prepared
1 Student	3 Students	Declined 4.2
		160 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
26.7 Prepared	6.7 Prepared	0 Students
Increased 11	Declined 11.5	
30 Students	15 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
88.9 Prepared	69.2 Prepared	52.1 Prepared
Increased 2.7	Declined 3.5	Increased 2.1
207 Students	13 Students	71 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Green
70.5 Prepared	Less than 11 Students 0	68.4 Prepared
Maintained 0.5	1 Student	Increased 6.9
44 Students		196 Students

Conclusions based on this data:

1. Overall UHS is in the blue category, maintaining high performance.
2. Areas of growth lie with African Americans, Socioeconomically disadvantaged, Filipino and LTEL students, all of with saw declines in performance.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

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

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	Orange	No Performance Color
96.7% graduated	87.5% graduated	90.9% graduated
Maintained 0.5%	Declined 4.2%	Declined 9.1%
550 Students	48 Students	11 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	94.4% graduated
1 Student	3 Students	Maintained 0.1%
		161 Students

Students with Disabilities	African American	American Indian
Blue	No Performance Color	No Performance Color
96.7% graduated	100% graduated	0 Students
Increased 18.5%	Maintained 0%	
30 Students	15 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Blue
98.1% graduated	100% graduated	95.8% graduated
Increased 1.4%	Increased 9.1%	Increased 2.7%
207 Students	13 Students	72 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Yellow
97.7% graduated	Fewer than 11 students - data not displayed for privacy	94.9% graduated
Increased 5.7%	1 Student	Declined 3.4%
44 Students		197 Students

Conclusions based on this data:

1. The overall graduation rate is high and at a maintained level of 97%
2. The graduate for English Language Learners declined 4.2%, though remains relatively high at 87.5%
3. 100% of African American and Filipino students graduated.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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.

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	1	4	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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Blue	Blue
1.2% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Maintained 0.2%	Declined 2.9%	Declined 5%
2318 Students	177 Students	36 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
16.7% suspended at least one day	0% suspended at least one day	2.5% suspended at least one day
12 Students	Declined 5.9%	Declined 0.5%
	14 Students	598 Students

Students with Disabilities	African American	American Indian
Green	Red	No Performance Color
3.9% suspended at least one day	11.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 2.1%	Increased 1.8%	2 Students
152 Students	60 Students	

Asian	Filipino	Hispanic
Blue	Orange	Green
0.2% suspended at least one day	1.8% suspended at least one day	1.6% suspended at least one day
Maintained 0.1%	Increased 1.8%	Declined 0.5%
923 Students	56 Students	316 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Yellow
1.4% suspended at least one day	Fewer than 11 students - data not displayed for privacy	1.2% suspended at least one day
Declined 1%	3 Students	Increased 0.8%
207 Students		751 Students

Conclusions based on this data:

1. Students with the highest suspension rate are Foster youth (16.7% of 12 students) and African American (11.7% of 60 students).
2. The overall suspension rate maintained from the prior year at 1.2% of students suspended at least one day.
3. English Language Learners have a 0% Suspension Rate.

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

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

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

Strategies/Activities Table

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023