



# 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
Irvine High School	30-73650-3030152	May 07, 2024	June 25, 2024

## Purpose and Description

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

School Wide Program

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

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

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

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# Needs Assessment

## Data Analysis

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

	<b>Literacy</b>
<b>Data Analyzed</b>	CA Dashboard/ End of Semester Grades
<b>Strengths</b>	<p>Schoolwide in Green 40.6 points above standard yet declined 15.6 points. Two or More Races in Blue with an increase of 55.2 points. Asian students at Green 87.1 points above standard, yet declined 8.4 points. English Learners in Yellow, while 21.3 points below standard, increased 16.1 points.</p> <p>Our English Learner Progress is in Blue with an increase of 22.6% and 64% of 103 students making progress towards English language proficiency. 3.9% of our English Learners maintained at Level 4. 18.4% maintain ELPI Levels within Levels 1-3H.</p>
<b>Areas for Growth</b>	<p>English Learners in Yellow, while 21.3 points below standard, increased 16.1 points. White Learners in Orange, declined 42.4 points. Socioeconomically Disadvantaged Learners in Orange declined 32.8 points. Hispanic Learners in Orange, declined 25.4 points. Students with Disabilities in Red, declined 44.9 points.</p> <p>17.5% of English Learners decreased at least one ELPI Level.</p>
<b>Questions &amp; Key Findings</b>	Almost a 20% increase of English Learners who progressed at least one ELPI level

	<b>Math</b>
<b>Data Analyzed</b>	CA Dashboard/ End of Semester Grades
<b>Strengths</b>	<p>Schoolwide in Green and 19.4 points above standard, yet declined 12 points. Two or More Race Learners in Green while 4.2 points below standard, there was an increase of 33.7 points. Asian Learners in Green with 84.2 points above standard, yet declined 9.8 points. Hispanic students in Yellow, while 70.8 points below standard there was an increase of 5.8 points.</p>
<b>Areas for Growth</b>	<p>Schoolwide in Green and 19.4 points above standard, yet declined 12 points. Two or More Race Learners in Green while 4.2 points below standard, there was an increase of 33.7 points. Asian Learners in Green with 84.2 points above standard, yet declined 9.8 points. Hispanic students in Yellow, while 70.8 points below standard there was an increase of 5.8 points. White Learners declined 35.9 points and scored 41.5 points below standard. English Learners declined 27.4 points and scored 27.3 points below standard.. Socioeconomically Disadvantaged Learners in Orange, declined 20.7 points</p>

	<b>Math</b>
	and scored 63.2 points below standard. Students with Disabilities in Red, declined 72.7 points and scored 168.8 points below standard.
<b>Questions &amp; Key Findings</b>	Math is an area that we need to continue to collaborate and identify support systems to assure that our students are mastering essential standards and continuing their growth in preparation for next levels.

	<b>SEL/Behavior</b>
<b>Data Analyzed</b>	Annual Hanover Survey
<b>Strengths</b>	In 23-24 students identifying missing school due to chronic stress were as follows: 56%-0 times/ 25% 1-3 times/ 8% 4-6 times/ 3% 7-9 times and 7% 10< times. Students identified feeling down, sad or hopeless where they found little interest or pleasure in doing things they normally do for two or more consecutive weeks as follows: 34%-0 times/ 32% 1-3 times/ 14% 4-6 times/ 5% 7-9 times and 15% 10< times. Students identified as having healthy strategies to manage stress as follows: 54% agree-strongly agree/ 27% neutral/ 19% disagree-strongly disagree. Students identified as having support and guidance to maintain balance in life as follows: 63% agree-strongly agree/ 26% neutral/ 8% disagree-strongly disagree. Students identified the level of stress that they feel is generally low as follows: 24% agree-strongly disagree/ 24% neutral/ 52% disagree-strongly disagree. Students identified their ability to explain their feelings to others as follows: 54% agree-strongly agree/ 26% neutral/ 20% disagree-strongly disagree.
<b>Areas for Growth</b>	It will be important for us to continue to work and incorporate SEL strategies to assist in connecting students to a trusted adult along with SEL that assists with coping and resilience strategies that will allow students to feel empowered and cared for.
<b>Questions &amp; Key Findings</b>	In many of the areas there is about 21%-27% of students that responded neutral, which poses the question around why?

	<b>School Climate</b>
<b>Data Analyzed</b>	CA Dashboard/ Hanover Survey
<b>Strengths</b>	With regards to Suspension rates and the CA Dashboard, Asian Learners in Blue and maintained from the previous report. Filipino Learners in Blue and Maintained from previous report. Students with Disabilities in Green declined 0,5%. Two or More Races in yellow and maintained from the previous report. White Learners in Yellow and maintained from the previous report. According to the Hanover Survey, the satisfaction of the student experience was identified as follows: 67% satisfied or very satisfied/ 23% neutral/ 6% dissatisfied. Sense of community was identified as follows 62% satisfied or very satisfied/26% neutral and 7% dissatisfied. Students identified teachers making an effort to connect with them as follows: 58% agree or strongly agree/ 29% neutral/ 10% disagree/ 3% strongly disagree. Students identified how many adults they felt they could talk to if they had a problem as follows: 14% none/ 60% 1-2/ 19% 3-5/ 7% 5< . Students identified all staff treating students with respect as follows: 68% agree or strongly agree/ 21% neutral/ 8% disagree. Students identified treating each other with respect as follows: 48% agree or strongly agree/ 33% neutral/ 12% disagree/ 6% strongly disagree. Students identified experiencing racism as follows: 60% disagree or strongly disagree/ 21% neutral/ 14% agree/ 5% strongly agree. Students identified having witnessed racism as follows: 38% disagree or strongly disagree/ 23% neutral/ 31% agree/ 8%

	<b>School Climate</b>
	<p>strongly agree. Students identified bullying as a problem as follows: 18% agree or strongly agree/ 34% neutral/ 40% disagree/ 8% strongly disagree. Students identified as knowing where to find support if bullied at school as follows: 78% agree or strongly agree/ 15% neutral/ 5% disagree. Students responded as feeling safe at Irvine High School as follows: 70% agree or strongly disagree/ 22% neutral/ 5% disagree/ 4% strongly disagree.</p> <p>While the percentages within the Hanover survey from 2022-2023 in comparison to 2023-2024 are within 1-3 percentages, there was a significant change in response to the question around students feeling safe at Irvine High School. In 2022-2023 there was a 58% agree to strongly agree response in comparison to the 2023-2024 response of 70% agree to strongly agree.</p>
<b>Areas for Growth</b>	<p>Schoolwide in Orange increased 0,4%. English Learners in Orange increased 3.1%. Hispanic Learners in Orange increased 1.4%. Socioeconomically disadvantaged Learners in Orange increased 0.3%.</p> <p>Look at developing strategies that incorporate student empowerment and knowledge around their sense of belonging and ownership of a positive school culture.</p>
<b>Questions &amp; Key Findings</b>	<p>What systems could we put in place to provide support for students where they can grow in their sense of belonging and respect for others and in identifying support on how to manage conflict?</p>

	<b>College and Career Readiness (High Schools Only)</b>
<b>Data Analyzed</b>	CA Dashboard
<b>Strengths</b>	<p>Schoolwide 68% of 412 students identified high status at 68% prepared. Asian learners identified as high status 82.4% of 205 prepared. White Learners identified as high status with 55.3% of 76 students identified as prepared. Two or More Race Learners identified as high status with 61.8% of 34 students identified as prepared. Socioeconomically Disadvantaged Learners identified as medium status with 43% of 126 students prepared. Hispanic Learners identified as medium status with 46.5% of 71 students prepared. English Learners identified as medium status with 41.9% of 62 students prepared. On the CA Dashboard colored spectrum, schoolwide in the Blue with a 2.1% increase. English Learners in Green with an increase of 9.3%/. Socioeconomically Disadvantaged Learners in Green with an increased 5.9%. Students with Disabilities in the Green with a 10% increase. Asian Learners in the Blue with 1.3% increase. Hispanic Learners in the Blue with a 14.5 increase.</p>
<b>Areas for Growth</b>	<p>White Learners Declined 9.9% in Orange. Two or More Race Learners in the yellow declined 3.1%</p>
<b>Questions &amp; Key Findings</b>	<p>Most student groups have shown an increase in College and Career Readiness that has been addressed through assisting our students in their understanding of what is needed to be identified as College and Career ready. This has been done through their enrollment in AP courses, A-G completion, CTE pathways, Dual enrollment results of Smarter Balance Assessment to name a few.</p>

## 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.)**

Based on evidence reviewed through the 2023-2024 WASC self-study and evidenced through the CA Dashboard it was identified that a possible root for gaps in student performance may be the need for implementing school wide Executive Function Skills.

# 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

The planning process for our SPSA is part of our yearly commitment and process to assure progress on our yearly Action Plan that was developed through a self-study in compliance with the Western Association of Schools and Colleges and the California Department of Education. The action plan allows us to move forward with our continuous improvement efforts. The SPSA allows us to have a yearly system in place for us to engage our various stakeholders in our yearly plan and account for our ongoing growth over time. Furthermore, teacher yearly goals align to the identified goals of our Action Plan and SPSA.

## Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts for each goal.

### ANALYSIS

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

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

Introduction and implementation of AVID strategies through Professional Development and check-ins on success criteria through specified AVID PLC dates.

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.

The ability to share best practices and allow teachers to take intellectual risks in implementing various strategies was effective. The effectiveness of this strategy would be strengthened by the development of a mechanism for assessing and data collection around implementation and success of the various AVID strategies implemented.

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

The development of a strategic action plan that is aligned with our WASC action plan where data is collected and used to develop ongoing continuous improvement and professional development efforts.

## Resource Inequities

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

Questions to reflect on before completing this section:

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

- What is your school's reclassification rate?



# Priority Focus Area (Goal) 1:

Improve student academic performance by targeting executive functioning skills to fill achievement gaps and increase student engagement through instructional practices.

## Outcomes

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

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
Hanover Annual Survey End of Course Grades 2023 California Dashboard - Schoolwide 2023 California Dashboard - English Learners 2023 California Dashboard -Students with disabilities College and Career Indicator (CCI) - Schoolwide (SW) CCI - Students with Disabilities CCI - English Learners (EL) CCI - Socioeconomically Disadvantaged CCI - Hispanic	2023 California Dashboard - Schoolwide :ELA 70.28%/Math 62.91% 2023 California Dashboard - English Learners: ELA 25%/Math 38.23% 2023 California Dashboard -Students with disabilities: ELA 33.33%/Math 27.27% College and Career Indicator (CCI) - Schoolwide (SW) : 68% CCI - Students with Disabilities : 18.9% CCI - English Learners (EL) : 41.9% CCI - Socioeconomically Disadvantaged : 43.7% CCI - Hispanic : 46.5%	2024 California Dashboard - Schoolwide :ELA 73.28%/Math 65% 2024 California Dashboard - English Learners: ELA 28%/Math 40% 2024 California Dashboard -Students with disabilities: ELA 36.33%/Math 30% College and Career Indicator (CCI) - Schoolwide (SW) : 70% CCI - Students with Disabilities : 21% CCI - English Learners (EL) : 45% CCI - Socioeconomically Disadvantaged : 46% CCI - Hispanic : 49%

## Actions, Strategies, and Expenditures:

<b>Actions and Strategies:</b> 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
<b>YEAR 1:</b> Define Irvine High School's schoolwide definition of executive functioning and prioritize those areas that support student acquisition of skills based on current research. Implement AVID strategies that help IHS students with study skills, time management, and general academic organization skills.	<b>YEAR 1:</b> LCFF Base Lottery	<b>YEAR 1:</b> 267,995 10,000	<b>YEAR 1:</b> All, however special emphasis on targeted student groups including students below 2.0 and identified as at-promise populations, Students	<b>YEAR 1:</b> Admin Staff Development Committee AVID Team Staff  Admin Instructional Council and Leadership Team Dept. PLCs
<b>YEAR 2:</b> Operationalize key executive functioning skills as they relate to the IHS Values/PBIS as a schoolwide commitment, i.e., using Via Vaqueros to acknowledge				

<p><b>Actions and Strategies:</b> 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.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>student success. Prioritize AVID strategies based on identified Executive Functioning needs.</p> <p><b>YEAR 3:</b> Make schoolwide commitments surrounding common instructional practices; i.e., use of planners, time management and scaffold these practices across grade levels. Reinforce identified skills in Teacher Advisement. Use common WICOR/AVID vocabulary/ operational definitions, etc. Increase enrollment in CTE pathways.</p>			<p>who are not achieving to their potential, and students identified by performing below proficient on statewide assessments</p> <p>Students who have a 2.0-3.5 GPA and will be recruited for our AVID program.</p> <p>All students including targeted at-promise populations, AP or EL students who are not achieving to their potential, and students identified by performing below proficient on state and local key performance indicators.</p> <p>Students who have a 2.0-3.5 GPA and will be recruited for our AVID program</p>	AVID Team Teaching Staff
<p>How will these actions lead to greater equity for all students and staff? How will this</p>				

<b>Actions and Strategies:</b> 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
address any resource inequities?				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	<p><b>Year 1:</b> Schoolwide training to effectively implement differentiation strategies that meet the needs of varying ability levels in a single classroom. Identify creative ways to increase learning by implementing different learning styles, ex. verbal, written, visual, project-based, etc. Implement AVID strategies that help IHS students with study skills, time management, and general academic organization skills.</p> <p><b>Year 2:</b> Schoolwide training to effectively implement differentiation strategies that meet the needs of varying ability levels in a single classroom. Identify creative ways to increase learning by implementing different learning styles, ex. verbal, written, visual, project-based, etc. Prioritize AVID strategies based on identified Executive Functioning needs.</p> <p><b>Year3:</b> Schoolwide training to effectively implement differentiation strategies that meet the needs of varying ability levels in a single classroom. Identify creative ways to increase learning by implementing different learning styles, ex. verbal, written, visual, project-based, etc. Use common WICOR/AVID vocabulary/ operational definitions, etc. Increase enrollment in CTE pathways.</p>			
How will success be measured? What data will be collected to measure progress and when?	<p><b>Year 1:</b> Schoolwide definition of Executive Functioning documents</p> <p><b>Year 2:</b> Schoolwide Executive Functioning documents Lesson Plans with AVID strategies incorporated.</p> <p><b>Year3:</b> Common Instructional Practices document; CTE Enrollment data.Lesson Plans that meet the needs of students with different learning styles.</p>			

## Priority Focus Area (Goal) 2:

Identify and implement strategies to support coping mechanisms and resiliency in students to decrease levels of anxiety and stress in balance with academic performance.

### Outcomes

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

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
Hanover Annual Survey - Students report having chronic sadness or hopeless feelings Suspensions (Total) Suspensions (EL) Suspensions (Socioeconomically Disadvantaged) Suspensions (African American) Suspensions (Hispanic) Schoolwide Attendance EL Attendance Socioeconomically Disadvantaged Attendance Black or African American Attendance Hispanic or Latino Attendance White Attendance Female Attendance Male Attendance	Hanover Survey - Students report having chronic sadness or hopeless feelings : 25% (9th Grade) and 31% (11th Grade) Suspensions (Total) : 1.9% (36) Suspensions (EL) : 1.1% (7) Suspensions (Socioeconomically Disadvantaged) : 4.3% (20) Suspensions (African American) : 10.5% (4) Suspensions (Hispanic) : 5.0% (15) Schoolwide Attendance : 95.6% EL Attendance : 96.6% Socioeconomically Disadvantaged Attendance : 94% Black or African American Attendance : 95.8% Hispanic or Latino Attendance : 94.2% White Attendance : 95% Female Attendance : 95.6% Male Attendance : 95.7%	Hanover Survey - Students report having chronic sadness or hopeless feelings : 23% (9th Grade) and 31% (11th Grade) Suspensions (Total) : 1.6% Suspensions (EL) : .9% Suspensions (Socioeconomically Disadvantaged) : 4% Suspensions (African American) : 9.9% Suspensions (Hispanic) : 4.7% Schoolwide Attendance : 98% EL Attendance : 98.5% Socioeconomically Disadvantaged Attendance : 96% Black or African American Attendance : 98% Hispanic or Latino Attendance : 97% White Attendance : 98% Female Attendance : 97.5% Male Attendance : 98.5%

### Actions, Strategies, and Expenditures:

<b>Actions and Strategies:</b> 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
<b>YEAR 1:</b> Create and implement surveys and other ways of gathering information and determining the key areas that cause stress for our students. Implement AVID strategies that help IHS students with study skills, time management, and general academic organization skills.	<b>YEAR 1:</b> LCFF Base Lottery	<b>YEAR 1:</b> 100,000 9,000	<b>YEAR 1:</b>	<b>YEAR 1:</b> Admin, Mental Health providers, Staff Development Committee. PLC Teams

<p><b>Actions and Strategies:</b> 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.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Also, gather this data from parent committees such as School Site Council and PTSA. Define success in AP, Honors, and Advanced Level classes.</p> <p><b>YEAR 2:</b> Align and integrate Tier 1 and Tier 2 supports more systematically and make all stakeholders aware of these supports. Identify and implement different ways for students to show mastery. Integrate WICOR strategies into the curriculum. Prioritize AVID strategies based on identified Executive Functioning needs</p> <p><b>YEAR 3:</b> Utilize the Social and Emotional Learning (SEL) Competencies to identify specific areas for focus to improve social-emotional well-being for all students. Use common WICOR/AVID vocabulary/ operational definitions, etc.</p>				AVID Site Team
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>Increase in school attendance. Decrease in identified levels of stress and social-emotional support needs. Increase in student self-advocacy in the classroom. According to the California Healthy Kids Survey (CHKS), students will indicate that they are experiencing less school-related anxiety. Decrease in attendance data. Decrease in students dropping AP, Honors, and Advanced Level classes.</p>			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p><b>Year 1:</b> Provide schoolwide training in effective coping strategies that work for all students, targeting our identified subgroups. In an effort to decrease anxiety over academic tasks, increase staff development on AVID Wicor strategies.</p> <p><b>Year 2:</b> Provide schoolwide training in effective coping strategies that work for all students, targeting our identified subgroups. In an effort to decrease anxiety over academic tasks, increase staff development on AVID Wicor strategies.</p> <p><b>Year3:</b> Share strategies that are stress-reducing as part of a PLC activity. Each PLC will commit to using at least one strategy and share the results. PLCs will break down basic skills to fill gaps with the goal of eliminating unhealthy stress and increasing self-monitoring through the use of</p>			

<b>Actions and Strategies:</b> 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
	formative assessments. In an effort to decrease anxiety over academic tasks, increase staff development on AVID Wicor strategies.			
How will success be measured? What data will be collected to measure progress and when?	<b>Year 1:</b> School attendance rates. Suspension rates. Hanover Survey.  <b>Year 2:</b> School attendance rates. Suspension rates. Hanover Survey.  <b>Year3:</b> School attendance rates. Suspension rates. Hanover Survey.			

## Priority Focus Area (Goal) 3:

Monitor the progress of our EL Learners toward redesignation and improved academic performance.

### Outcomes

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

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
CA Dashboard Redesignation Rates CA Dashboard ELA CA Dashboard Math	Redesignation Rates : 18.97% CA Dashboard ELA : 53.95% CA Dashboard Math : 39.84%	Redesignation Rates : 21% CA Dashboard ELA : 57% CA Dashboard Math : 43%

### Actions, Strategies, and Expenditures:

<b>Actions and Strategies:</b> 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
<p><b>YEAR 1:</b> Gather data and assess the integration of students into CP English classes that are separate from their ELD classes. Identify the educational gaps (non-language) of our EL Learners by collecting data from the General Education teachers.</p> <p><b>YEAR 2:</b> Identify the educational gaps (non-language) of our EL Learners by collecting data from the General Education teachers. Implement interventions in the identified areas of need.</p> <p><b>YEAR 3:</b> Identify the educational gaps (non-language) of our EL Learners by collecting data from the General Education teachers. Implement interventions in the identified areas of need.</p>	<p><b>YEAR 1:</b> LCFF Supplemental Lottery</p>	<p><b>YEAR 1:</b> 79,567 510</p>	<p><b>YEAR 1:</b></p>	<p><b>YEAR 1:</b> Admin Instructional Council and Leadership Team ELD Coordinator Ed. Tech Mentors Dept. PLCs Teaching Staff</p> <p>Administrative Team Students</p>

<p><b>Actions and Strategies:</b> 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.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>				
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p><b>Year 1:</b> Staff development/training on how to meet the needs of EL students with a wide variety of needs. Ed Tech Mentors will assist in training teachers on how to use ELLevation to identify strengths and areas of need for EL students.</p> <p><b>Year 2:</b> Staff development/training on how to meet the needs of EL students with a wide variety of needs.</p> <p><b>Year3:</b> Staff development/training on how to meet the needs of EL students with a wide variety of needs.</p>			
<p>How will success be measured? What data will be collected to measure progress and when?</p>	<p><b>Year 1:</b> PLC Agenda &amp; Meeting Notes; D/F grades earned by EL students; CA ELL Dashboard data; ELPAC</p> <p><b>Year 2:</b> D/F grades earned by EL student; CA ELL Dashboard data; ELPAC</p> <p><b>Year3:</b> D/F grades earned by EL student; CA ELL Dashboard data; ELPAC</p>			



## LCAP ITEM (High School & Middle Schools Only):

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

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

The addition of AVID sections will be supported as part of direct funding support. Funding for support sections in lower level math courses (IE Math Lab) . Funding will also be used to access EL Instructional support.

## LCAP ITEM (Elementary Schools Only):

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

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

# ATSI Identified Schools

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

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

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

How were Educational Partners involved in the ATSI plan?

ATSI Plan:

Goal:

Identified Need

Metric	Baseline	Expected Outcome

Strategies & Actions:	Funding Source	Budgeted	Persons

## ATSI Annual Review (2023-2024)

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

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

Which strategies were most effective? Least effective?

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

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

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$467,072.00
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	\$367,995.00
LCFF Supplemental	\$79,567.00
Lottery	\$19,510.00

Subtotal of state or local funds included for this school: \$467,072.00

Total of federal, state, and/or local funds for this school: \$467,072.00

# 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
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### Expenditures by Funding Source

Funding Source	Amount
LCFF Base	367,995.00
LCFF Supplemental	79,567.00
Lottery	19,510.00

### Expenditures by Budget Reference

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

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	367,995.00
	LCFF Supplemental	79,567.00
	Lottery	19,510.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	277,995.00
Goal 2	109,000.00
Goal 3	80,077.00
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**

Other committees established by the school or district (list):: Irvine High School Instructional Council Leadership Team

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, 2024.

Attested:



Principal, Monica Colunga, Ed.D. on 5/7/24



SSC Chairperson, Bob King on 5/7/24

# 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
- 4 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Bob King Chair	Other School Staff
Bobby Gomez/Anne Josey (Alt)	Principal
Keith Szczudlak/Katie Smiley (Alt)	Classroom Teacher
Jennifer Harrington	Classroom Teacher
Ashleigh Frazer	Classroom Teacher
Michael Civalleri	Other School Staff
David Palacios	Secondary Student
Jaskaran Singh	Secondary Student
Connor Siu	Secondary Student
Alexis Tran	Secondary Student
Omar Ezzeldine	Parent or Community Member
Jodie Hoffman	Parent or Community Member
Vinod Kambrath	Parent or Community Member
Gurudath Ramabhatt	Parent or Community Member

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 Irvine High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.28%	0.21%	3	5	4
African American	3.1%	2.40%	1.99%	43	43	37
Asian	41.5%	44.96%	47.21%	573	807	879
Filipino	2.7%	2.95%	3.49%	37	53	65
Hispanic/Latino	17.3%	16.38%	14.98%	238	294	279
Pacific Islander	%	0.06%	0.16%		1	3
White	27.2%	24.29%	23.36%	375	436	435
Multiple/No Response	7.7%	8.52%	8.38%	106	153	156
<b>Total Enrollment</b>				1,380	1,795	1862

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	374	497	477
Grade 10	309	473	508
Grade 11	331	402	473
Grade 12	366	423	404
<b>Total Enrollment</b>	1,380	1,795	1,862

Conclusions based on this data:

1.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	156	169	144	11.3%	9.4%	7.7%
Fluent English Proficient (FEP)	389	620	691	28.2%	34.5%	37.1%
Reclassified Fluent English Proficient (RFEP)	31	437	511	19.9%	72.10%	78.00%

### Conclusions based on this data:

1. The number of EL students has decreased
2. The number of Fluent English Proficient students has increased
3. The number of Reclassified Fluent English Proficient students has increased.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	304	393	473	246	374	424	246	374	424	80.9	95.2	89.6
All Grades	304	393	473	246	374	424	246	374	424	80.9	95.2	89.6

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2650.	2636.	2638.	42.28	41.98	38.68	31.30	26.74	31.60	16.26	17.11	17.69	10.16	14.17	12.03
All Grades	N/A	N/A	N/A	42.28	41.98	38.68	31.30	26.74	31.60	16.26	17.11	17.69	10.16	14.17	12.03

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	39.84	40.11	41.27	51.22	47.06	46.70	8.94	12.83	12.03
All Grades	39.84	40.11	41.27	51.22	47.06	46.70	8.94	12.83	12.03

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	46.12	41.55	39.39	40.82	37.80	44.81	13.06	20.64	15.80
All Grades	46.12	41.55	39.39	40.82	37.80	44.81	13.06	20.64	15.80

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	22.36	22.46	24.76	67.07	65.24	66.04	10.57	12.30	9.20
All Grades	22.36	22.46	24.76	67.07	65.24	66.04	10.57	12.30	9.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	41.06	33.96	33.49	52.85	57.22	55.90	6.10	8.82	10.61
All Grades	41.06	33.96	33.49	52.85	57.22	55.90	6.10	8.82	10.61

**Conclusions based on this data:**

1. Overall there has been a decrease in percentage of students who are scoring at a percentage above standard. There has been an increase at or near standard , an increase at standard nearly met and a decrease at standard not met.
2. In Reading and Listening there was an increase in percentage of students scoring above standard. While there was a decrease in reading for % at or near standard there was increase at this level for both writing and listening. In writing and listening there was a decrease students scoring below standard and a slight increase in reading for students scoring below standard.
3. Research/Inquiry Investigating, analyzing, and presenting information showed a decrease in students scoring above and at or ear standard and an increase in scoring below standards, identifying an area of growth for this next year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	304	393	473	225	374	426	224	374	426	74.0	95.2	90.1
All Grades	304	393	473	225	374	426	224	374	426	74.0	95.2	90.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2687.	2655.	2662.	44.64	38.50	36.38	25.00	22.46	26.53	14.73	15.51	16.90	15.63	23.53	20.19
All Grades	N/A	N/A	N/A	44.64	38.50	36.38	25.00	22.46	26.53	14.73	15.51	16.90	15.63	23.53	20.19

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	54.26	48.13	46.95	33.63	31.28	36.62	12.11	20.59	16.43
All Grades	54.26	48.13	46.95	33.63	31.28	36.62	12.11	20.59	16.43

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	44.64	34.22	34.27	44.20	45.72	49.77	11.16	20.05	15.96
All Grades	44.64	34.22	34.27	44.20	45.72	49.77	11.16	20.05	15.96

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	42.86	35.83	34.04	48.66	52.14	55.87	8.48	12.03	10.09
All Grades	42.86	35.83	34.04	48.66	52.14	55.87	8.48	12.03	10.09

**Conclusions based on this data:**

1. In all areas of Math there was a decrease in students scoring at the above standard percentage with the exception of problem solving where there was no real significant change.
2. In all areas of Math there was an increase in students scoring at or near standard.
3. There was a decrease in all Math areas at the students scoring at a percentage below standard.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1557.9	1552.4	1572.0	1553.2	1554.7	1579.8	1562.1	1549.6	1563.5	41	38	43
10	1562.2	1553.5	1563.7	1558.8	1546.5	1570.0	1565.1	1560.0	1556.9	21	39	35
11	1576.2	1515.8	1579.5	1564.9	1504.0	1598.9	1586.8	1527.3	1559.5	26	24	37
12	1582.2	1560.4	1555.6	1570.9	1563.2	1555.5	1593.3	1556.9	1555.3	27	21	22
All Grades										115	122	137

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	21.95	13.16	30.23	39.02	36.84	34.88	21.95	36.84	27.91	17.07	13.16	6.98	41	38	43
10	28.57	17.95	22.86	28.57	46.15	40.00	23.81	17.95	22.86	19.05	17.95	14.29	21	39	35
11	34.62	8.33	32.43	38.46	20.83	16.22	11.54	37.50	43.24	15.38	33.33	8.11	26	24	37
12	33.33	25.00	18.18	33.33	35.00	27.27	25.93	20.00	36.36	7.41	20.00	18.18	27	20	22
All Grades	28.70	15.70	27.01	35.65	36.36	29.93	20.87	28.10	32.12	14.78	19.83	10.95	115	121	137

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	41.46	28.95	39.53	26.83	52.63	37.21	17.07	5.26	20.93	14.63	13.16	2.33	41	38	43
10	47.62	25.64	40.00	14.29	48.72	40.00	23.81	15.38	14.29	14.29	10.26	5.71	21	39	35
11	53.85	12.50	43.24	19.23	37.50	35.14	11.54	20.83	16.22	15.38	29.17	5.41	26	24	37
12	40.74	45.00	40.91	44.44	20.00	27.27	7.41	20.00	18.18	7.41	15.00	13.64	27	20	22
All Grades	45.22	27.27	40.88	26.96	42.98	35.77	14.78	14.05	17.52	13.04	15.70	5.84	115	121	137

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	12.20	5.26	4.65	39.02	21.05	32.56	24.39	34.21	44.19	24.39	39.47	18.60	41	38	43
10	19.05	12.82	8.57	23.81	35.90	22.86	28.57	25.64	45.71	28.57	25.64	22.86	21	39	35
11	15.38	4.17	5.41	30.77	16.67	29.73	26.92	20.83	40.54	26.92	58.33	24.32	26	24	37
12	25.93	5.00	4.55	14.81	25.00	18.18	51.85	40.00	40.91	7.41	30.00	36.36	27	20	22
All Grades	17.39	7.44	5.84	28.70	25.62	27.01	32.17	29.75	43.07	21.74	37.19	24.09	115	121	137

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	17.07	5.26	9.30	58.54	76.32	83.72	24.39	18.42	6.98	41	38	43
10	19.05	5.26	11.43	61.90	76.32	80.00	19.05	18.42	8.57	21	38	35
11	3.85	0.00	24.32	80.77	45.83	54.05	15.38	54.17	21.62	26	24	37
12	18.52	0.00	9.09	66.67	65.00	59.09	14.81	35.00	31.82	27	20	22
All Grades	14.78	3.33	13.87	66.09	68.33	70.80	19.13	28.33	15.33	115	120	137

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	65.85	73.68	81.40	19.51	13.16	13.95	14.63	13.16	4.65	41	38	43
10	61.90	64.10	82.86	28.57	25.64	8.57	9.52	10.26	8.57	21	39	35
11	61.54	58.33	72.97	23.08	12.50	21.62	15.38	29.17	5.41	26	24	37
12	66.67	70.00	77.27	25.93	15.00	13.64	7.41	15.00	9.09	27	20	22
All Grades	64.35	66.94	78.83	23.48	17.36	14.60	12.17	15.70	6.57	115	121	137

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	14.63	13.16	18.60	56.10	36.84	55.81	29.27	50.00	25.58	41	38	43
10	33.33	20.51	11.43	38.10	48.72	54.29	28.57	30.77	34.29	21	39	35
11	15.38	4.17	16.22	61.54	37.50	48.65	23.08	58.33	35.14	26	24	37
12	29.63	10.00	9.09	55.56	50.00	40.91	14.81	40.00	50.00	27	20	22
All Grades	21.74	13.22	14.60	53.91	42.98	51.09	24.35	43.80	34.31	115	121	137

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	7.32	0.00	0.00	70.73	71.05	88.37	21.95	28.95	11.63	41	38	43
<b>10</b>	9.52	0.00	2.86	76.19	82.05	80.00	14.29	17.95	17.14	21	39	35
<b>11</b>	38.46	8.70	5.41	42.31	43.48	78.38	19.23	47.83	16.22	26	23	37
<b>12</b>	14.81	15.00	9.09	77.78	55.00	77.27	7.41	30.00	13.64	27	20	22
<b>All Grades</b>	16.52	4.17	3.65	66.96	66.67	81.75	16.52	29.17	14.60	115	120	137

**Conclusions based on this data:**

1. As this is a transient population it is difficult to identify trends or conclusions.
2. We have a decrease in Well Developed English Language Learners within the Writing domain.

# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>1862</b>	<b>21.4</b>	<b>7.7</b>	<b>0.3</b>
Total Number of Students enrolled in Irvine High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	144	7.7
Foster Youth	6	0.3
Homeless	2	0.1
Socioeconomically Disadvantaged	398	21.4
Students with Disabilities	221	11.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	2
American Indian	4	0.2
Asian	879	47.2
Filipino	65	3.5
Hispanic	279	15
Two or More Races	156	8.4
Pacific Islander	3	0.2
White	435	23.4



**Conclusions based on this data:**

1. The percentage of our Socioeconomically Disadvantaged students has decreased slightly.
2. Our students with Disabilities has increased slightly.
3. while our Asian student representation has remained stable, our white student representation has decreased slightly. All other student populations has remained rather static.

# School and Student Performance Data

## Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2023 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Green

#### Academic Engagement

##### Graduation Rate



Blue

#### Conditions & Climate

##### Suspension Rate



Orange

##### Mathematics



Green

##### Chronic Absenteeism



No Performance Color

##### English Learner Progress



Blue

##### College/Career High

**Conclusions based on this data:**

1. Overall performance for all students is in the Blue and Green range.
2. English Learner Progress has improved greatly from last year as we are now in the blue and last year we were in the low range
3. Suspension Rate is a concern as it is in the orange.

# School and Student Performance Data

## Academic Performance English Language Arts

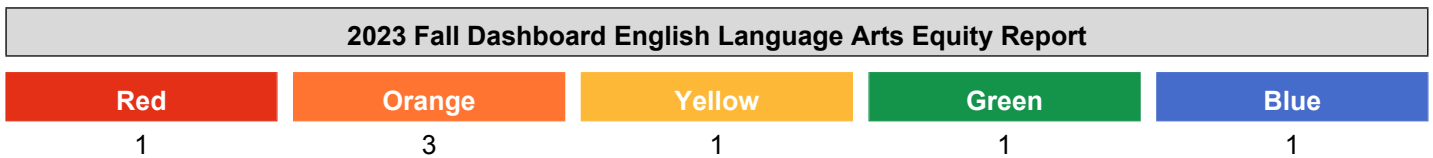
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 40.6 points above standard Decreased Significantly -15.6 points 434 Students	<b>English Learners</b>  Yellow 21.3 points below standard Increased Significantly +16.1 points 71 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Orange 32.9 points below standard Decreased Significantly -32.8 points 108 Students	<b>Students with Disabilities</b>  Red 116 points below standard Decreased Significantly -44.9 points 49 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
47.2 points below standard 13 Students	Less than 11 Students 2 Students	 Green 87.1 points above standard Decreased -8.4 points 201 Students	66 points above standard Decreased -6.8 points 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35.2 points below standard Decreased Significantly - 25.4 points 49 Students	 Blue 51 points above standard Increased Significantly +55.2 points 40 Students	Less than 11 Students 1 Student	 Orange 9.3 points below standard Decreased Significantly - 42.4 points 119 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
96 points below standard Increased Significantly +88.5 points 27 Students	16.6 points above standard Maintained +1 points 45 Students	40.8 points above standard Decreased -14.2 points 235 Students

**Conclusions based on this data:**

- While we score above standard for all students in English Language Arts, we are yellow for our English Learners, orange with our White students, Hispanic students, and Socioeconomically Disadvantaged students and red for our Students with Disabilities.
- Our Asian students scored in the green. Our students with Two or More races scored in the blue range
- While our Current English Learners increased significantly, our Reclassified English Learners maintained and were still above standard and our English Only students decreased, yet still remained above standard.

# School and Student Performance Data

## Academic Performance Mathematics

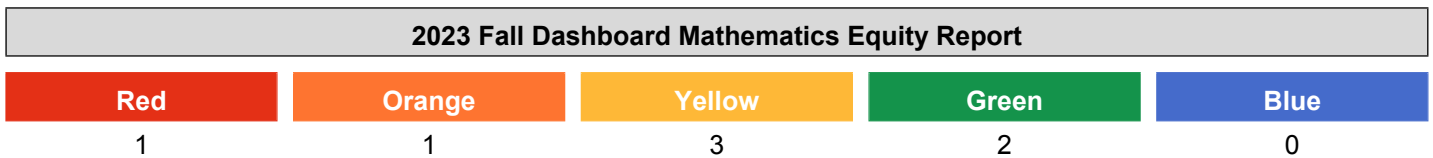
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Green	 Yellow	Less than 11 Students
19.4 points above standard	27.3 points below standard	3 Students
Decreased -12 points	Decreased Significantly -27.4 points	
433 Students	72 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students	 Orange	 Red
2 Students	63.2 points below standard	168.8 points below standard
	Decreased Significantly -20.7 points	Decreased Significantly -72.7 points
	108 Students	49 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
143.7 points below standard 13 Students	Less than 11 Students 2 Students	 Green 84.2 points above standard Decreased -9.8 points 201 Students	54.4 points above standard Increased Significantly +29.4 points 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 70.8 points below standard Increased +5.8 points 49 Students	 Green 4.2 points below standard Increased Significantly +33.7 points 40 Students	Less than 11 Students 1 Student	 Yellow 41.4 points below standard Decreased Significantly -35.9 points 119 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.7 points below standard Increased Significantly +52.1 points 27 Students	4.8 points above standard Decreased Significantly -52.3 points 45 Students	4.9 points above standard Decreased -13.8 points 235 Students

**Conclusions based on this data:**

1. Overall with all students we scored in the green range. Our Asian students and our students with Two or More races also scored in the green range.
2. Our White Students, Hispanic Students and English Learners scored in the yellow range while our Social Economically Disadvantaged students scored in the orange and our Students with Disabilities scored in the red range.
3. While our current English Learners increased significantly, our Reclassified English Learners and English Only students decreased, yet still scored above standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

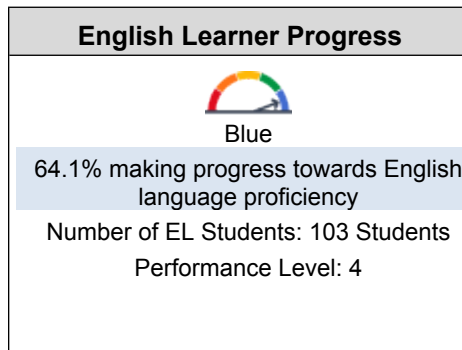
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18	19	4	62

#### Conclusions based on this data:

1. Our English Learner students progressed significantly with 62 of them progressing at least one ELPI Level.
2. 4 English Learner students maintaining within level 4 and 19 also maintaining within their perspective levels of 1, 2L, 2H, 3L, o 3H.
3. 18 English Learner students decreased one ELPI level.



# School and Student Performance Data

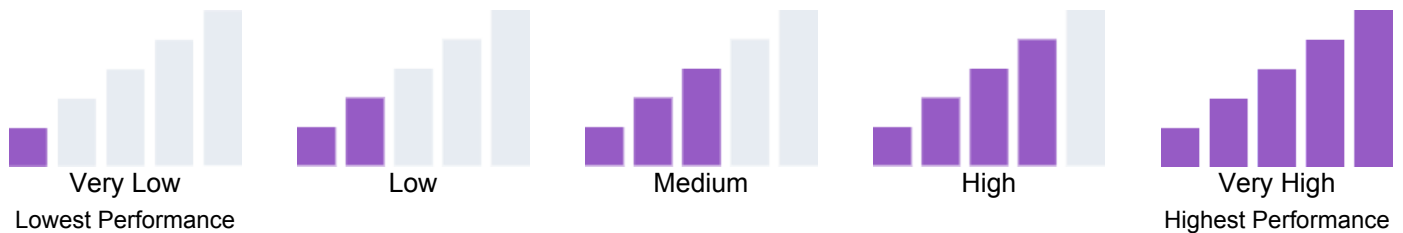
## Academic Performance College/Career Report

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

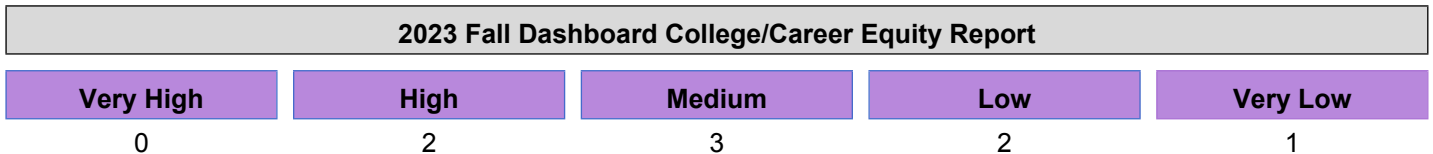
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

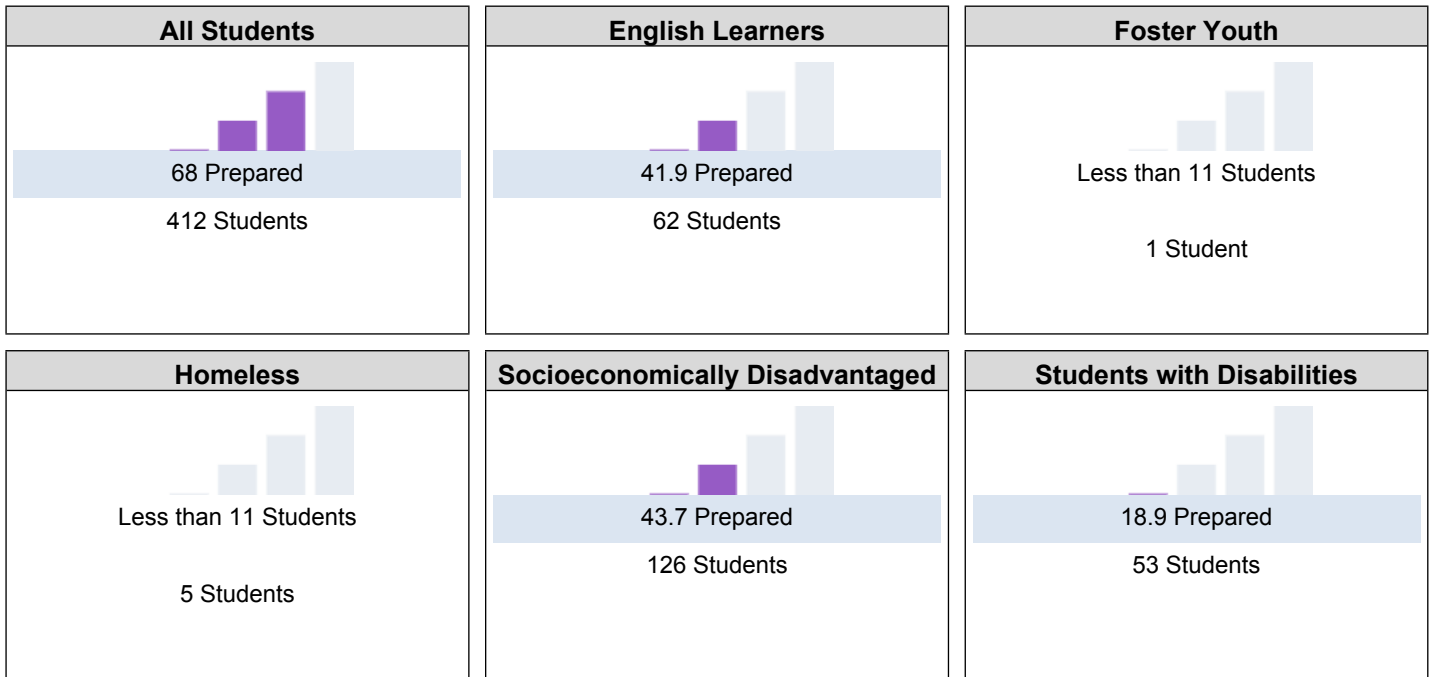


This section provides number of student groups in each level.

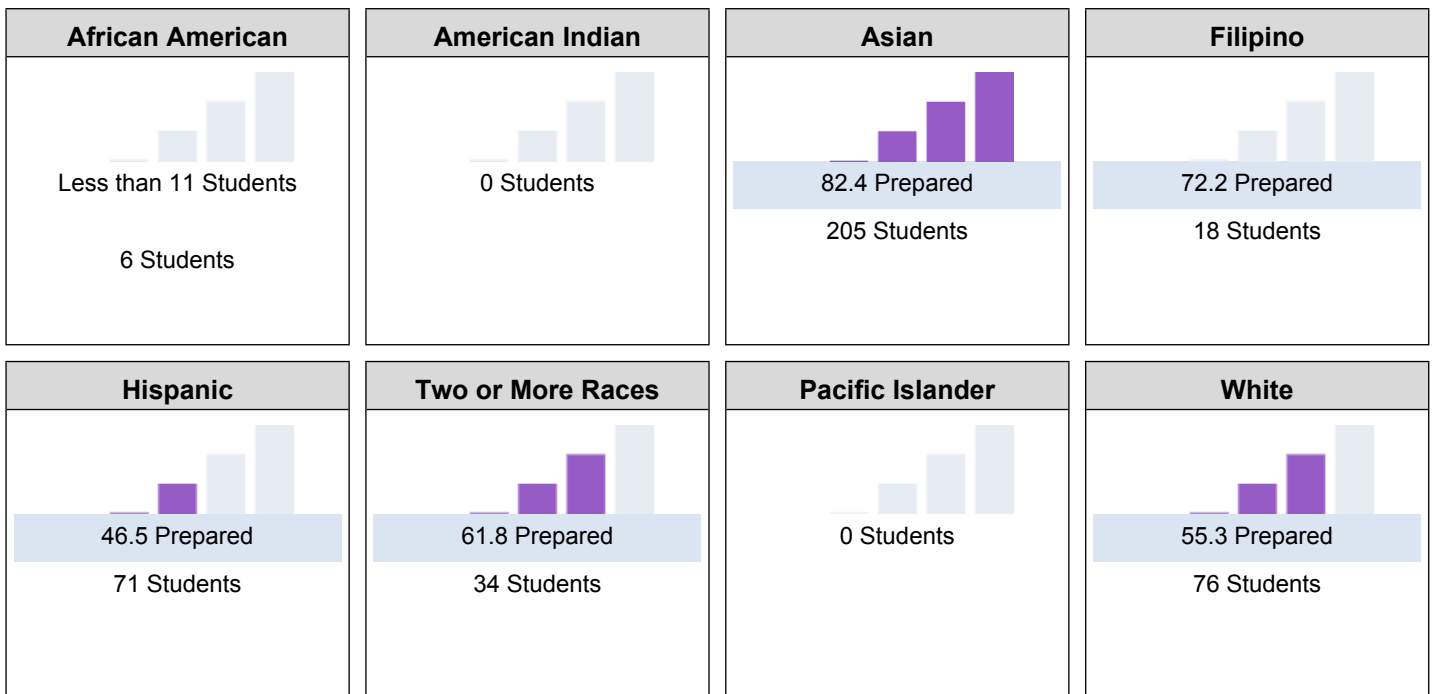


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Conclusions based on this data:**

- Over all we have been identified as having high identification for College/Career preparation.
- Within our sub-groups our White students, students with Two or More Races are identified as High in College/Career preparation while our Asian students are identified at Very High in their preparation.
- Our English Learner students, Hispanic students, and Social Economically Disadvantaged students are identified as Medium while our Students with Disabilities are identified a Low in College/Career preparation.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
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Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>

**Conclusions based on this data:**

1. There are no indicators to identify chronic absenteeism as a current problem.

# School and Student Performance Data

## Academic Engagement Graduation Rate

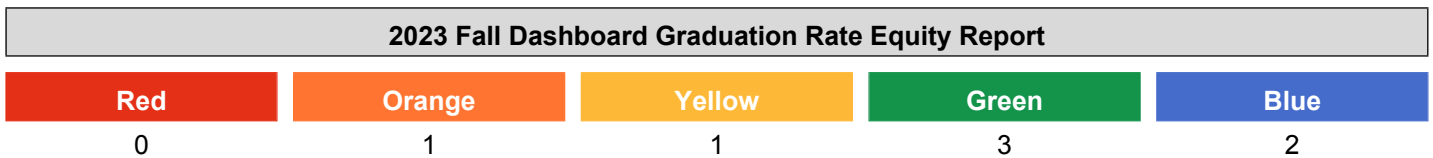
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Blue 95.1% graduated Increased 2.1 412 Students	<b>English Learners</b>  Green 83.9% graduated Increased Significantly 9.3 62 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Green 91.3% graduated Increased Significantly 5.9 126 Students	<b>Students with Disabilities</b>  Green 88.7% graduated Increased Significantly 10 53 Students

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  6 Students	 No Performance Color 0 Students	 Blue 97.1% graduated Increased 1.3 205 Students	100% graduated 18 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 95.8% graduated Increased Significantly 14.5 71 Students	 Yellow 94.1% graduated Decreased -3.1 34 Students	 No Performance Color 0 Students	 Orange 88.2% graduated Decreased Significantly -9.9 76 Students

**Conclusions based on this data:**

1. Our graduation rate for all students is at 95.1%. Our Socioeconomically Disadvantaged Student graduation rate is at 91.3% and our English Learners are at a 83.9% graduation rate, while our Students with Disabilities have a graduation rate of 88.7%
2. Our Asian, Student graduation rate is 97.1%, our students of Two or More Races have a graduation rate of 94.1% and our Hispanic Students have a graduation rate of 95.8%
3. Our White Student graduation rate has decreased significantly to 88.2%

# School and Student Performance Data

## Conditions & Climate Suspension Rate

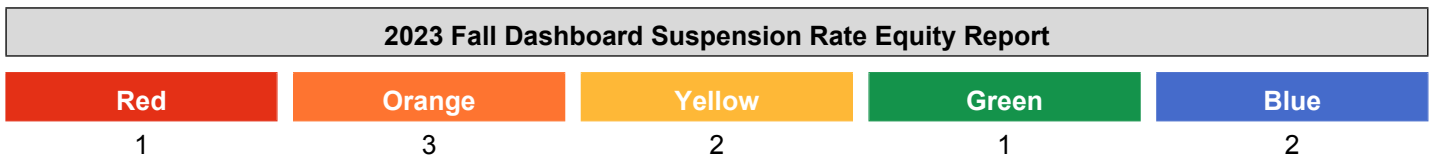
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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









This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.9% suspended at least one day</td> </tr> <tr> <td>Increased 0.4 1935 Students</td> </tr> </tbody> </table>	All Students	 Orange	1.9% suspended at least one day	Increased 0.4 1935 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">4.2% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 3.1 167 Students</td> </tr> </tbody> </table>	English Learners	 Orange	4.2% suspended at least one day	Increased Significantly 3.1 167 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 10 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 10 Students
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Students with Disabilities												
 Green												
5.6% suspended at least one day												
Declined -0.5 249 Students												

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 10.5% suspended at least one day Increased 10.5 38 Students	Less than 11 Students 5 Students	 Blue 0.2% suspended at least one day Maintained -0.1 901 Students	 Blue 0% suspended at least one day Maintained 0 67 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5% suspended at least one day Increased 1.4 300 Students	 Yellow 1.8% suspended at least one day Maintained -0.1 166 Students	Less than 11 Students 4 Students	 Yellow 2.6% suspended at least one day Maintained 0.2 454 Students

**Conclusions based on this data:**

- Overall our suspension rate is at the orange rate which is inclusive our our Hispanic Students, English Learner Students and our Socio Economically Disadvantaged students.
- Our African American Students our in the Red range
- Our students with Two or More Races and White Students are Yellow, while our Asian and Filipino students are in the blue range ,and Students with Disabilities are in the green range.



# 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](mailto: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](mailto:TITLEI@cde.ca.gov).

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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



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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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