School Year: **2025-26**

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Irvine High School	30-73650-3030152	May 6, 2025	June 24, 2025

Purpose and Description

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

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

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

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

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Needs Assessment

Data Analysis

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

	Literacy
Data Analyzed	2024 CAASPP and Dashboard ELA data
Strengths	Irvine high school students overall performed in the Green range, 53.4 points above the standard. Irvine high students increased by 12.9 points. Our Asian, Hispanic, White, Socioeconomically, and two or more race students all performed in the green performance level.
Areas for Growth	Irvine high students with disabilities and English Language Learners are performing in the Orange and Red levels respectively.
Questions & Key Findings	A systematic evaluation of our English Language Learner program and possible changes to help our EL students move away from the Red performance level will be explored. Working with our staff on strategies to help all of our students move forward but particularly our students with disabilities will be emphasized.

	Math
Data Analyzed	2024 CAASPP and Dashboard Math Data
Strengths	Irvine High school in the 2024 school year performed in the green range overall, 23.2 points above standard. Irvine High students increased by 3.8 points. Our Asian, Two or More Races, Socioeconomically disadvantaged, and white students all performed in the green performance level.
Areas for Growth	Irvine high students who are English Language learners, Hispanic, and Students with disabilities are performing in the Orange performance level. No student groups in the Red.
Questions & Key Findings	Math is an area that we will continue to collaborate and identify support systems to assure that tour students are mastering essential standards and growth in preparation for next levels.

	SEL/Behavior
Data Analyzed	2024 CAASPP and Dashboard Data
Strengths	2024 dashboard data places Irvine High School in the yellow performance range which 2.1% suspended at least one day. Our suspension rate remains low and has been constant from the previous year.
Areas for Growth	Our African-American, Asian, Filipino, and students with disabilities students are in the Yellow or Orange performance level.
Questions & Key Findings	The use of educational resources such as our Alternative to suspension has decreased missed academic time for our students.

	School Climate
Data Analyzed	2024-2025 Annual Student Survey

	School Climate
Strengths	76% of student responses identified that they feel comfortable in sharing their ideas and participating in the classroom setting. 78% of students feel that they have support and guidance to maintain balance in their life. 86% of students feel that they have access to the sports, clubs, and organizations that they would like to participate in. 88% of students identify that counseling and academic advising is available to them. 80% of students feel that staff at Irvine high treat students with respect and 77% of students identified that students treat each other with respect. 85% of students feel safe while at Irvine high school. 87% of students feel that have at least one adult that they trust on campus, an increase of 27% from previous year. 90% of students feel that all races, ethnicities, and cultures are supported on campus.
Areas for Growth	45% of students identified that they have high levels of stress while at school. If students feel unsafe while on campus they have identified the restrooms as the area where they feel unsafe. 22% of students feel that bullying is a problem at Irvine High. 28% of students have experienced racism at the school.
Questions & Key Findings	Irvine high continues to score high on representation, welcoming environment, and a balanced lifestyle for students. Further improvements on addressing racism on campus and further support with helping students manage stress will be addressed.

	College and Career Readiness (High Schools Only)
Data Analyzed	2024 California Dashboard Data
Strengths	94.7% of 489 students graduated at Irvine high school which is comparable to the 95.1% rate from the year prior. Asian and two or more races performed in the Blue performance level. Our English Language Learners, Socioeconomically disadvantaged, and white students are performing within the Green performance level.
Areas for Growth	Two subgroups which are our EL and White students are performing in the Orange performance level.
Questions & Key Findings	No student groups performed in the Red level. Our Hispanic students declined by 5.9% and our students with disabilities students declined by 6.7% Most of our student groups have shown an increase in College and Career readiness that has been addressed through assisting students in their understanding of what is needed to be identified as college and career ready.

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 interventions for our English Language Learner students and our Students with Disabilities. For our English Language Learners we are revamping our systems of support to help students achieve at a higher level. With this in mind we are hiring a new EL Coordinator that will be able to assist in the monitoring, placement, and evaluation of interventions for our EL Learners. Working alongside district resources as a school site we are refining the curriculum in our ELD 1,2, and 3 classes to better support our students. For our Special Education students in our Mild/Mod program and BSLC program we are working through supports offered in directed studies, ELA and Math intervention courses, and with behavior strategies to help support students at all levels. Introduced during the 24-25 school year and continuing into the 25-26 school year co-teaching classes will expand for our BSLC students. Based on the WASC action plan their has been two clear goals moving forward helping our students with their executive skills and also making Irvine High School an inclusive community for all students to feel welcomed and thrive. From a systems approach supporting all students with research based instruction has always been emphasized, however, through mediums like our instructional council revisions of our instruction and interventions that benefit our students executive functioning skills have been applied. Moving into our 25-26 school year the re-introduction of AVID PLC's on a quarter basis will help guide our work in furthering our goals and work with executive functioning skills for all students. With the further development of AVID based strategies across all curriculums students are able to receive more interventions and direct support in this area. With the climate survey last year identifying only 60% of students having a trusted adult on campus, teachers and staff were asked through their CIE goals to really be mindful and direct in how they are supporting and welcoming students into their classrooms and learning spaces. Through department meetings, instructional council, and leadership meetings an emphasis was made in changing instructional and behavioral actions on a day to day basis to allow all students to feel included.

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 educational partners in our yearly plan and account to our ongoing growth over time. Furthermore, teacher yearly goals align to the identified goals of our Actions Plan and SPSA. The SPSA goals and information are presented to various stakeholders and input is taken from all of those same stakeholders in the formation of the plan. For example, although school site council does approve the document we also work together with our PTSA parents to talk about the LCAP and SPSA goals, our ELAC representative attends our meetings and provides input into our plan, and the document and information is provided to our Leadership team at the site for input. The SPSA updates were reviewed with School Site Council at our meeting on October 9th 2024 and final approval for the SPSA was gained on May 6th 2025 for the 2025-2026 school year. Updates on SPSA were provided to PTSA meetings on October 9th 2024 and March 5th 2025 for input. To the IHS Leadership team the SPSA and WASC documents were discussed and presented on August 19th 2024, October 9th 2024, January 29th 2025, and May 15th 2025.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts for each goal.

ANALYSIS

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

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

Based on the 2023-2024 SPSA the following growth occurred on the following goals:

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

- Implementation of AVID strategies was a priority throughout the school year that included Professional Development, Instructional council action items, and working within PLC to identify strategies to help with executive functioning skills. Further work was developed in looking at the different learning styles and modalities to get student engagement to increase. We will continue to get a more defined definition of Executive Functioning skills and documents for the site.

2) Identify and implement strategies to support coping mechanisms and resiliency in students to decrease level of anxiety and stress in balance with academic performance.
-The goal of the first year was to be able to gather information from our students related to what is causing stress for our students. We were able to send out via district surveys such as ThoughtExchange to see at what level our students are experiencing stress and in what classes they are feeling the most support is needed. Anectdotal data that comes from various educational partners such as School Site Council, PTSA, Counseling academic meetings, and conferences is also factored into the information being gathered.

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

- During the first year information was gathered regarding the integration of EL students into CP classes. Due to Dashboard and internal data we are currently working on changing the way we place our EL learners moving forward. Collaboration between administration, teachers, and district personnel are informing how we will proceed moving forward to help our EL population across the board.

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 strategies that worked for Irvine high during first year of implementation included gathering information through surveys, meetings, and quantitative data. Based on that information the school administration was able to change some instructional strategies and agenda items to help. The implementation of the goals was also affected by new administrative leadership on campus. With the addition of a new Principal and New Assistant Principal on the site some historical and analytical context was lost, the administrative team tried to hold true to the action plan but variance in implementation occurred from the original goal.

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

In collaboration and adherence with our WASC action plan we will continue to monitor our EL population and the best way to serve our students in approved academic performance based on our metrics. Also, after having a year of the administrative team on campus being able to hone in on the Tiered academic interventions and schoolwide strategies to help our students with their executive functioning skills. Further refinement of addressing student life balance is also a focus that will be explored.

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 - Year 1	Year 2	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 70.6% / Math 60.6% 2024 California Dashboard- English Learners: ELA 24% / Math 37% 2024 California Dashboard- Students with disabilities: ELA 32%/ Math 26.8% College and Career Indicator (CCI)- Schoolwide (SW): 67.8% CCI- Students with Disabilities: 24.5% CCI- English Learners (EL): 38% CCI - Socioeconomically Disadvantaged: 51.9% CCI - Hispanic : 45.8%	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:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: 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.	**YEAR 1:** LCFF Base Lottery	**YEAR 1:** 267,995 10,000	**YEAR 1:** All, however special emphasis on targeted student groups including students	**YEAR 1:** Admin Staff Development Committee AVID Team Staff

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
			below 2.0 and identified as at-promise populations, Students who are not achieving to their potential, and students identified by performing below proficient on statewide assessments . Students who have a 2.0-3.5 GPA and will be recruited for our AVID program. 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. Students who have a 2.0-3.5 GPA and will be recruited for	Admin Instructional Council and Leadership Team Dept. PLCs AVID Team Teaching Staff

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
			our AVID program	
YEAR 2: Operationalize key executive functioning skills as they relate to the IHS Values/PBIS as a schoolwide commitment, i.e., using Via Vaqueros to acknowledge student success. Prioritize AVID strategies based on identified Executive Functioning needs. The reintegration of AVID PLC times, 4 times per year or quarterly, to identify strategies that will be implemented site wide. Follo up PLC's will address on a continuum what occurred the PLC before and follow up with new strategies if needed. Provide an intervention ELA class that directly addresses our students who need additional help in improving their ELA skills. Provide multiple sections of our study skills classes in which students learn via a curriculum that not only identifies skill needs but also organizational skills as well. Provide 4 sections, an AVID 9,10,11, and 12th, for student development within our AVID program. Develop common language around our PLC and AVID culture at our site with common policies and procedures around WICOR strategies. Teachers meet in PLC's within their departments to discuss curriculum and programmatic changes. Work is done with level teams, departments, and our Instructional council leadership team.	**YEAR 2:** LCFF Base Lottery	**YEAR 2:** 267,995 10,000	**YEAR 2:** All, however special emphasis on targeted student groups including students below 2.0 and identified as at-promise populations, Students who are not achieving to their potential, and students identified by performing below proficient on statewide assessments . Students who have a 2.0-3.5 GPA and will be recruited for our AVID program. All students including targeted at-promise populations, AP or EL students who are not achieving to their potential, and students identified by	**YEAR 2:** Admin Staff Development Committee AVID Team Staff Admin Instructional Council and Leadership Team Dept. PLCs AVID Team Teaching Staff

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
			performing below proficient on state and local key performance indicators. Students who have a 2.0-3.5 GPA and will be recruited for our AVID program	
YEAR 3: 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.				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	**Year 1:** 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. **Year 2:** By concentrating on our WICOR strategies and best practices for all teachers, all students will receive similar supports and similar strategies to help grow their executive functioning skills. Staff will receive support in 4 AVID dedicated PD days throughout the school year, also teachers will continue their work through weekly PLC and monthly instructional leads supports meetings. **Year3:** 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.			

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 - Year 1	Year 2	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%	Suspensions (Total): 2.1% Suspensions (EL) : 3.2% Suspensions (Socioeconomically Disadvantaged): 3.3% Suspensions (African American): 7% Suspensions (Hispanic):3.9% Schoolwide Attendance:96.4% EL Attendance :96.2% Socioeconomically Disadvantaged Attendance:96.4% Black or African American Attendance: 94.6% Hispanic or Latino Attendance: 95.0% White Attendance: 95.2% Female Attendance: 96.4% Male Attendance: 96.3%	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:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Create and implement surveys and other ways of gathering information and determining the key areas	**YEAR 1:** LCFF Base	**YEAR 1:** 100,000	**YEAR 1:**	**YEAR 1:** Admin, Mental

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
that cause stress for our students. Implement AVID strategies that help IHS students with study skills, time management, and general academic organization skills. Also, gather this data from parent committees such as School Site Council and PTSA. Define success in AP, Honors, and Advanced Level classes.	Lottery	9,000		Health providers, Staff Development Committee. PLC Teams AVID Site Team
YEAR 2: 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 Administrators visit every English class in the fall to go over "Vaquero Expectations" behavior matrix, resources for students with mental health, and overall positive PBIS culture of the school. Provide strategies and ongoing individual and group support for targeted individuals through our wellness referral program. The ongoing implementation of our "wellness fair" by our mental health specialist in which students are presented with school-based clubs and community connections for wellbeing. PLC meetings designed to refine curriculum and make content accessible to all students. Intervention classes for our most high need students in which they receive ELA support and organizational skills. On going counselor lead meetings which include workshops for all grade levels in which academic rigor and balance are discussed, and action plans are created through individual meetings with counselors during their 9th and 10th grade years. The ongoing support of our "well space" area on campus for students. Also, having dedicated mental health professionals to help with crisis and interventions.	**YEAR 2:** LCFF Base Lottery	**YEAR 2:** 100,000 9,000	**YEAR 2:**	**YEAR 2:** Admin, Mental Health providers, Staff Development Committee. PLC Teams AVID Site Team
YEAR 3: Utilize the Social and Emotional Learning (SEL) Competencies to identify specific areas for focus to improve social-emotional well-being for all students.				

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

How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	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.	
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	**Year 1:** 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. **Year 2:** With mental health awareness and supports included through curriculum classroom instruction greater awareness will be placed on students well being and balance. All students will be able to identify the resources at their disposal at the school setting and be able to have access to their supports that they need. Staff will also be aware to be able to direct students who are in need and be able to support with the overall health of our students. PD for staff will be embedded at least three times through our PD on SEL strategies and integration into the curriculum. **Year3:** 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 formative assessments. In an effort to decrease anxiety over academic tasks, increase staff development on AVID Wicor strategies.	

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 - Year 1	Year 2	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 : 19% CA Dashboard ELA : 52.4% CA Dashboard Math : 38.5%	Redesignation Rates : 21% CA Dashboard ELA : 57% CA Dashboard Math : 43%

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: .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.	**YEAR 1:** LCFF Supplemental Lottery	**YEAR 1:** 79,567 510	**YEAR 1:**	**YEAR 1:** Admin Instructional Council and Leadership Team ELD Coordinator Ed. Tech Mentors Dept. PLCs Teaching Staff Administrative Team Students
YEAR 2: 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.	**YEAR 2:** LCFF Supplemental Lottery	**YEAR 2:** 79,567 510	**YEAR 2:** EL Identified students.	**YEAR 2:** Admin Instructional Council and Leadership Team

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
Work with the EL coordinator on placement of students, monitoring, and ongoing support. Offer teachers the opportunity for PD on teaching our EL population in supporting with strategies. Create a more welcoming environment in which multiple languages is celebrated and seen as an asset. Refine and analyze the curriculum in our ELD 1,2, and 3 classrooms for research-based strategies of support.				ELD Coordinator Ed. Tech Mentors Dept. PLCs Teaching Staff Administrative Team Students
YEAR 3: 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.				

How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?		
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	**Year 1:** 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. **Year 2:** By identifying data with our EL populations we will be able to shift and offer proper supports to help our students with their skill sets and movement towards redesigning their status within our school setting. Students will have an opportunity to be more closely monitored and placed in appropriate classes of support. Teachers will receive PD at least three times during the school year. **Year3:** Staff development/training on how to meet the needs of EL students with a wide variety of needs.	

Priority Focus Area (Goal) 4:

Outcomes

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

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

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1:	**YEAR 1:**	**YEAR 1:**	**YEAR 1:**	**YEAR 1:**
YEAR 2:	**YEAR 2:**	**YEAR 2:**	**YEAR 2:**	**YEAR 2:**
YEAR 3:				

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

LCAP ITEM (High School & Middle Schools Only):

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

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

Irvine High School is utilizing the following LCAP items as described below:

Intervention Support- This FTE supports our ELA intervention course for our 9th grade students. This FTE helps fund our AVID classes at the 9th, 10th,11th, and 12th grade levels. This FTE also helps with our English Language learner students through our ELD 1,2, and 3 courses. The availability of an attendance dean is also helpful with helping our students stay on track and attend school on a regular basis to be able to take the intervention classes.

Graduation support- This FTE helps fund our Tutorial classes which are a Tier 2 intervention in helping our students gain the skills they need in order to graduate. Additional help with our Math 1 courses is added through this funding to help our most in need students.

LCAP ITEM (Elementary Schools Only):

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

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

ATSI Identified Schools

ATSI Annual Review (2024-2025)

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

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

N/A

Which strategies were most effective? Least effective?

N/A

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

N/A

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

N/A

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$467,072.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
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

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 6th 2025.

Attested:

Principal, Jeffrey Hernandez on 5/16/2025

SSC Chairperson, Sue Im on 5/16/2025

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

3 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Jeffrey Hernandez	Principal
Sue Im	Other School Staff
Omar Ezzeldine	Parent or Community Member
Dharini Joshi	Parent or Community Member
Jodie Hoffman	Parent or Community Member
Vicky Vu	Parent or Community Member
Ishaan Gaikwad	Secondary Student
Sradha Vayalapadu	Secondary Student
Audrey Chen	Secondary Student
Michael Civalleri	Other School Staff
Keith Szczudlak	Other School Staff
Ashleigh Frazer	Other School Staff
Stephanie Fair	Other School Staff
Robert Gomez	Other School Staff

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.28%	0.21%	0.26%	5	4	5
African American	2.40%	1.99%	2.10%	43	37	41
Asian	44.96%	47.21%	46.90%	807	879	915
Filipino	2.95%	3.49%	3.43%	53	65	67
Hispanic/Latino	16.38%	14.98%	15.07%	294	279	294
Pacific Islander	0.06%	0.16%	0.36%	1	3	7
White	24.29%	23.36%	23.42%	436	435	457
Multiple/No Response	8.52%	8.38%	8.25%	153	156	161
			Total Enrollment	1,795	1862	1951

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	497	477	487
Grade 10	473	508	476
Grade 11	402	473	510
Grade 12	423	404	478
Total Enrollment	1,795	1,862	1,951

Conclusions based on this data:

1. Enrollment has increased over the last three years.
2. The demographics have maintained for most groups over the last three years.
3. Asian students comprise the highest number of students at Irvine High School

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	169	144	168	11.3%	9.4%	8.6%
Fluent English Proficient (FEP)	620	691	715	28.2%	34.5%	36.6%
Reclassified Fluent English Proficient (RFEP)	437	511	534	19.9%	72.10%	27.3%

Conclusions based on this data:

1. The number of EL students increased from last year.
2. The number of Fluent English Proficient students has increased.
3. Number of RFEP students has increased from last year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	393	473	496	374	424	483	374	424	483	95.2	89.6	97.4
All Grades	393	473	496	374	424	483	374	424	483	95.2	89.6	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2636.	2638.	2634.	41.98	38.68	35.61	26.74	31.60	34.99	17.11	17.69	16.77	14.17	12.03	12.63
All Grades	N/A	N/A	N/A	41.98	38.68	35.61	26.74	31.60	34.99	17.11	17.69	16.77	14.17	12.03	12.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	40.11	41.27	36.85	47.06	46.70	52.38	12.83	12.03	10.77
All Grades	40.11	41.27	36.85	47.06	46.70	52.38	12.83	12.03	10.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	41.55	39.39	41.41	37.80	44.81	43.06	20.64	15.80	15.53
All Grades	41.55	39.39	41.41	37.80	44.81	43.06	20.64	15.80	15.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	22.46	24.76	19.25	65.24	66.04	71.22	12.30	9.20	9.52
All Grades	22.46	24.76	19.25	65.24	66.04	71.22	12.30	9.20	9.52

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	33.96	33.49	31.68	57.22	55.90	60.46	8.82	10.61	7.87
All Grades	33.96	33.49	31.68	57.22	55.90	60.46	8.82	10.61	7.87

Conclusions based on this data:

1. Overall student percentage of students who met or exceeded the standard in the ELA scores increased to 70.6%
2. The percentage of students who are at or near the standard in writing increased in 2024 over the previous years.
3. Research/Inquiry investigating, analyzing, and presenting information showed a decrease in students above the standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	393	473	496	374	426	481	374	426	481	95.2	90.1	97
All Grades	393	473	496	374	426	481	374	426	481	95.2	90.1	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2655.	2662.	2650.	38.50	36.38	31.19	22.46	26.53	29.52	15.51	16.90	21.00	23.53	20.19	18.30
All Grades	N/A	N/A	N/A	38.50	36.38	31.19	22.46	26.53	29.52	15.51	16.90	21.00	23.53	20.19	18.30

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	34.22	34.27	26.82	45.72	49.77	58.84	20.05	15.96	14.35
All Grades	34.22	34.27	26.82	45.72	49.77	58.84	20.05	15.96	14.35

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	35.83	34.04	30.77	52.14	55.87	55.72	12.03	10.09	13.51
All Grades	35.83	34.04	30.77	52.14	55.87	55.72	12.03	10.09	13.51

Conclusions based on this data:

1. Overall there was a decrease in the percentage of students who did not meet the standard and there was in increase in standard met or nearly met.
2. With communicating reasoning Demonstrating ability to support mathematical conclusions students increased in the percentage of students below standard and remained the same at or near standard.
3. In Problem Solving/Data Analysis Irvine high students increased by nearly 10% in at or nearing standard.

School and Student Performance Data

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

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

ELPAC Results

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

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1552.4	1572.0	1529.6	1554.7	1579.8	1521.3	1549.6	1563.5	1537.4	38	43	43
10	1553.5	1563.7	1568.2	1546.5	1570.0	1565.3	1560.0	1556.9	1570.7	39	35	29
11	1515.8	1579.5	1569.7	1504.0	1598.9	1573.7	1527.3	1559.5	1565.1	24	37	29
12	1560.4	1555.6	1574.9	1563.2	1555.5	1575.5	1556.9	1555.3	1574.0	21	22	32
All Grades										122	137	133

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	13.16	30.23	6.98	36.84	34.88	37.21	36.84	27.91	30.23	13.16	6.98	25.58	38	43	43
10	17.95	22.86	24.14	46.15	40.00	51.72	17.95	22.86	17.24	17.95	14.29	6.90	39	35	29
11	8.33	32.43	27.59	20.83	16.22	34.48	37.50	43.24	13.79	33.33	8.11	24.14	24	37	29
12	25.00	18.18	21.88	35.00	27.27	43.75	20.00	36.36	12.50	20.00	18.18	21.88	20	22	32
All Grades	15.70	27.01	18.80	36.36	29.93	41.35	28.10	32.12	19.55	19.83	10.95	20.30	121	137	133

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	28.95	39.53	20.93	52.63	37.21	37.21	5.26	20.93	23.26	13.16	2.33	18.60	38	43	43
10	25.64	40.00	44.83	48.72	40.00	41.38	15.38	14.29	10.34	10.26	5.71	3.45	39	35	29
11	12.50	43.24	41.38	37.50	35.14	27.59	20.83	16.22	10.34	29.17	5.41	20.69	24	37	29
12	45.00	40.91	40.63	20.00	27.27	31.25	20.00	18.18	15.63	15.00	13.64	12.50	20	22	32
All Grades	27.27	40.88	35.34	42.98	35.77	34.59	14.05	17.52	15.79	15.70	5.84	14.29	121	137	133

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.26	4.65	2.33	21.05	32.56	25.58	34.21	44.19	37.21	39.47	18.60	34.88	38	43	43
10	12.82	8.57	10.34	35.90	22.86	31.03	25.64	45.71	41.38	25.64	22.86	17.24	39	35	29
11	4.17	5.41	10.34	16.67	29.73	27.59	20.83	40.54	31.03	58.33	24.32	31.03	24	37	29
12	5.00	4.55	12.50	25.00	18.18	21.88	40.00	40.91	37.50	30.00	36.36	28.13	20	22	32
All Grades	7.44	5.84	8.27	25.62	27.01	26.32	29.75	43.07	36.84	37.19	24.09	28.57	121	137	133

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.26	9.30	0.00	76.32	83.72	65.12	18.42	6.98	34.88	38	43	43
10	5.26	11.43	10.34	76.32	80.00	68.97	18.42	8.57	20.69	38	35	29
11	0.00	24.32	13.79	45.83	54.05	51.72	54.17	21.62	34.48	24	37	29
12	0.00	9.09	12.50	65.00	59.09	56.25	35.00	31.82	31.25	20	22	32
All Grades	3.33	13.87	8.27	68.33	70.80	60.90	28.33	15.33	30.83	120	137	133

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	73.68	81.40	53.49	13.16	13.95	30.23	13.16	4.65	16.28	38	43	43
10	64.10	82.86	86.21	25.64	8.57	10.34	10.26	8.57	3.45	39	35	29
11	58.33	72.97	72.41	12.50	21.62	10.34	29.17	5.41	17.24	24	37	29
12	70.00	77.27	81.25	15.00	13.64	15.63	15.00	9.09	3.13	20	22	32
All Grades	66.94	78.83	71.43	17.36	14.60	18.05	15.70	6.57	10.53	121	137	133

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	13.16	18.60	6.98	36.84	55.81	48.84	50.00	25.58	44.19	38	43	43
10	20.51	11.43	24.14	48.72	54.29	58.62	30.77	34.29	17.24	39	35	29
11	4.17	16.22	13.79	37.50	48.65	51.72	58.33	35.14	34.48	24	37	29
12	10.00	9.09	12.50	50.00	40.91	53.13	40.00	50.00	34.38	20	22	32
All Grades	13.22	14.60	13.53	42.98	51.09	52.63	43.80	34.31	33.83	121	137	133

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	0.00	0.00	71.05	88.37	69.77	28.95	11.63	30.23	38	43	43
10	0.00	2.86	10.34	82.05	80.00	75.86	17.95	17.14	13.79	39	35	29
11	8.70	5.41	0.00	43.48	78.38	75.86	47.83	16.22	24.14	23	37	29
12	15.00	9.09	6.25	55.00	77.27	75.00	30.00	13.64	18.75	20	22	32
All Grades	4.17	3.65	3.76	66.67	81.75	73.68	29.17	14.60	22.56	120	137	133

Conclusions based on this data:

1. For the 2024 school year Irvine High tested less students than previous year creating greater variance in results.
2. In overall language students showed an increase in performing at Level 3 and Level 1.
3. Irvine High Students saw an increase in students performing at the Beginning writing domain level by 8%.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,951	**24%**	**8.6%**	**0.3%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	168	8.6%
Foster Youth	6	0.3%
Homeless	5	0.3%
Socioeconomically Disadvantaged	469	24%
Students with Disabilities	221	11.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	41	2.1%
American Indian	5	0.3%
Asian	915	46.9%
Filipino	67	3.4%
Hispanic	294	15.1%
Two or More Races	161	8.3%
Pacific Islander	7	0.4%
White	457	23.4%

Conclusions based on this data:

1. The percentage of Socioeconomic students increased by 3%.

2. English Language Learners increased by 1.1%

3. Our student populations demographics have remained constant across all student groups.

School and Student Performance Data

Overall Performance

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall performance for all students with ELA, Math, and College and Career is in the Green Range
2. Our English Learner progress is in the Orange performance range.
3. Suspension rate is in the Yellow and will need to be looked at by the site.

School and Student Performance Data

Academic Performance
English Language Arts

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

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	0	5	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Red	No Performance Color
53.4 points above standard	52.4 points below standard	136.8 points below standard
Increased 12.9 points	Declined 31.1 points	Declined 35.3 points
476 Students	68 Students	15 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Less than 11 Students	Less than 11 Students	4.6 points above standard
1 Student	2 Students	Increased 37.5 points
		128 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
86.0 points below standard	Less than 11 Students	Less than 11 Students
Increased 30.0 points	6 Students	2 Students
62 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Green
73.7 points above standard	73.9 points above standard	7.9 points above standard
Declined 13.4 points	Increased 7.9 points	Increased 43.1 points
231 Students	19 Students	71 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
65.6 points above standard	Less than 11 Students	29.0 points above standard
Increased 14.6 points	2 Students	Increased 38.3 points
34 Students		112 Students

Conclusions based on this data:

1. Our English Learners are in the Red performance level and had a decline of 31.1 points from the previous year.
2. 5 of our subgroups which include Asian, Hispanic, White, and Two or More Races scored in the Green performance level.
3. Our students with disabilities scored in the Orange level and increased by 30 points this year.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	4	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Orange	No Performance Color
23.2 points above standard	65.8 points below standard	178.1 points below standard
Increased 3.8 points	Declined 38.5 points	Declined 47.4 points
477 Students	71 Students	15 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Less than 11 Students	Less than 11 Students	45.3 points below standard
1 Student	2 Students	Increased 17.9 points
		130 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
142.0 points below standard	Less than 11 Students	Less than 11 Students
Increased 26.8 points	6 Students	2 Students
62 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Orange
70.3 points above standard	47.7 points above standard	70.7 points below standard
Declined 13.9 points	Declined 6.7 points	Maintained 0.1 points
232 Students	19 Students	71 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
0.4 points below standard	Less than 11 Students	11.1 points below standard
Increased 3.8 points	2 Students	Increased 30.3 points
34 Students		112 Students

Conclusions based on this data:

1. Overall, as a school site students performed in the Green level for the 2024 school year.
2. Our students with disabilities, Hispanic, and English learners performed in the Orange level.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	No Performance Color
46.1% making progress.	25% making progress.
Number Students: 102 Students	Number Students: 28 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
26.5%	27.5%	2%	44.1%

Conclusions based on this data:

1. 25.5% of students decreased one ELPI level.
2. 46.1% of 102 students are making progress.
3. 27.5% of students maintained ELPI Level 1, 2L, 1H, 3L, or 3H

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

Very Low

Lowest Performance

Low

Medium

High

Very High

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	1	2

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

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

All Students	English Learners	Long-Term English Learners
Green	Orange	No Performance Color
67.8 Prepared	38 Prepared	33.3 Prepared
Maintained 0.2	Declined 4	Increased 20.8
487 Students	79 Students	30 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Less than 11 Students 0	Less than 11 Students 0	51.9 Prepared
3 Students	7 Students	Increased 8.2
		160 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
24.5 Prepared	33.3 Prepared	Less than 11 Students 0
Increased 5.6	0	2 Students
49 Students	12 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
82.3 Prepared	75 Prepared	45.8 Prepared
Maintained 0.2	Increased 2.8	Maintained 0.7
231 Students	12 Students	59 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Orange
73.8 Prepared	Less than 11 Students 0	51.6 Prepared
Increased 12	1 Student	Declined 3.7
42 Students		128 Students

Conclusions based on this data:

1. Our Asian and Two or More Races subgroups are performing at the Blue level.
2. English Language Learners and White subgroups are performing at the Orange level.
3. Our socioeconomic status students increased by 8.2% and entered the Green performance level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	3	2

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Green	No Performance Color
94.7% graduated	87.5% graduated	90% graduated
Maintained 0.5%	Increased 3.6%	Declined 10%
489 Students	80 Students	30 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	90.7% graduated
3 Students	7 Students	Maintained 0.6%
		161 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
82% graduated	100% graduated	Fewer than 11 students - data not displayed for privacy
Declined 6.7%	12 Students	2 Students
50 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Orange
95.3% graduated	91.7% graduated	89.8% graduated
Declined 1.8%	Declined 8.3%	Declined 5.9%
232 Students	12 Students	59 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Green
97.7% graduated	Fewer than 11 students - data not displayed for privacy	94.5% graduated
Increased 3.6%	1 Student	Increased 6.4%
43 Students		128 Students

Conclusions based on this data:

1. All students maintained the 97% rate since last year.
2. 5 of our subgroups which include Two or More Races, White, Asian, Socioeconomically students, and English Learners scored in the Green or Blue performance level.
3. Two subgroup performed in the Orange level which includes Students with disabilities and Hispanic students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	5	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Green	Green
2.1% suspended at least one day	3.2% suspended at least one day	5.1% suspended at least one day
Maintained 0.2%	Declined 0.9%	Declined 2.2%
1999 Students	185 Students	59 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	7.7% suspended at least one day	3.3% suspended at least one day
7 Students	13 Students	Declined 0.9%
		540 Students

Students with Disabilities	African American	American Indian
Orange	Yellow	No Performance Color
6.7% suspended at least one day	7% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 1%	Declined 3.5%	5 Students
240 Students	43 Students	

Asian	Filipino	Hispanic
Yellow	Yellow	Green
1.2% suspended at least one day	1.5% suspended at least one day	3.9% suspended at least one day
Increased 1%	Increased 1.5%	Declined 1.1%
930 Students	68 Students	309 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Green
3% suspended at least one day	Fewer than 11 students - data not displayed for privacy	2.1% suspended at least one day
Increased 1.2%	7 Students	Declined 0.5%
165 Students		472 Students

Conclusions based on this data:

1. 5 of our subgroups performed in the Green level which includes White, Hispanic, English Language Learners.
2. Irvine high has to look into reasons why our Two or More Races and Students with Disabilities are performing in the Orange range. Additional Tier 1 inteventions will be looked at for additional support.
3. Most of our subgroups declined in suspension rates.

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategies/Activities Table

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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