



# School Plan for Student Achievement (SPSA)

## Section 1: Stakeholder Engagement

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Irvine High School	30-73650-3030152	May 10, 2023	June, 2023

### Educational Partner Involvement:

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

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

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

account for our ongoing growth over time. Furthermore, teacher yearly goals align to the identified goals of our Action Plan and SPSA.

### Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA)
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Advisory Committee \_\_\_\_\_  
Signature

Special Education Advisory Committee \_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee \_\_\_\_\_  
Signature

X Other committees established by the school or district (list):  
Irvine High School Instructional Council \_\_\_\_\_  
Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on: May 10, 2023

Attested:

Monica Colunga, Ed.D. \_\_\_\_\_  
Typed Name of School Principal                      Signature of School Principal                      Date

Bob King \_\_\_\_\_  
Typed Name of SSC Chairperson                      Signature of SSC Chairperson                      Date

# School Site Council Membership

## The School Plan for Student Achievement

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

## School Site Council Membership (SSC)

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

Name of Members	Group A			Group B	
	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Monica Colunga, Ed.D.	1				
Bob King Chair			1		
Bobby Gomez/Anne Josey (Alt)			1		
Keith Szczudlak/Katie Smiley (Alt)		1			
Jennifer Harrington		1			
Ashlie Frazer		1			
Michael Civalleri		1			
Katie Smiley		1			
Harleen Ahluwalia					1
Jaskaran Sing/Jiwon Jeong (Alt)					1
David Palacios					1
Connor Siu					1
Jodie Hoffman				1	
Vinod Kambrath				1	
Gurudath Ramabhatt				1	
Vicky Yu				1	
<b>Numbers of members of each category</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>4</b>
<b>(Totals of Group A and Group B must equal)</b>	<b>Total Group A: 8</b>			<b>Total Group B: 8</b>	

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

# ELAC Membership

## English Learner Advisory Committee

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

## Membership

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

Names of Members	Principal	Chair	DELAC Rep.	Other Member
Numbers of members of each category	1			

## Guidelines for Combining SSC and ELAC:

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

- Site has chosen to combine SSC and ELAC using the above guidelines.**  
**OR**  
 **Site has chosen NOT to combine SSC and ELAC using the above guidelines.**

# Budgets and Summary

## Centralized Services for Planned Improvements in Student Performance:

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

<b>State Programs</b>	<b>Preliminary Allocation (Fall)</b>	<b>Amount Allocated in SPSA</b>
<b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$375,265.00	238,281.21
<b>LCFF – Supplemental Grant</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$103,652.00	90,181
<b>Lottery Funds</b> Purpose: Purchase site instructional materials	\$19,900.00	22,044
Total amount of state categorical funds allocated to this school	\$498,817	350,506.21
<b>Federal Programs</b>	<b>Preliminary Allocation (Fall)</b>	<b>Amount Allocated in SPSA</b>
<b>Title I, Part A: Allocation (IUSD schools are School Wide)</b> Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement. Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs.	\$0.00	
<b>Title III Centralized Services Allocated - EL and Immigrant Students</b> Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.	\$101,950.73	101,950
Total amount of federal categorical funds allocated to this school	\$101,950.73	101,950
Total amount of state and federal categorical funds allocated to this school	\$600,767.73	\$452,456.21

# Section 2: Goals, Strategies, & Proposed Expenditures

## Goal 1

### Goal Statement

Improve student achievement, performance, and behavior in balance with wellness to maximize student potential and support students with a more holistic approach (Using MTSS, PBIS, RTI)

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

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Annual Survey End of Course Grades CA Dashboard results	<p>Longitudinal data percentages from the Metric Indicators:</p> <p>Currently we have an open access to all classes. While College and Career measures are not accessible for the 21-22 school year through the State Dashboard, our 20-21 data identified a disparity in our A-G completion rate which is still a concern. Within our sample of 342 students who completed graduation requirements, we had 52% of all students complete a-g requirements. Within this percentage, 68.9% were represented by our Asian students, 50% were represented by our students who identify as two or more races, 44.7% were represented by our white students, 34.75 were represented by our Socioeconomic Disadvantaged students, 26.9% were represented by our Hispanic students, 12.5% were represented by our Students with Disabilities and 8% were represented by our English Learners.</p> <p>Furthermore, of these students 11.4% of students represent those students who completed A-G</p>	Increase in 2-3% or above yearly

**Metric/Indicator**

**Baseline**

**Expected Outcome**

requirements and at least one CTE pathway. Within the 11.4%, 17.6% are represented by our Asian students, 10.9% are represented by our Socioeconomically Disadvantaged students, 8.7% are represented by our White students, 5.6% are represented by our Hispanic students, and 2% are represented by our English Learners.

As we look at semester grades and D/F percentages since COVID we have seen an increase in students earning Ds and Fs. However the percentage of these grades decrease from Semester 1 to Semester 2. Teachers are reporting that they are seeing students lacking Executive Function Skills that allow them to keep organized and complete tasks in a timely fashion so that they can be successful in school. Therefore, the idea of implementing a structured system for the implementation of Executive Function Skills and strategies schoolwide has emerged as an area of need.

Our Dashboard Data indicates a need to provide additional supports for our English Learner students in efforts to assure their maintenance and or improvement in their ELPI Levels.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Goal Statement

Schoolwide implementation of Executive Function Skills and strategies with emphasis on organization, prioritization, task completion, note taking skills, self advocacy, effective communication, and social awareness

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

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<p>End of Semester Grades Annual survey PLC group survey</p>	<p>Data points indicated on End of Semester Grades, Longitudinal Annual survey and yearly PLC group survey:</p> <p>For the 21-22 School year the overall performance for our students as indicated in the 2022 Fall Dashboard was as follows:</p> <p>English Language Arts : High Status Mathematics: Very High Status English Learner Progress: Low Status Graduation Rate: High Status Suspension Rate: Low Status</p> <p>While we score a High Stratus in English Language Arts for all students, as we look at our various sub-groups we have three groups in the Low Status range ( English Learners, Hispanic, and Students of Two or More Races) and one group in the Very Low Status range (Students with Disabilities). Our Social Economically Disadvantaged Students scored at a Medium Status, scoring slightly above standard. Our Asian and White students scored at</p>	<p>2-3% increase or above</p>



**Metric/Indicator**

**Baseline**

**Expected Outcome**

a Very High Status. Within our English Learner Students, our Reclassified English Learners and English Only students scored above standard, while our Current English Learners are significantly below standard.

In Math we scored Very High Status for all students with our English Learners scoring a High Status. Our Social Economically Disadvantaged students scored in the Medium Status, yet it was below standard and our Students with Disabilities scored in the Low Status. Our Asian students scored Very High Status. Our students of Two or More Races and our White students scored in the Medium Status, yet below standard. Our Hispanic students scored a Low Status.

Within our English Learners, our English Only and our Reclassified English Learners scored above standard, while our Current English Learners scored significantly below standard.

Within our English Learner Student population, 41.5% of our EL students progressed at least one ELPI Level. We had 37.2% of our EL students maintain at their current level. 21.3% of our EL students decreased one ELPI level.

Our Graduation rate for all students is at 93.1%. Our Socioeconomically Disadvantaged Student graduation rate is at 85.4% and our English Learners are at a 74.5%. Our Students with Disabilities have a graduation rate of 78.7%. Our Asian, White and Students of Two or More Races have a graduation rate ranging from 95.8%-98.1% and our Hispanic students have a graduation rate of 81.3%

Overall, our suspension rate is on a Low Status. We are at a Medium Status of suspension with our Hispanic, White, and Students of Two or More Races.



# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Goal Statement

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

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

### Expected Annual Measurable Outcomes

**Metric/Indicator**

**Baseline**

**Expected Outcome**

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Goal Statement

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

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

### Expected Annual Measurable Outcomes

**Metric/Indicator**

**Baseline**

**Expected Outcome**

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Goal Statement

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

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

### Expected Annual Measurable Outcomes

**Metric/Indicator**

**Baseline**

**Expected Outcome**

# Goals, Strategies, & Proposed Expenditures

## Planned Strategies/Activities

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

Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<p>1. Continue the development and implementation through various schoolwide programs of our operational definition of the “well-balanced student” as identified through the collaborative work of teachers, students, parents and staff to determine those characteristics which best describe a student who is well-adjusted and prepared to be successful.</p> <p>LCAP Goals: 2, 3, 4</p>	All	Wellness Team will consist of Counselors; Wellness Coordinator (Mental Health Specialist); School psychologist(s); and the Project Success Specialist, together with the administrator in charge of counseling, and staff representatives	<p>LCAP B 238,281.21</p> <p>LCAP S 90,181.00</p> <p>Lottery 22,044.00</p> <p>Title III 101,950.00</p>		X	X	X	
		Teaching staff, support staff, parents (PTSA / Boosters/etc.)						

	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
			<p>students and student leaders from ASB, Student Forum, and YAT (3 student reps to IHS) will all participate.</p> <p>Efforts will be reinforced via ITV, Advisement, Counselor activities, and our PBIS Program together with the Staff Development Committee, Site Council, PTSA, Boosters, Student Forum, Advisement, Administration</p>						
2.	<p>Continue to Identify and use research-based strategies to increase student engagement.</p> <p>Differentiate instructional strategies where possible.</p>	All	Teachers will begin to create the collection and PLC time used		X	X	X	X	

Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<p>LCAP Goals: 1, 2, 3, 4</p>		<p>Counselors will assist in identifying students in need of support</p> <p>Ed Tech Mentors will assist and support staff</p> <p>SPED together with Instructional aides / support staff will assist teachers in using innovative strategies to increase student engagement and to differentiate instruction in an effort to engage all students within General Education courses..</p> <p>Administratio n will support intellectual risk-taking</p>						



	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
			around these efforts in conjunction with district goals.						
3.	<p>Continue equity of access to college preparatory coursework in all content areas; to ensure that connections between current courses and post-secondary options are clear; to ensure that opportunities for students to discern their post-secondary pathways are expanded; and to work towards an increase in the percentage of students that meet the A-G requirements, particularly in identified student groups who are currently exhibiting a gap in achievement.</p> <p>LCAP Goals: 1, 2</p>	<p>All, however special emphasis on targeted student groups including students below 2.0 and identified as at-promise populations, EL students who are not achieving to their potential, and students identified by performing below proficient on statewide assessments.</p> <p>Students who have a 2.0-3.5 GPA and will be recruited for our AVID program.</p>	<p>Teachers, counselors and staff will promote equitable access to College Prep/AP courses with particular attention to student groups in which a demonstrable achievement gap has been identified by statewide testing results, ensuring appropriate student supports through an MTSS framework to balance rigor and intellectual risk-taking</p>		X	X			

Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
		<p>with student wellness</p> <p>Counselors Online TA Handbook and via conferencing and meeting with students and parents, particularly with the emphasis on academic planning Two Year IUSD College and Career Readiness Grant targeting EL, SED, and Foster Youth Populations.</p> <p>AVID Teacher Team, supporting all students via PLC and schoolwide implementation of learning strategies.</p> <p>Instructional aides / support staff will receive</p>						

	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
			<p>training on supporting students enrolled in CP classes or desiring to enroll in CP classes</p> <p>Peer Tutors assigned to the most rigorous CP classes for in-classroom support of students who are at risk of failing</p> <p>Advisement support for new advisors and for Sr. advisors who will be transitioning to be 9th grade TAs in lieu of former TA Renewal Program</p>						
4.	Increase support for students identified in the targeted populations, with specific emphasis on student groups who	All students including targeted at-promise populations,	Teachers will use PLC groups for data evaluation		X	X	X	X	

	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	<p>are currently exhibiting a gap in achievement</p> <p>LCAP Goals: 1, 2, 3, 4</p>	<p>AP or EL students who are not achieving to their potential, and students identified by performing below proficient on state and local key performance indicators.</p> <p>Students who have a 2.0-3.5 GPA and will be recruited for our AVID program</p>	<p>Admin, Counselors and Instructional Council</p> <p>Teacher Advisors in Course Enrollment Conferences</p> <p>Instructional aides / support staff</p> <p>AVID teacher team</p>						
5.	<p>Increase teacher, student, parent and staff awareness of the vast array of interventions and strategies that currently are implemented and of new options, as they are developed.</p> <p>Provide staff training to identify students in need of intervention.</p> <p>Streamline the referral process, and increase the number and kind of interventions and strategies available, particularly those specifically designed to increase student wellness in conjunction with PBIS or RTi.</p>		<p>Wellness Coordinator together with the Wellness Team (to include: school psychologist(s), counselors, staff, SPED, ELD, parents, students, ASB, Student Forum, YAT, PBIS, Club</p>			X	X	X	

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	LCAP Goals: 2, 3, 4		Presidents/Reps, etc)  Report to Instructional Council, PTSA, Site Council, at least once per year							
6.										
7.										
8.										
9.										
10.										
11.	Survey the staff to determine current technology usage and project learning needs for the future  LCAP Goals: 1, 2, 4	All	Ed Tech Mentors with Administrator in charge of Tech will generate survey(s), administer survey(s) and interpret results to create training sessions and offer support to staff  Staff will attend training and begin to	Gift Dist.	2000.00 55,173.16	X	X		X	

	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
			incorporate new technologies into the learning environment.						
12.	Identify Executive Function structures and strategies that will be implemented schoolwide and consider adopting AVID WICOR strategies as a foundation  LCAP Goals: 1,2,3,4	All	AVID teacher group in collaboration with PLC Facilitator Coaches and Administration.		X	X	X	X	
13.	Redevelop supports for our English Language Learners through an ELD curriculum of support and access to General Education courses for students scoring 2 and above on the ELPAC assessment  LCAP Goals: 1,2,3,4	ELD	ELD Coordinator, Teachers will use PLC groups for data evaluation. ELD support teachers.		X	X	X	X	
14.									
15.									
16.									
17.									
18.									

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

## Section 3: Supporting LCAP targeted student groups

### English Language Learners:

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

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

Title III funds and LCAP supplemental funds are used to support staff and students through designated ELD strategies in core subject courses that provide intellectually rich, and developmentally appropriate learning experiences for our ELL students. Furthermore support is provided for ELL students to increase their comprehension and participation in General Education courses through appropriate levels of instructional scaffolding.

### Low-Income/Foster Youth Students:

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

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

LCAP Supplemental funds are used to provide intervention programs that assist students in improving skills that will assist them throughout their core academic program. All Staff is trained in our schoolwide tiered model through PBIS.



# Addendum

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

## Instructions

### 1. Stakeholder Engagement

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

**Involvement Process:** Directions included in document.

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

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

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

### 2. Needs Assessment

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

Relevant Data Sources:

**CA Dashboard (Required)**

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

Questions to Consider:

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

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

Relevant Data Sources:

BrightBytes Survey  
School technology access  
Professional Learning Plan

Questions to Consider:

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

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

Relevant Data Sources:

**Annual Survey (Required)**

Office discipline referrals (SWIS Data), suspensions and expulsions

Attendance data

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

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

Questions to Consider:

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

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

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

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

Relevant Data Sources:

**Annual Survey (Required)**

SSC participation and attendance at PTA Meetings

Communication plans or site procedures

Community partnerships

Questions to Consider:

What aspects of communication and parent engagement might be improved?

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

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

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

### 3. Goals, Strategies and Proposed Expenditures

**Goal Statement:** State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

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

**Expected Annual Measurable Outcomes:** In the table, identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Planned Strategies and Activities:**

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

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

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

## 5. Supporting Targeted Groups

Directions included in the document.

## 6. Budget Summary

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

The budget summary should be completed as follows:

1. **Preliminary Allocation**: This amount is the total amount of funding provided to the school through State and Federal programs for the school year. The school year means the fiscal year for which the SPSA is adopted or updated. (Completed by district in fall)
2. **Funds Allocated in Plan**: Total Funds site has allocated for strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once. (Data collected from funds allocated in your plan.)

### Title I

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

### Title III – LEP and Immigrant

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

### Programs Included in this Plan (Allocation as of Fall)

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

### Analysis

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.



# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

## Appendix B: School and Student Performance Data

### Student Enrollment Enrollment By Student Group

### Student Enrollment Enrollment By Grade Level

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

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

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



# School and Student Performance Data

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

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2650.	2636.		42.28	41.98		31.30	26.74		16.26	17.11		10.16	14.17	
All Grades	N/A	N/A	N/A	42.28	41.98		31.30	26.74		16.26	17.11		10.16	14.17	

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

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

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

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

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

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

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

# School and Student Performance Data

## ELPAC Results

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	21.95	13.16		39.02	36.84		21.95	36.84		17.07	13.16		41	38	
10	28.57	17.95		28.57	46.15		23.81	17.95		19.05	17.95		21	39	
11	34.62	8.33		38.46	20.83		11.54	37.50		15.38	33.33		26	24	
12	33.33	25.00		33.33	35.00		25.93	20.00		7.41	20.00		27	20	
All Grades	28.70	15.70		35.65	36.36		20.87	28.10		14.78	19.83		115	121	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	41.46	28.95		26.83	52.63		17.07	5.26		14.63	13.16		41	38	
10	47.62	25.64		14.29	48.72		23.81	15.38		14.29	10.26		21	39	
11	53.85	12.50		19.23	37.50		11.54	20.83		15.38	29.17		26	24	
12	40.74	45.00		44.44	20.00		7.41	20.00		7.41	15.00		27	20	
All Grades	45.22	27.27		26.96	42.98		14.78	14.05		13.04	15.70		115	121	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	12.20	5.26		39.02	21.05		24.39	34.21		24.39	39.47		41	38	
10	19.05	12.82		23.81	35.90		28.57	25.64		28.57	25.64		21	39	
11	15.38	4.17		30.77	16.67		26.92	20.83		26.92	58.33		26	24	
12	25.93	5.00		14.81	25.00		51.85	40.00		7.41	30.00		27	20	
All Grades	17.39	7.44		28.70	25.62		32.17	29.75		21.74	37.19		115	121	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	17.07	5.26		58.54	76.32		24.39	18.42		41	38	
10	19.05	5.26		61.90	76.32		19.05	18.42		21	38	
11	3.85	0.00		80.77	45.83		15.38	54.17		26	24	
12	18.52	0.00		66.67	65.00		14.81	35.00		27	20	
All Grades	14.78	3.33		66.09	68.33		19.13	28.33		115	120	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	65.85	73.68		19.51	13.16		14.63	13.16		41	38	
10	61.90	64.10		28.57	25.64		9.52	10.26		21	39	
11	61.54	58.33		23.08	12.50		15.38	29.17		26	24	
12	66.67	70.00		25.93	15.00		7.41	15.00		27	20	
All Grades	64.35	66.94		23.48	17.36		12.17	15.70		115	121	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	14.63	13.16		56.10	36.84		29.27	50.00		41	38	
10	33.33	20.51		38.10	48.72		28.57	30.77		21	39	
11	15.38	4.17		61.54	37.50		23.08	58.33		26	24	
12	29.63	10.00		55.56	50.00		14.81	40.00		27	20	
All Grades	21.74	13.22		53.91	42.98		24.35	43.80		115	121	

**Writing Domain**  
**Percentage of Students by Domain Performance Level for All Students**

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	7.32	0.00		70.73	71.05		21.95	28.95		41	38	
<b>10</b>	9.52	0.00		76.19	82.05		14.29	17.95		21	39	
<b>11</b>	38.46	8.70		42.31	43.48		19.23	47.83		26	23	
<b>12</b>	14.81	15.00		77.78	55.00		7.41	30.00		27	20	
<b>All Grades</b>	16.52	4.17		66.96	66.67		16.52	29.17		115	120	

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1,795</b>	<b>22.3</b>	<b>9.4</b>	<b>0.3</b>
Total Number of Students enrolled in Irvine High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	169	9.4
Foster Youth	6	0.3
Homeless	3	0.2
Socioeconomically Disadvantaged	400	22.3
Students with Disabilities	201	11.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	43	2.4
American Indian	5	0.3
Asian	807	45.0
Filipino	53	3.0
Hispanic	294	16.4
Two or More Races	153	8.5
Pacific Islander	1	0.1
White	436	24.3

**Conclusions based on this data:**

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



# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

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

**Conclusions based on this data:**

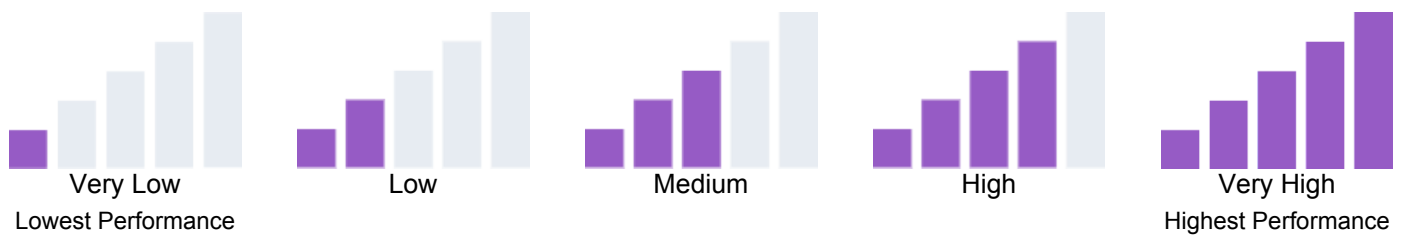
1. Overall performance for all students is in the High Status range in English Language Arts to Very High Status in Math. Graduation Rate is at a High Status, need to identify rationale for students not completing graduation.
2. English Learner Progress needs to be a critical area of concern
3. Suspension Rate is in the Low Status and need to look at interventions that may address issues leading to suspensions.

# School and Student Performance Data

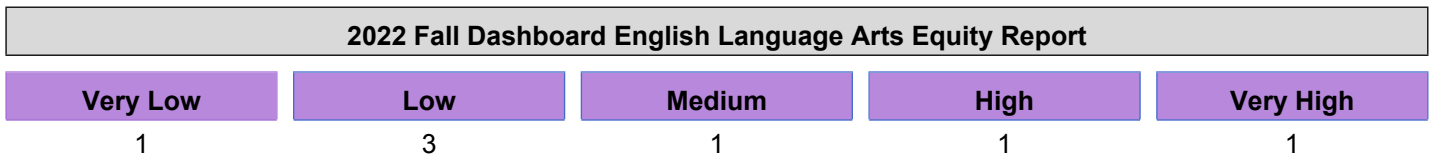
## Academic Performance English Language Arts

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

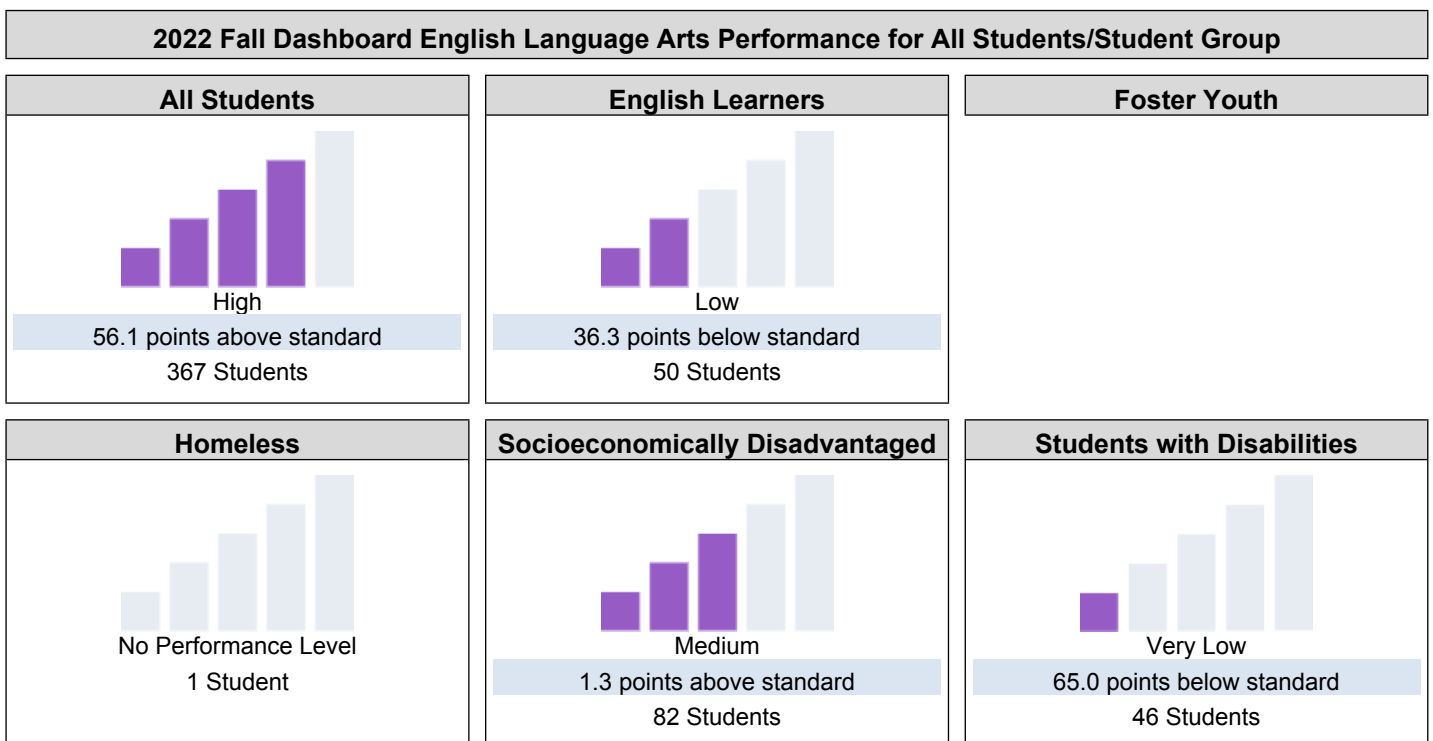
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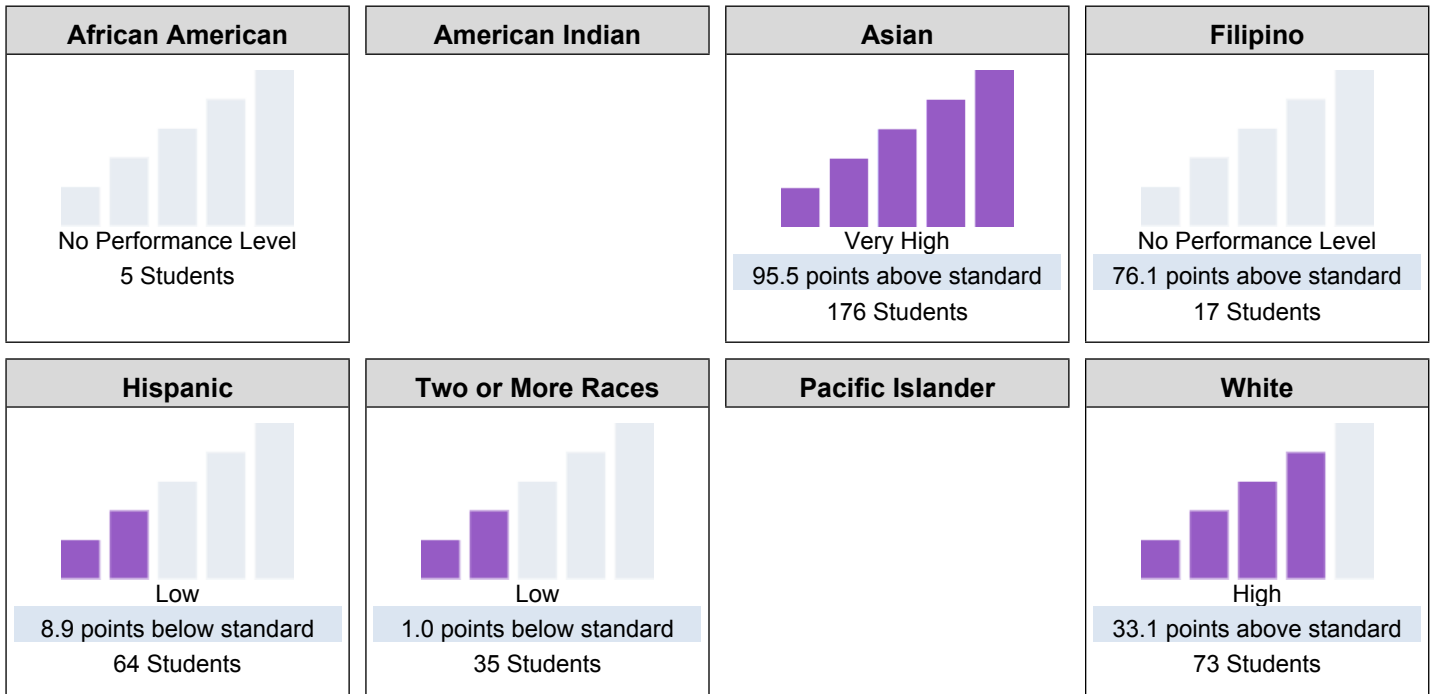
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
177.1 points below standard 15 Students	15.7 points above standard 36 Students	55.0 points above standard 212 Students

### Conclusions based on this data:

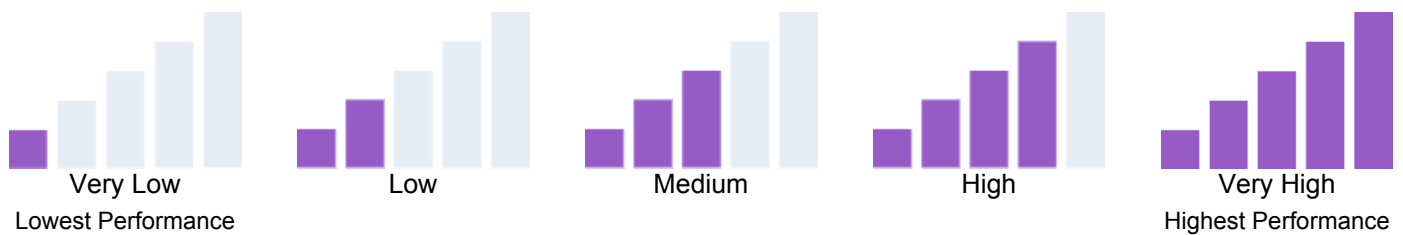
1. While we score on a High Status for all students, as we look at our various sub-groups we have three groups in the Low Status range (English Learners, Hispanic, and Two or More Races) and one group in the Very Low Status range (Students with Disabilities). Our Social Economically Disadvantaged Students score at a Medium Status and scoring slightly above standard.
2. Our Asian and White students score at a Very High and High Status
3. Within our English Learner Students, our Reclassified English Learners and English Only students score above standard while our Current English Learners are significantly below standard.

# School and Student Performance Data

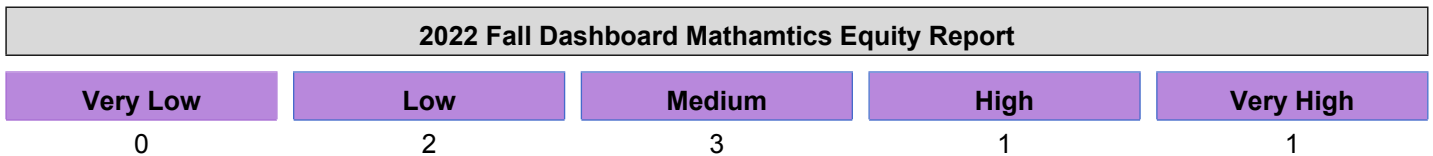
## Academic Performance Mathematics

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

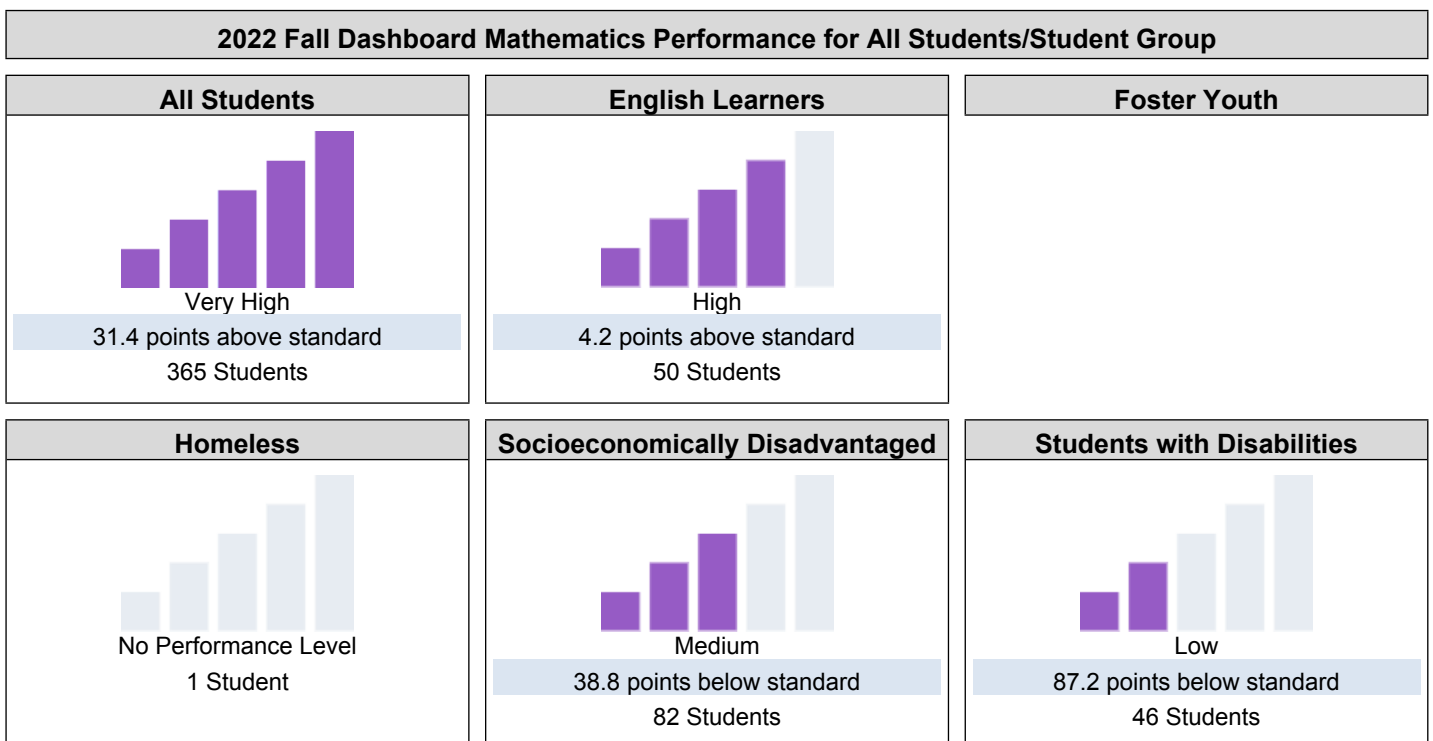
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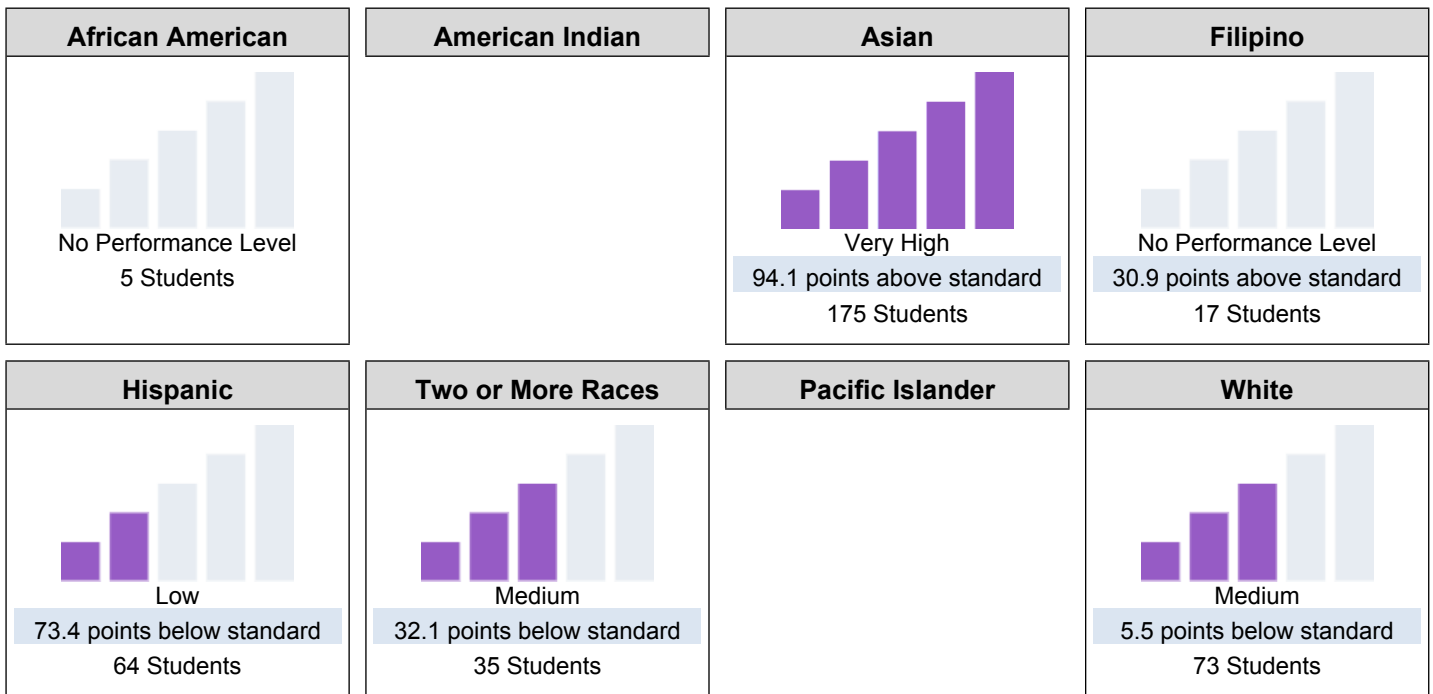
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
119.3 points below standard 15 Students	57.1 points above standard 35 Students	18.7 points above standard 21 Overafasdf2 Students

#### Conclusions based on this data:

- Overall with all students we scored in the Very High Status with our English Learners scoring in the High Status and our Social Economically Disadvantaged students scoring in the Medium Status, yet below standard, and our Students with Disabilities scoring in the Low Status.
- Our Asian Students scored in the Very High Status, while our students with Two or More Races and our White students scored in the Medium Status, yet still below standard. Our Hispanic students scored in the Low Status.
- Within our English Learners, our English Only and our Reclassified English Learners scored above standard, while our Current English Learners scored significantly below standard.

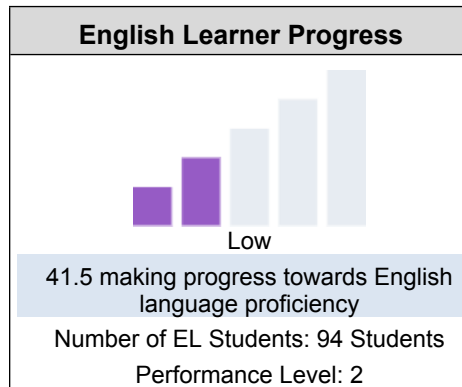
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.3%	37.2%	0.0%	41.5%

#### Conclusions based on this data:

1. While 41.5% of our EL students progressed at least one ELPI Level, we had 37.2% of our EL students maintain at their current level.
2. 21.3% of our EL students decreased one ELPI level.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

- 1.

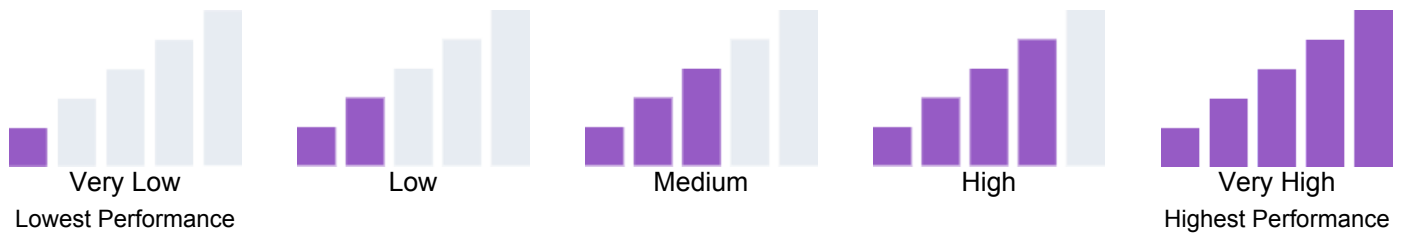




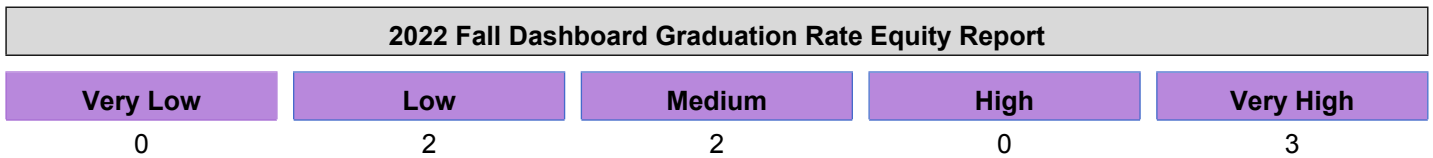
# School and Student Performance Data

## Academic Engagement Graduation Rate

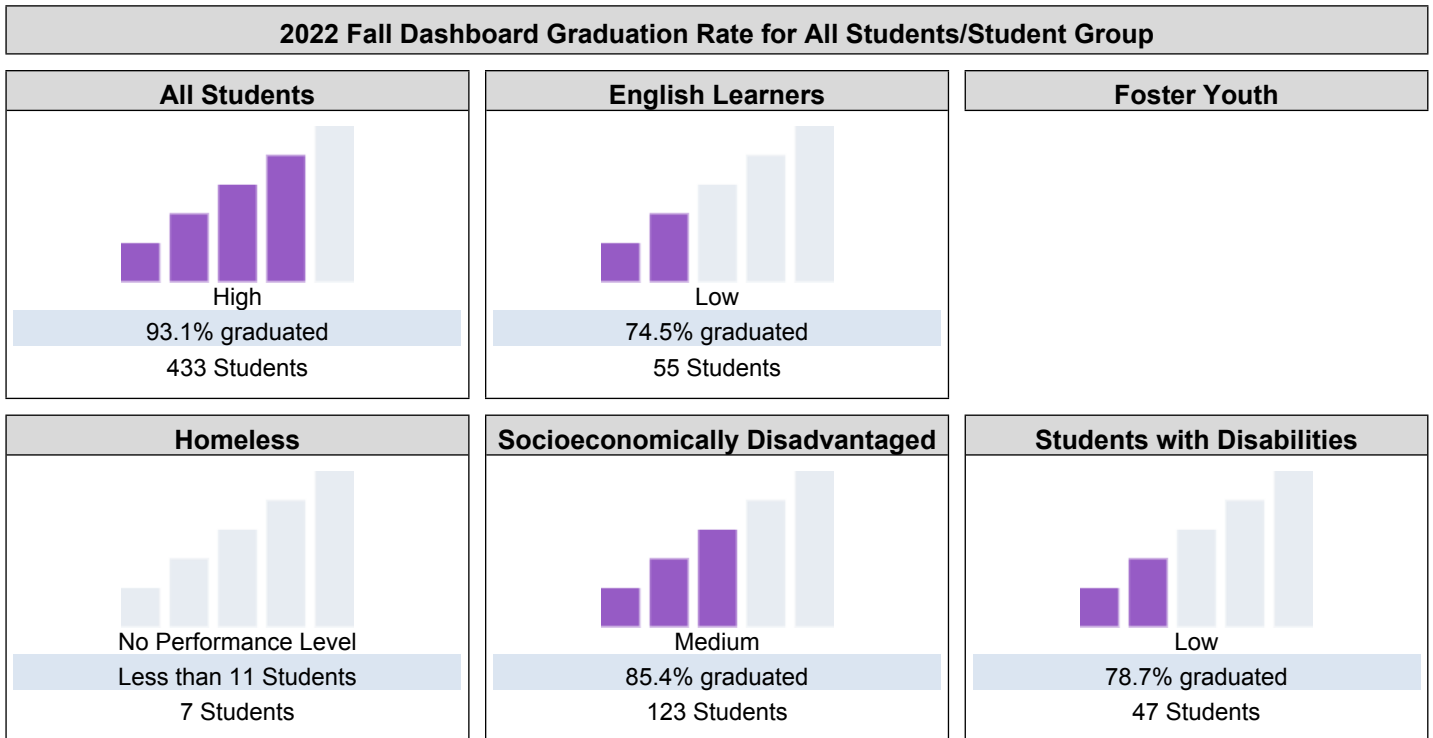
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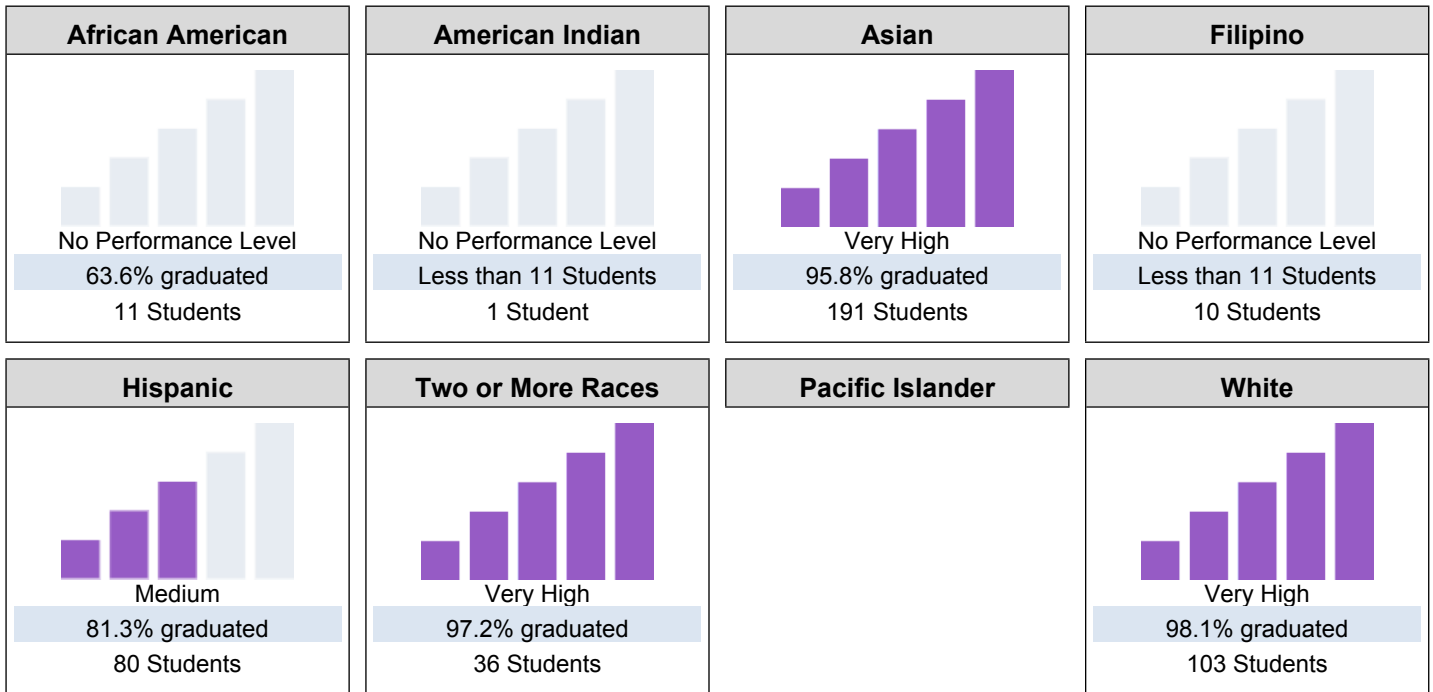
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

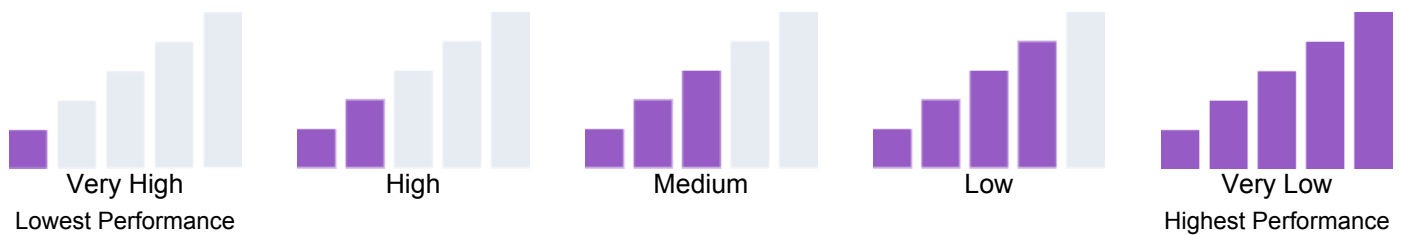
1. Our graduation rate for all students is at 93.1%. Our Socioeconomically Disadvantaged Student graduation rate is at 85.4% and our English Learners are at a 74.5% graduation rate, while our Students with Disabilities have a graduation rate of 78.7%
2. Our Asian, White and Students of Two or More Races have a graduation rate ranging from 95.8%-98.1% and our Hispanic students have a graduation rate of 81.3%

# School and Student Performance Data

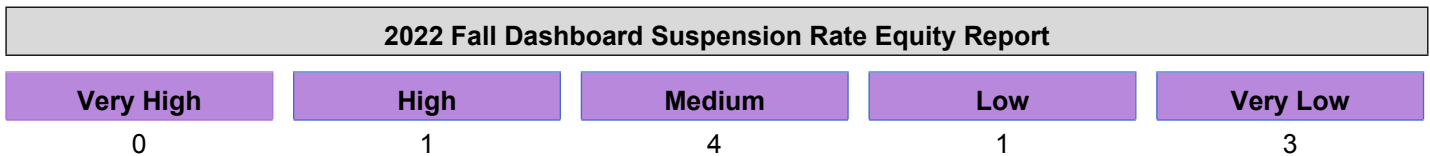
## Conditions & Climate Suspension Rate

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

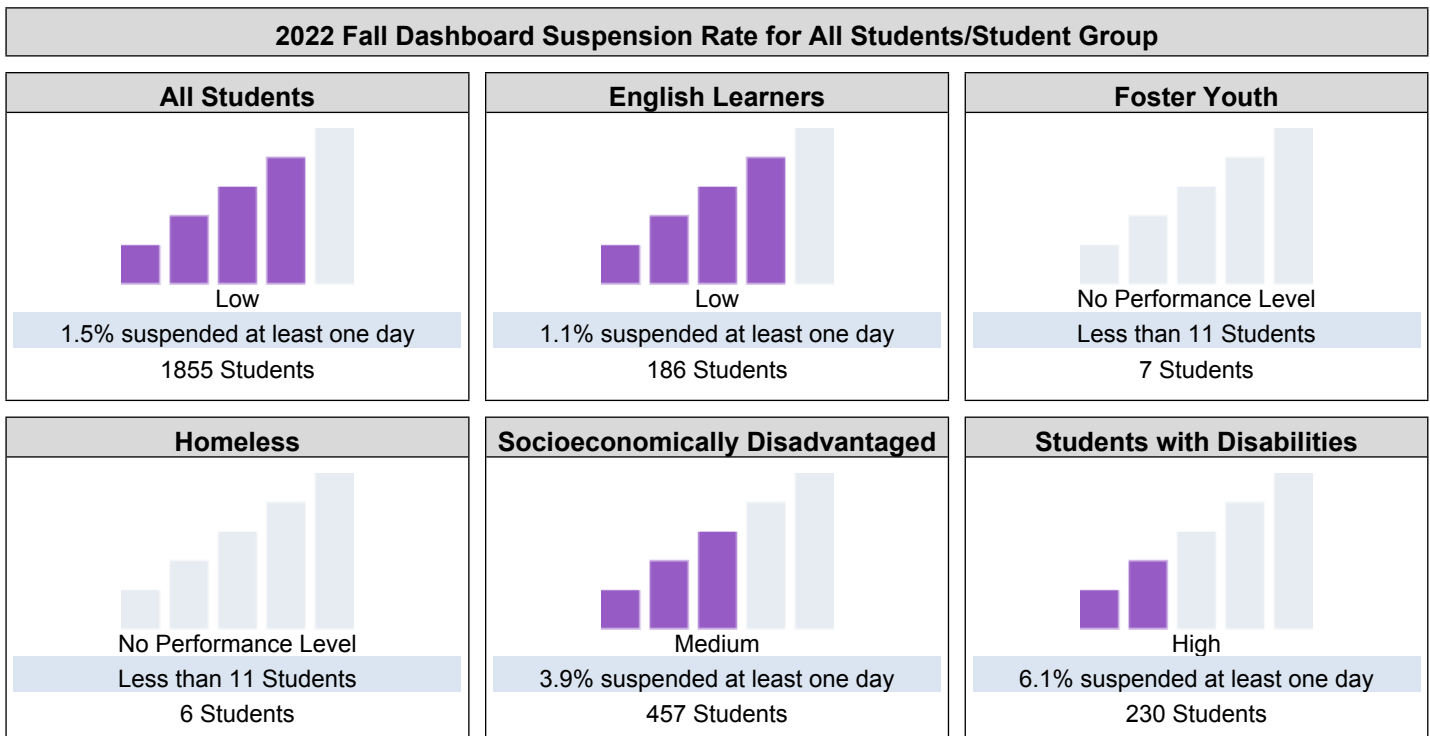
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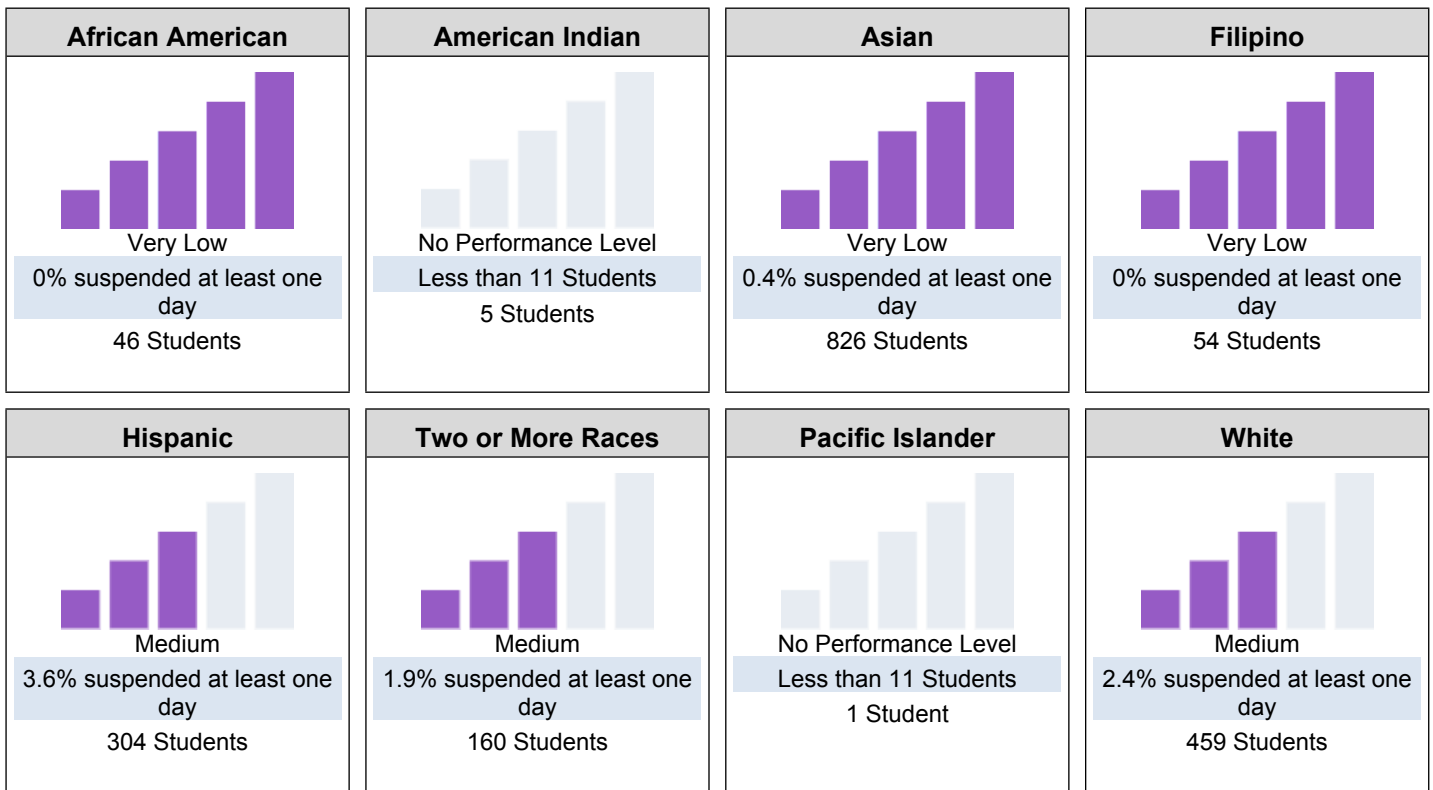
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Overall our suspension rate is on a Low Status.
2. We are at a Medium Status of suspension with our Hispanic, White, and Students of Two or More Races.

account for our ongoing growth over time. Furthermore, teacher yearly goals align to the identified goals of our Action Plan and SPSA.

## Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA)
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

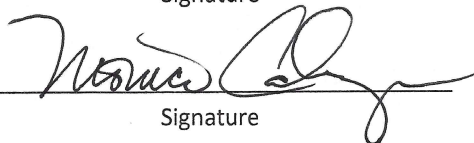
\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

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

Irvine High School Instructional Council

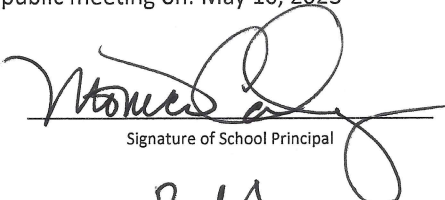
  
\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 10, 2023

Attested:

Monica Colunga, Ed.D.

\_\_\_\_\_  
Typed Name of School Principal



\_\_\_\_\_  
Signature of School Principal

5/10/23  
\_\_\_\_\_  
Date

Bob King

\_\_\_\_\_  
Typed Name of SSC Chairperson



\_\_\_\_\_  
Signature of SSC Chairperson

5/10/23  
\_\_\_\_\_  
Date