



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alhambra High School	07617390730549	4/24/2025	6/23/2025

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), and for federal Additional Targeted Support and Improvement (ATSI), 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 for both the SPSA and federal ATSI 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.

This plan is being used by Alhambra High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

SSchoolwide Program

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Alhambra High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Plan goals align with the district LCAP goals and specifically address the school's needs. The actions and activities described in the school plan correlate with the specific gaps that the school is addressing based on the areas identified as priorities in the comprehensive needs assessment evaluation process. Areas of need were identified based on state and local assessment results; student, staff, and parent surveys; meetings, and input from the staff and community educational partners.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, Students Learning English, African-American students, and Latinx students. The school has developed practices to address the unique needs of each student group. It will measure the effectiveness of these practices by monitoring practice implementation and tracking progress toward the school's annual student performance targets. Goals, targets, practices, and budget expenditures align with Martinez Unified's LCAP goals and to the specific purposes of each funding program.

Alhambra High School is a reflective community that, through continuous growth and learning, prepares students for lifelong success. As a high school community, we commit to:

Educating students through authentic experiences and activities.
Encouraging inquiry, creativity, collaboration and awareness of our local/global community.
Using technology to enhance learning.
Supporting social and emotional well-being and the development of character.

With a better understanding of the needs of our students, we are committed to increase student support and intervention to meet the increasing challenges of our students (mental health, college and career, etc.) through training, workshops, and site and district professional development.

All goals contained in the SPSA are directly linked to the MUSD's LCAP goal areas 1-3 as outlined below. The LCAP is a three-year plan that describes the goals, actions, services and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students. This plan also aligns with 2024-2025 WASC Accreditation Action Plan.

Goal #1:

Improve student performance with a minimum 2% progression each year as measured by CAASPP student performance data in ELA and Math through developing and implementing common assessments across all content areas and improve student performance as measured by College and Career Indicators.

Goal #2:

Provide a high quality educational experience for all English Language Learner students that promotes both English Language Acquisition and Multilingualism.

Goal #3:

Increase academic performance and promote a positive school climate by implementing evidence-based practices and addressing issues of bias and discrimination within the school as well as the safety and functionality of the school.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At Alhambra High School, community engagement is a priority for the overall health of the school, the development of goals and supporting the positive direction of the school. Alhambra offers a number of avenues for parent and community feedback during the development of the School Plan for Student Achievement, as well as, throughout the school year. The main group involved in the goal development were the School Site Council (SSC) members of parents, students (also hold executive officer positions), classified staff, certificated staff and school administration. Throughout the school year, the School Site Council discussed

September 19, 2024 – SSC Election of Officers, WASC Discussion, and Initial SPSA Review
 March 10, 2025- Staff Comprehensive Needs Assessment
 March 12, 2024- PTSA Comprehensive Needs Assessment
 March 20, 2025– SSC Comprehensive Needs Assessment
 April 23, 2025- SPSA Review with Staff
 April 24, 2025- ELAC Review, and SSC Review and vote
 June 9, 2025 -Board Review

Alhambra High School regularly welcomes community involvement and feedback through: Back to School Night (August), PTSA meetings (monthly), English Language Advisory Council (meetings held bi-monthly), start of year Principal Coffee, Parent Survey's (December and May), Music Concerts, Drama events, Art Gallery expositions and athletic events.

Alhambra High School convenes Department Chairperson and Department Meetings (monthly), Staff meetings (monthly) as well as WASC Staff Meetings (one time/semester) to work on school governance, staff development and accreditation goals. updates.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

Our achievement and discipline data reflect disproportionate outcomes for specific student groups. As a school, we strive to identify inequitable and harmful practices while simultaneously learning about implicit bias, gender spectrum and reflecting on how this may impact our systems, processes and individual practice.

Additionally, in order to successfully support a full inclusion model of Special Education services, a comprehensive and fully staffed program is needed to ensure academic progress and effective behavioral and emotional support. The lack of staff retention specifically with targeted support such as paraprofessionals negatively impacts our students.

Finally, a review of the comprehensive needs assessment determined that there remains a need to focus on support in the area of African-American students. There is also a great need for social emotional learning as indicated in the Healthy Kids survey, WASC Visiting Committee student focus group meetings, and LCAP data. Through addressing

these combined areas, and providing the appropriate support, we will meet students' needs for improved outcomes as they move onto college, career, and the community.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The comprehensive needs assessment was completed with staff, PTSA, SSC.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

According to 2024 California Dashboard information:

In English Language Arts in the "all students" category, which is equal to 228 students, we moved from .4 points above standard to 1.9 points above standard. We maintained 1.6 points. In the "all students" category, overall we are in the yellow.

*There are no student groups in red.

*Student groups in orange:

-Students with IEPs (39): 98 points below average; increased 18.3 points

-Hispanic students (97): 38.7 points below average; declined 13.6 points

* Student groups in yellow:

-Students who are economically disadvantaged (84) were 54.1 points below standard in 2023. There are now 41.3 points below standard, an increase of 12.9 points

Summary of distance from standard in ELA:

2019-56.5 points above standard

2022-6.5 points above standard

2023- .4 points above standard

2024-1.9 points above standard

In mathematics in the "all students" category, which is equal to 226 students, we moved from 90 points below standard to 69.3 points below standard; an increase of 20.7 points in 2023 and 25.7 point increase from 2022. In the "all students" category, overall we are in the yellow.

*There are no student groups in red.

*Student groups in orange:

-Students with IEPs (39)- 171.1 points below standard, increased by 34.4 points

-Hispanic students (95)- 115 points below standard, increased by 9.7 points

-Students who are economically disadvantaged (83)- 124.7 points below standard, increased by 11.6 points

*There are no student groups in yellow.

Summary of distance from standard in Math:

2019-21.1 points below standard

2022-101.3 points below standard

2023-90 points below standard

2024-69.3 points below standard

In the "all students" category, we are in the green for College and Career preparedness. According to dashboard data, 48% out of 271 students are prepared compared with 43.6% out of 257 in 2023.

*There are no student groups in red.

*Student groups in orange:

-Economically disadvantaged

-White

*Student groups in yellow:

-Students with IEPs.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Alhambra 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.27%	0.28%	0.29%	3	3	3
African American	2.53%	2.24%	3.02%	28	24	31
Asian	3.71%	4.30%	4.47%	41	46	46
Filipino	3.08%	3.64%	3.40%	34	39	35
Hispanic/Latino	34.21%	35.33%	36.58%	378	378	376
Pacific Islander	0.27%	0.65%	0.78%	3	7	8
White	42.53%	40.47%	39.20%	470	433	403
Two or More Races	11.86%	11.50%	11.09%	131	123	114
Not Reported	1.54%	1.59%	1.17%	17		12
	Total Enrollment			1105	1070	1028

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	277	270	
Grade 10	274	274	
Grade 11	289	252	
Grade 12	265	274	
Total Enrollment	1,105	1,070	

Conclusions based on this data:

1.

Overall, there is a decline in enrollment which means we need to examine the root causes and take steps to reverse the trend. This could involve looking at factors such as changes in the local population, competition from other schools, or issues with the school's reputation or offerings. Things that we can control are our reputation and extra-curricular activities to attract more students. It is more challenging for us to control course offerings due to budget reductions, which involve reducing sections year after year.

There is a decline in white students and an increase in our Hispanic/Latino students which may be a result of changing demographics in the surrounding area. We must consider how to better serve the needs of our Hispanic/Latino student population by increasing professional development opportunities for staff as well as more targeted services.

2.

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3.

Regardless of the reasons for the enrollment decline and the changing demographics, we will need to examine our diversity, equity, inclusion, and belonging (DEIB) practices to ensure that all students feel welcome, supported, and as if they belong. There has to be intention and focus behind this work to ensure that our staff has implicit bias training, our practices are culturally relevant and sustainable, attract and retain more diverse staff, and create more programs or initiatives that specifically address the needs of marginalized student groups.

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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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	80	66	41	7.2%	6.2%	4.0%
Fluent English Proficient (FEP)	132	146	177	11.9%	13.6%	17.2%

Conclusions based on this data:

1.

Given that our population of students identify as English Learners, our reclassification to fluent in English is substantially low. This could suggest that our English Language program is ineffective, which means we need to identify the root causes of the ineffectiveness.

If our students are not being reclassified as English proficient, then language may be a barrier and they are probably struggling in other areas of instruction. We will need to further investigate what support our

2.

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	% 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	15.77	14.06	15.42	73.03	72.66	70.04	11.20	13.28	14.54
All Grades	15.77	14.06	15.42	73.03	72.66	70.04	11.20	13.28	14.54

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	23.24	24.22	23.25	60.17	60.55	57.02	16.60	15.23	19.74
All Grades	23.24	24.22	23.25	60.17	60.55	57.02	16.60	15.23	19.74

Conclusions based on this data:

1.

While we have increased our participation rate in ELA, there has been a slight decline in the number of students who exceeded the standard. There has been a slight increase (3.98%) of students who met standards, and a decrease in students who did not meet standards (.29%).
There may be an issue instructional practices in ELA. There are only so many things that we can influence, our instruction and our curriculum. We must conduct a closer examination of the things that are within our purview that are not leading to improved achievement data for all students.
* 45.23% of students at Alhambra High School have not met proficiency in ELA performance based on 21-22 CAASPP data (54.78% met or exceeded standards). * 46.09% of students at Alhambra High School have not met proficiency in ELA performance based on 22-23 CAASPP data (53.91% met or exceeded standards). * 46.06% of students at Alhambra High School have not met proficiency in ELA performance based on 23-24 CAASPP data (53.94% nearly met and 49.8% did not meet standards).

2.

3.

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	259	271	236	210	253	226	209	253	226	81.1	93.4	95.8
All Grades	259	271	236	210	253	226	209	253	226	81.1	93.4	95.8

* 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		
														-24 -24 -24 -24 -24	
Grade 11	2550.	2538.	2556.	10.53	9.09	9.73	17.22	17.00	19.47	23.44	24.11	25.22	48.80	49.80	45.58
All Grades	3 N/ A	8 N/ A	7 N/ A	10.53	9.09	9.73	17.22	17.00	19.47	23.44	24.11	25.22	48.80	49.80	45.58

Concepts & Procedures Applying mathematical concepts and procedures									
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	15.79	11.11	11.95	37.80	41.67	50.00	46.41	47.22	38.05
All Grades	15.79	11.11	11.95	37.80	41.67	50.00	46.41	47.22	38.05

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	11.00	10.67	14.60	61.72	58.89	58.41	27.27	30.43	26.99
All Grades	11.00	10.67	14.60	61.72	58.89	58.41	27.27	30.43	26.99

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	11.48	10.28	10.18	59.81	64.43	57.52	28.71	25.30	32.30
All Grades	11.48	10.28	10.18	59.81	64.43	57.52	28.71	25.30	32.30

Conclusions based on this data:

1.

72.24% of students at Alhambra High School have not met proficiency in math performance based on 21-22 CAASPP data (27.75% met or exceeded standards).
73.91% of students at Alhambra High School have not met proficiency in math performance based on 22-23 CAASPP data (26.09% met or exceeded standards).
70.08% of students at Alhambra High School have not met proficiency in math performance based on 23-24 CAASPP data (29.2% nearly met or exceeded standards).

Our initial hypothesis was that many students at Alhambra were never even exposed to many of the concepts that appeared on the SBAC because of their progression in math. More students had been enrolled in the math bridge classes than in the CP math course for grade 9 students. For example, during the 2022–2023 school year, 278 students were enrolled in 9th grade, but only 99 students were enrolled in Algebra 1. Being enrolled in a bridge course served as a barrier to students being able to access higher-level math courses, and at that rate, students could only reach up to Geometry. Students enrolled in bridge classes should have been the exception, not the rule. Beginning in fall 2023, we eliminated Algebra 1a and Algebra 1b general education classes so students could progress to courses that would expose them to concepts assessed on the CAASPP. Instead, a math support class was provided for students who needed it, with concurrent enrollment in both the support class and Algebra I.

The plans that we had for Algebra and ensuring students had access to higher levels of math have been thwarted by mid-year vacancies in Algebra 1 during the 23-24 school year. Inconsistent instruction at the beginning of the 23- 24 school year for students in Algebra may have a long lasting impact. We will need to monitor tier 1 instruction to determine what interventions we may need to put in place for these students. For the 25-26 school year, we hope to increase this number by stability of highly effective teachers in the math department as well as by adding co-taught Algebra 1 in place of a math support class.

2.

3.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1544.1	1507.2	1488.6	1530.9	1500.7	1470.0	1556.9	1513.1	1506.7	25	19	16
10	1530.0	1547.2	1523.4	1513.3	1529.2	1504.6	1546.3	1564.6	1541.5	15	20	13
11	1563.5	1519.8	1546.0	1562.2	1508.2	1536.5	1564.2	1531.0	1555.0	17	13	11
12	1526.	1567.	*	1520.	1569.	*	1532.	1564.	*	20	13	6

	7	1		9	2		0	4				
All Grades										77	65	46

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- 21- 21- 21- 21-													
9	12.0 0	0.00	0.00	36.0 0	26.3 2	18.7 5	44.0 0	47.3 7	25.0 0	8.00	26.3 2	56.2 5	25	19	16
10	6.67	20.0 0	7.69	33.3 3	40.0 0	38.4 6	33.3 3	25.0 0	23.0 8	26.6 7	15.0 0	30.7 7	15	20	13
11	23.5 3	23.0 8	27.2 7	23.5 3	15.3 8	27.2 7	47.0 6	30.7 7	18.1 8	5.88	30.7 7	27.2 7	17	13	11
12	5.26	15.3 8	*	21.0 5	38.4 6	*	42.1 1	38.4 6	*	31.5 8	7.69	*	19	13	*
All Grades	11.8 4	13.8 5	10.8 7	28.9 5	30.7 7	26.0 9	42.1 1	35.3 8	26.0 9	17.1 1	20.0 0	36.9 6	76	65	46

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- 21- 21- 21- 21-													
9	20.0 0	5.26	6.25	40.0 0	57.8 9	25.0 0	36.0 0	15.7 9	18.7 5	4.00	21.0 5	50.0 0	25	19	16
10	20.0 0	20.0 0	7.69	26.6 7	50.0 0	61.5 4	40.0 0	15.0 0	7.69	13.3 3	15.0 0	23.0 8	15	20	13
11	35.2 9	30.7 7	45.4 5	47.0 6	23.0 8	18.1 8	17.6 5	15.3 8	9.09	0.00	30.7 7	27.2 7	17	13	11
12	10.5 3	23.0 8	*	42.1 1	61.5 4	*	26.3 2	15.3 8	*	21.0 5	0.00	*	19	13	*
All Grades	21.0 5	18.4 6	19.5 7	39.4 7	49.2 3	34.7 8	30.2 6	15.3 8	13.0 4	9.21	16.9 2	32.6 1	76	65	46

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		
														-24 -24 -24 -24 -24	
9	4.00	0.00	0.00	32.0 0	5.26	12.5 0	40.0 0	26.3 2	18.7 5	24.0 0	68.4 2	68.7 5	25	19	16
10	0.00	5.00	0.00	26.6 7	45.0 0	15.3 8	40.0 0	25.0 0	53.8 5	33.3 3	25.0 0	30.7 7	15	20	13
11	5.88	15.3 8	9.09	23.5 3	15.3 8	9.09	47.0 6	30.7 7	54.5 5	23.5 3	38.4 6	27.2 7	17	13	11
12	0.00	0.00	*	21.0 5	23.0 8	*	15.7 9	69.2 3	*	63.1 6	7.69	*	19	13	*
All Grades	2.63	4.62	4.35	26.3 2	23.0 8	10.8 7	35.5 3	35.3 8	41.3 0	35.5 3	36.9 2	43.4 8	76	65	46

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	4.00	0.00	0.00	84.00	63.16	43.75	12.00	36.84	56.25	25	19	16
10	20.00	10.00	7.69	53.33	75.00	53.85	26.67	15.00	38.46	15	20	13
11	11.76	7.69	9.09	82.35	46.15	54.55	5.88	46.15	36.36	17	13	11
12	10.53	0.00	*	42.11	92.31	*	47.37	7.69	*	19	13	*
All Grades	10.53	4.62	6.52	67.11	69.23	50.00	22.37	26.15	43.48	76	65	46

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	64.00	73.68	31.25	32.00	10.53	31.25	4.00	15.79	37.50	25	19	16
10	40.00	70.00	61.54	40.00	15.00	15.38	20.00	15.00	23.08	15	20	13

11	58.82	53.85	45.45	41.18	23.08	36.36	0.00	23.08	18.18	17	13	11
12	52.63	76.92	*	26.32	23.08	*	21.05	0.00	*	19	13	*
All Grades	55.26	69.23	45.65	34.21	16.92	28.26	10.53	13.85	26.09	76	65	46

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	12.00	5.26	0.00	60.00	15.79	18.75	28.00	78.95	81.25	25	19	16
10	6.67	25.00	7.69	60.00	50.00	61.54	33.33	25.00	30.77	15	20	13
11	17.65	15.38	0.00	29.41	30.77	54.55	52.94	53.85	45.45	17	13	11
12	5.26	7.69	*	26.32	38.46	*	68.42	53.85	*	19	13	*
All Grades	10.53	13.85	2.17	44.74	33.85	43.48	44.74	52.31	54.35	76	65	46

School Plan for Student Achievement (SPSA) Page 17 of 69 Alhambra High School

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	88.00	84.21	50.00	12.00	15.79	50.00	25	19	16
10	6.67	10.00	0.00	66.67	70.00	76.92	26.67	20.00	23.08	15	20	13
11	0.00	15.38	36.36	88.24	46.15	36.36	11.76	38.46	27.27	17	13	11
12	5.26	7.69	*	63.16	76.92	*	31.58	15.38	*	19	13	*
All Grades	2.63	7.69	13.04	77.63	70.77	54.35	19.74	21.54	32.61	76	65	46

Conclusions based on this data:

1.

*The number of students that reached level 4 decreased over the last three years. There is a decline in the number of students at level 4 between 22/23 and 23/24 with a 2.98% difference.

This data suggests that we need to consider how to better serve the needs of our students learning English potentially by offering more targeted programs or services.

There has been a steady decline of students Learning English over the years: **21-22:76 students
**22-23:65 students **23-24: 46 students

2.

3.

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.

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

--

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Language and in their academic courses.
1,070	31.6%	6.2%	Foster Youth
			0.3%

Total Number of Students enrolled in Alhambra 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

Students whose well being is the responsibility of a court.

Student Group	Total	Percentage
---------------	-------	------------

English Learners 66 6.2% **Foster Youth** 3 0.3% **Homeless** 12 1.1% **Socioeconomically Disadvantaged** 338 31.6%

Students with Disabilities 212 19.8%

Student Group	Total	Percentage
---------------	-------	------------

African American 24 2.2% **American Indian** 3 0.3% **Asian** 46 4.3% **Filipino** 39 3.6% **Hispanic** 378 35.3%

Two or More Races 123 11.5% **Pacific Islander** 7 0.7% **White** 433 40.5%

Conclusions based on this data:

1.

We serve a diverse community and we need to ensure we are addressing the needs of all students in culturally responsive and sustainable ways. Our overall enrollment continues to decline.

2.

378 of our students are Hispanic/Latino and 433 of our students are white. Hispanic/Latino students is our second largest student demographic.

31.6% of our students are economically disadvantaged and 19.8% of our students have IEPs.

3.

School and Student Performance Data

Overall Performance

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Lowest Performance Highest Performance

--

Academic Performance
English Language Arts  Yellow
Mathematics  Yellow

English Learner Progress  Orange
College/Career  Green
Academic Engagement

Graduation Rate  Blue
Conditions & Climate
Suspension Rate  Yellow

Conclusions based on this data:

1.

22-23: Attendance, discipline, and achievement data indicates that there is a significant opportunity gap among our marginalized students (African American, economically disadvantaged, and those with an IEP). 23-24: There seems to be an improvement in suspension rate data, as we are in the green performance rating. We are in the yellow for ELA and math and in the green for English learner progress. Our college and career - performance is rated as medium.
22-23: Addressing any opportunity gaps will require a comprehensive and collaborative approach involving teachers, parents, students, and community members. By working together, we can help ensure that all students have the opportunity to achieve their full potential. 23-24: We should continue to address opportunity gaps in academic and school climate areas.

24-25: *green performance colors in: College/Career readiness *blue performance colors in: graduation rate
*yellow performance colors in: ELA, math, and suspension rate *orange performance colors in English
Learner Progress

2.

3.

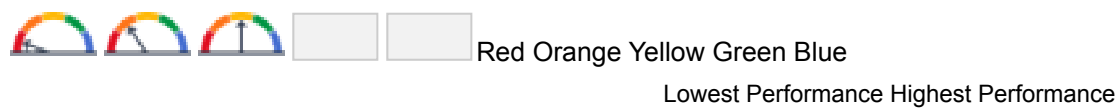
Academic Performance

English Language Arts

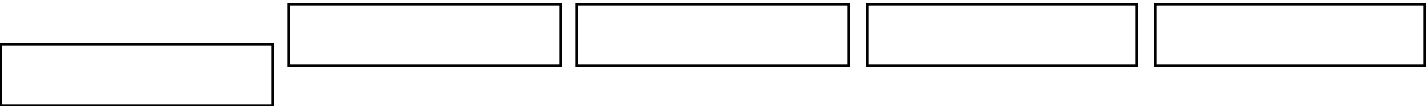
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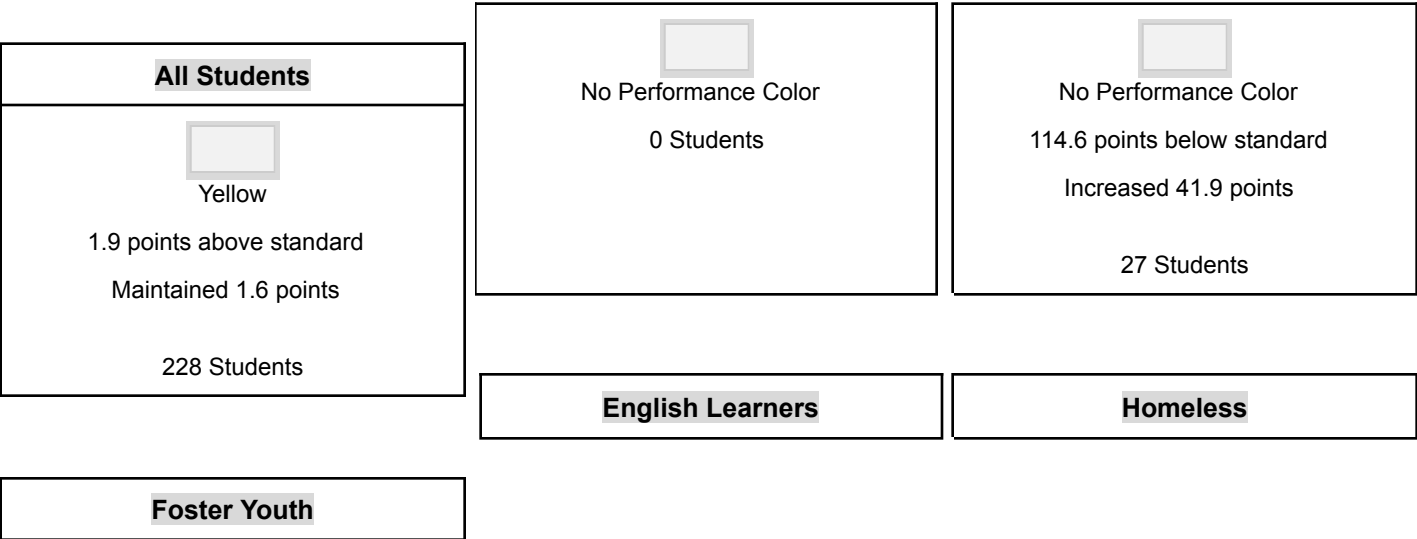


This section provides number of student groups in each level.



0 2 1 1 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.



 No Performance Color Less than 11 Students 2 Students

 No Performance Color 98.2 points below standard 16 Students

Disadvantaged
 Yellow 41.3 points below standard Increased 12.9 points 84 Students

Long-Term English Learners

Socioeconomically

School Plan for Student Achievement (SPSA) Page 23 of 69 Alhambra High School

Conclusions based on this data:

Students with Disabilities
 Orange 98.0 points below standard Increased 18.3 points 39 Students

African American
 No Performance Color Less than 11 Students 5 Students

American Indian
 No Performance Color 0 Students

Asian
 No Performance Color 45.9 points above standard 14 Students

Filipino
 No Performance Color Less than 11 Students 9 Students

Hispanic
 Orange 38.7 points below standard Declined 13.6 points 97 Students

Two or More Races
 No Performance Color 83.7 points above standard Increased 76.9 points 20 Students

Pacific Islander
 No Performance Color Less than 11 Students 2 Students

White
 Green 23.4 points above standard Increased 22.5 points 81 Students

22-23 CAASPP

There was a decrease in ELA student performance for Learning English, Socioeconomically disadvantaged, a

23-24 CAASPP

All students maintained 1.9 points above standards. The improvements and are closer to meeting standards: -El increase of 41.9 points -Socioeconomically disadvantaged points - Students with IEPs are 98 points below standa

23-24: Hispanic/Latino are 38.7 points below standards and need assistance and support.

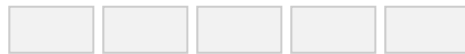
School and Student Performance Data

Academic Performance Mathematics

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Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

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0 3 0 1 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.

--

All Students



Yellow

69.3 points below standard

Increased 20.7 points

226 Students



No Performance Color

139.5 points below standard

Increased 51.5 points

27 Students



No Performance Color

159.8 points below standard

16 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Less than 11 Students

2 Students

Socioeconomically Disadvantaged



Orange

124.7 points below standard

Increased 11.6 points

83 Students

English Learners

Long-Term English Learners

School Plan for Student Achievement (SPSA) Page 25 of 69 Alhambra High School

Students with Disabilities



Orange

171.1 points below standard

Increased 34.4 points

39 Students

African American



No Performance Color

Less than 11 Students

5 Students

American Indian

 No Performance Color 0 Students
--

Asian
 No Performance Color 21.5 points above standard 14 Students

Filipino
 No Performance Color Less than 11 Students 9 Students

Hispanic
 Orange 115.2 points below standard Increased 9.7 points 95 Students

Two or More Races
 No Performance Color 26.0 points below standard Increased 22.5 points 21 Students

Pacific Islander
 No Performance Color Less than 11 Students 2 Students

White
 Green 44.3 points below standard Increased 42.9 points 81 Students

Conclusions based on this data:

1.

In 22-23 and 23-24, there is still a significant number of students who fail to meet math standards. Overall, mathematics should continue to be an area of focus at AHS.
Addressing any opportunity gaps will require a comprehensive and collaborative approach involving teachers, parents, students, and community members. By working together, we can help ensure that all students have the opportunity to achieve their full potential.
23-24 CAASPP- "all students" are in the yellow performance area for math. All students are 69.3 points below standard, but made improvements and are closer to meeting standards by increasing 20.7 points. The following student groups are still below standard, but increased and are closer to meeting standards:-English Learners are 139.5 points below standard, an increase of 51.5 points (no performance color)-Socioeconomically disadvantaged are 124.7 points below standard, an increase of 11.6 points (Orange performance color) -Students with IEPs are 171 points below standards, an increase of 34.3 points (Orange performance color) - Hispanic/Latino students are 115.2 points below standards, an increase of 9.7 points (orange performance color) - Two or More races are 26 points below standards, an increase of 22.5 points (no performance color) -White students are 44.3 points below standards, an increase of 42.9 points (green performance color)

2.

3.

School and Student Performance Data

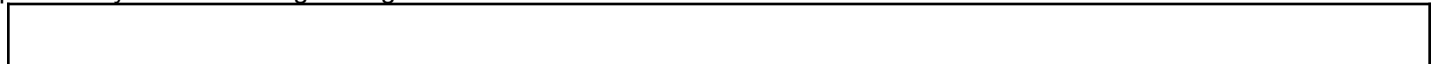
Academic Performance English Learner Progress

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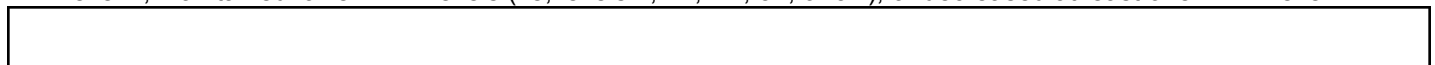
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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



English Learner Progress	Long-Term English Learner Progress
 Orange 37.8% making progress. Number Students: 37 Students	 No Performance Color 42.9% making progress. Number Students: 21 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.



Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.3%	37.8%	0%	37.8%

Conclusions based on this data:

1.

According to 22-23 dashboard data, 18 students have decreased at least one ELPI level and 25 students have progressed at least one ELPI level. 1 Student has maintained ELPI level 4 . According to 23-24 dashboard data, 24.3% of students decreased an ELPI level and 37.8% of students progressed at least one ELPI level.
Language for many of our students learning English is a barrier, which means they are probably struggling in other areas of instruction. We will need to further investigate what support our English Language program needs to better meet the needs of our students.

2.

School and Student Performance Data

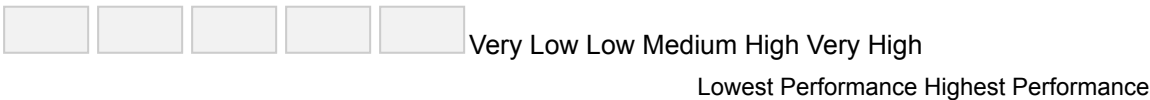
Academic Performance
College/Career Report

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



This section provides number of student groups in each level.

--

0 2 1 1 0

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

All Students

Green

48 Prepared

Increased 4.4

271 Students

English Learners

No Performance Color

0 Prepared

Declined 16.7

14 Students

Long-Term English Learners

No Performance Color

Less than 11 Students 0

8 Students

Foster Youth

No Performance Color

0 Students

Homeless

No Performance Color

Less than 11 Students 0

1 Student

Socioeconomically Disadvantaged

Orange

34.2 Prepared

Maintained 0.6

120 Students

Students with Disabilities

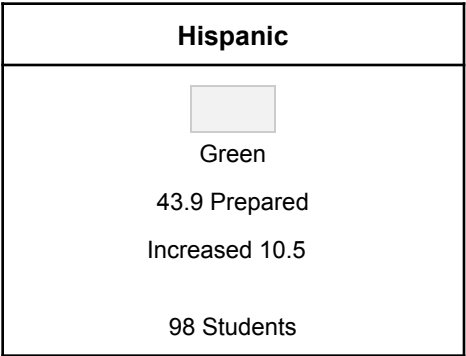
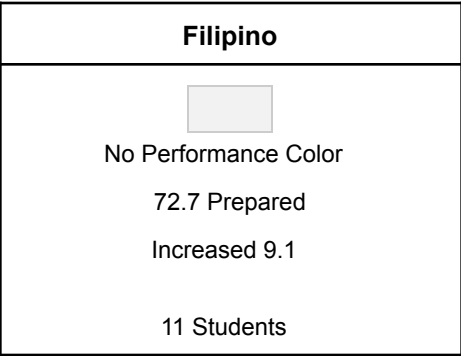
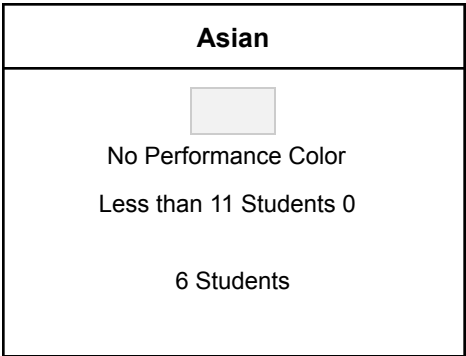
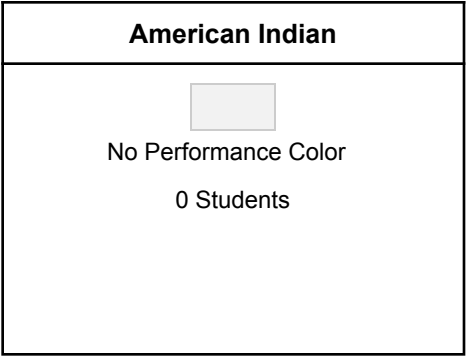
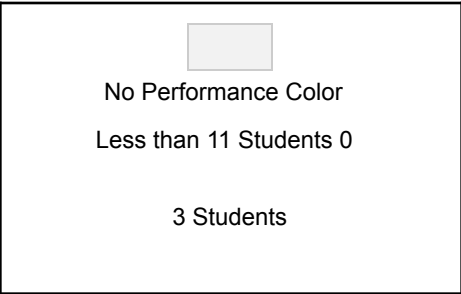
Yellow

11.5 Prepared

Increased 11.5

52 Students

African American



Two or More Races
No Performance Color 57.1 Prepared Increased 14.7 28 Students

Pacific Islander
No Performance Color 0 Students

White
Orange 44.9 Prepared Declined 2.9 118 Students

Conclusions based on this data:

1.

According to 22-23 dashboard data, we are in the middle for preparing all students for college and career. However, the number of socioeconomically disadvantaged and Latino students that we are preparing is low. The number of students with IEPs is very low. According to 23-24 dashboard data: -Two student groups in orange (white-44.9 prepared; increased by 10.5 points and economically disadvantaged-34.2 prepared; maintained .6 points) -One student group in yellow (students with IEPs- 11.5 prepared, increased by 11.5 points) -One student group in green (48 prepared; 4.4 point increase)
According to ed-data.org, the percentage of students who met UC/CSU requirements are listed below: 2017-2018 61.7%;2018-2019 44.4%;2019-2020 .4% (COVID/Inaccurate reporting);2020-2021 56.5%; 2021-2022 57.4%; 2023- 2024 48.9%

23-24: Our graduation rate is higher (97.4%) than our A-G rate (48.9%). This means that the percentage of students who are not A-G eligible cannot apply directly to a four year school. This is problematic because it reduces the opportunities that a student has access to regardless of what their initial plans are once they graduate.

2. 3.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red Orange Yellow Green Blue Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

Conclusions based on this data:		
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

1.
- While there is no data listed here, attendance data is an area of concern. We want to ensure that students are attending all classes every day and on time. We understand that a missed class is a missed learning opportunity.

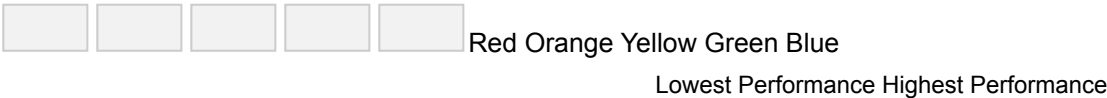
School and Student Performance Data

Academic Engagement
Graduation Rate

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This section provides number of student groups in each level.

0 0 0 1 3

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

All Students

Blue

97.4% graduated

Maintained 0.1%

273 Students

English Learners

No Performance Color

92.9% graduated

Declined 3.1%

14 Students

Long-Term English Learners

No Performance Color

Fewer than 11 students - data not displayed for privacy

8 Students

Foster Youth

No Performance Color

0 Students

Homeless

No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

Socioeconomically Disadvantaged

Blue

95% graduated

Declined 1.6%

120 Students

Students with Disabilities

Green

88.9% graduated

Increased 4.3%

54 Students

Two or More Races

No Performance Color

Fewer than 11 students - data not displayed for privacy

6 Students

Conclusions based on this data:

African American

Asian

 No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Pacific Islander  No Performance Color 0 Students	Hispanic  Blue 98% graduated Maintained 0.3% 98 Students
Filipino  No Performance Color 100% graduated Maintained 0% 11 Students	American Indian  No Performance Color 0 Students	White  Blue 96.6% graduated Declined 1.6% 119 Students

1.

23-24: All students (273) are in the blue with 97.41% graduated, maintaining 0.1% *English Learners (14 students) declined 3.1%= 92.9% *SED declined (120 students) by 1.6%= 95%*Students with disabilities (54) increased by 4.3%= 88.9% *Two or more races (29 students) increased by 9.1% = 100%* White students (119) declined by 1.6%=96.6%. According to 22-23 dashboard data, we have maintained our 97.3% graduation rate. *The number of Students Learning English and Latino graduates increased. *However, the number of students with IEPs, white, and mixed races decreased.

Graduation data indicates that there is an opportunity to better serve many of our student groups in a targeted and systematic approach to improve our graduation rate.

2.

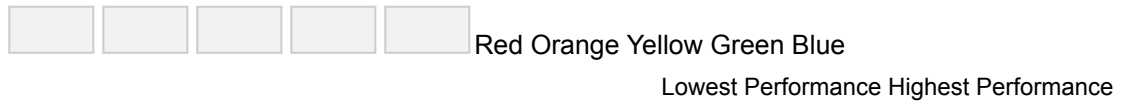
School and Student Performance Data

Conditions & Climate Suspension Rate

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This section provides number of student groups in each level.

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0 6 2 1 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.

--

All Students



Yellow

5.5% suspended at least one
day Maintained 0.1%

1108 Students



Orange

8.6% suspended at least one
day Increased 5.4%

81 Students



Orange

6.1% suspended at least one
day Increased 3.2%

49 Students

Foster Youth



No Performance Color

Fewer than 11 students - data
not displayed for privacy

5 Students

Homeless



No Performance Color

26.7% suspended at least one
day 15 Students

Socioeconomically Disadvantaged



Orange

8.1% suspended at least one
day Increased 0.5%

407 Students

English Learners

Long-Term English Learners

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Students with Disabilities



Yellow

9.6% suspended at least one
day Declined 4.3%

228 Students

African American



No Performance Color

20.8% suspended at least one
day Increased 1.5%

24 Students

American Indian



No Performance Color

Fewer than 11 students - data
not displayed for privacy

3 Students

Asian



Orange

4.3% suspended at least one
day Increased 1.9%

46 Students

Filipino



Orange

2.6% suspended at least one
day Increased 2.6%

39 Students

Hispanic



Yellow

5% suspended at least one day
Maintained 0.1%

401 Students

Two or More Races



Green

4.1% suspended at least one
day Declined 3.7%

145 Students

Pacific Islander
 No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students

White
 Orange 5.6% suspended at least on day Increased 0.3% 443 Students

Conclusions based on this data:

1.

During the 21-22 school year discipline data indicates our suspension rate is very high for all students. Specifically, the suspension rate is even higher for marginalized students (students with IEPs, English Learners and African American) students. According to 22-23 dashboard data, the suspension rate for all students, including those learning English, socioeconomically disadvantaged, and with IEPs has decreased. However, the suspension rate for African-American students continues to increase. 23-24 Dashboard Suspension *We have six student groups in orange, two in yellow and one in green. *Student Groups in Orange: *English Learners (81) increased by 5.4 %= 8.6% suspended at least one day* Long-Term English Learners (students) increased by 3.2% = 6.1% suspended at least one day. *SED (407 students) increased .5% suspended at least one day. *Asian (46 students) increased by .9%=4.3% suspended at least one day * F (39 students) increased by 2.6%= 2.6% suspended at least one day Student Groups in Yellow: *All students(1108) maintained .1%= 5.5% suspended at least one day. * Student Groups with IEPs (228 students) declined 4.3%=9.6% students suspended at least one day. **Hispanic/Latino (401 students) maintained .1%= 5% suspended at least one day. Student Groups in Green:* Two or more races (45 students) declined by 3.7%=4.1%
AHS needs to work on alternatives to suspension and restorative practices for minor disciplinary infractions to decrease overall suspension rate. A missed day in school is a missed opportunity for students to learn. We need to protect the instructional time for all students as much as possible.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as

needed. **Goal 1**

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement

Improve student performance with a minimum 2% progression each year as measured by CAASPP student performance data in ELA and Math through developing and implementing common assessments across all content areas and improve student performance as measured by College and Career Indicators.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Provide differentiated, responsive, and well-rounded academic experience based on instructional practices that foster the MUSD competencies expressed in the Graduate Profile to eliminate barriers to decrease the opportunity gap.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the comprehensive needs assessment, ETW Equity Review, and WASC Accreditation process, we conclude that there are significant performance gaps among student groups according to California Dashboard indicators.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Creation of standards, content based benchmarks, and common assessments by course.	Move towards building a data culture for discussion of student work for future planning.	2023-2024: All courses will have standards aligned with state standards with course sequence, pacing, and common assessments. 2024-2025: All courses moving towards having common assessments 2025-2026: Common formative assessments in all courses
SBAC ELA - Dashboard (11th grade)	Spring 2024 Update: -45.23% of students at Alhambra High School have not met proficiency in ELA performance based on 21-22 CAASPP data (54.78% met or exceeded standards). -46.09% of students at Alhambra High School have not met proficiency in ELA performance based on 22-23 CAASPP data (53.91% met or exceeded standards).	For the class of 2024, there will be a 2 point increase for all students and students with IEPs and learning English will be closer to meeting standards. For the class of 2025, there will be a 4 point increase or all students and students with IEPs and learning English will be closer to meeting standards. For the class of 2026 , there will be a 6 point increase or all students and

	-46.06% of students at Alhambra High School have not met proficiency in ELA performance based on 23-24 CAASPP data (53.94% nearly met and 49.8% did not meet standards). Spring 2023: ELA: All students (255 students): Yellow, .4 points above standard, declined 6.1 points. SWD: (52 students) Orange: 116.3 points below standard, increased 18.7 points Hispanic: (89 students) Yellow, 25 points below standard, increased 18.3 points SED: (96 students), Red, 54.1 points below standard, declined 21.2 points Two or more races: (30 students) 6.8 points above standard, maintained 2.1 points White: Yellow (112 students), .8 points above standard, declined 18.7 points. Spring 2022: ELA: All Students: Medium (6.5 points above standard) SWD: Very Low (126.6 points below standard) Hispanic: Low (41.9 points below standard) SED: Low (30.9 points below standard) Two or More Races: Medium (12.4 points above standard) White: Medium (19.6 points above standard) EL: No Performance Level (102.1 points below standard)	students with IEPS and learning English will be closer to meeting standards For the class of 2027 , there will be a 8 point increase or all students and students with IEPS and learning English will be closer to meeting standards Overall, we want all student scores to increase while decreasing the learning gap for our marginalized students.
SBAC Math - Dashboard (11th grade)	Spring 2024 Update: -72.24% of students at Alhambra High School have not met proficiency in math performance based on 21-22 CAASPP data (27.75% met or exceeded standards). -73.91% of students at Alhambra High School have not met proficiency in math performance based on 22-23 CAASPP data	For the class of 2024, there will be a 2 point increase or all students and students with IEPS and learning English will be closer to meeting standards. For the class of 2025, there will be a 4 point increase or all students and students with IEPS and learning English will be closer to meeting standards.

	(26.09% met or exceeded standards).	
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	-70.08% of students at Alhambra High School have not met proficiency in math performance based on 23-24 CAASPP data (29.2% nearly met or exceeded standards). Spring 2023: All Students (254 students), 90 points below standard, increased 25.7 points Hispanic (88 students), orange 124.9 points below standard, increased 22.3 points SED (96 students), orange, 136.3 points below standard, 22.6 points. Students with disabilities (52 students) 205.5 points below standard, increased 27.5 points. White: (112 students), yellow, 87.2 points below standards, increased 12.2 points. Two or more races (30 students), 48.5 points below standards, increased 103.6 points Spring 2022: Math: All Students: Low (101.3 points below standard) Hispanic: Very Low (134.4 points below standard) Two or More Races: Very Low (125.8 points below standard) SED: Very Low (141.8 points below standard) SWD: Very Low (215 points below standard) White: Low (83.7 points below standard) EL: No Performance Level (170.7 points below standard)	For the class of 2026 , there will be a 6 point increase or all students and students with IEPs and learning English will be closer to meeting standards For the class of 2027 , there will be a 8 point increase or all students and students with IEPs and learning English will be closer to meeting standards. Overall, we want all student scores to increase while decreasing the learning gap for our marginalized students.
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strate gy/ Activit y #	Description	Students to be Served	Proposed Expenditures
1.1	Improve tier 1 instruction and provide a viable curriculum to all students, by developing year-long course sequence, pacing, and assessment guides for every course.	All Students	1735.00 1100 Lottery Unrestricted 1000-1999 Certificated Salaries
1.2	Teachers will use Wednesday meetings, professional development days, and other	All Students	1735.00 1100 Lottery Unrestricted

Strate gy/ Activit y #	Description	Students to be Served	Proposed Expenditures
	collaboration time to support the school and district focus on essential standards, common assessments, and subsequent data analysis, reflection and planning.		1000-1999 Certificated Salaries
1.3	Provide classroom materials and supplies to support teachers in the implementation of Common Core State Standards . (Department Budget)	All Students	9400 1100 Lottery Unrestricted 4300 Materials and Supplies \$50/teacher; Science- \$6000; Wood- \$1500; Auto-\$250
1.4	Allocate resources for a general office budget to support administrative functions essential for the daily operations and management of the school, fostering an organized environment that enhances the implementation of educational programs and adherence to Common Core State Standards. (General Office Budget)	All Students	5639.52 1100 Lottery Unrestricted 4300 Materials and Supplies
1.5	Ensure the availability of paper to support efficient classroom and general school operations and effective communication among staff, aiding in the administration and implementation of California State Standards. (Paper Budget)	All Students	10000 1100 Lottery Unrestricted 4300 Materials and Supplies

1.6	Purchase appropriate safety equipment and supplies for emergency procedures. And collaboration time for staff to update the safety and reunification plan.	All Students	250 1100 Lottery Unrestricted 4300 Materials and Supplies 250 1100 Lottery Unrestricted 1000-1999 Certificated Salaries
1.7	Inclusion Collaboration and Training	All Students	4000 1100 Lottery Unrestricted 1000-1999 Certificated Salaries 1100 Lottery Unrestricted 2000-2999 Classified Salaries
1.8	Provide students with a well-rounded education that includes various enrichment opportunities specifically in the Arts.	All Students	145000 6770 Art and Music 1000-1999 Certificated Salaries 1.0 FTE for Photography/Digital Media Arts 12000 6770 Art and Music

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4300 Materials and Supplies Materials and supplies for art programs
1.9	Provide students with a well-rounded education that includes various enrichment opportunities. (College Application Essay Workshops (3) Two Hour Workshops)	All Students	300.00 1100 Lottery Unrestricted 1000-1999 Certificated Salaries
1.10	Postage to communicate with families that may not have access to the internet, or documents that can't be sent through email.	All Students	2000 1100 Lottery Unrestricted 5900 Communications
1.11	General Office Shredding	All Students	450 1100 Lottery Unrestricted 5800 Contracts/Prof Svcs

1.13			
1.16			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Based on our WASC Focus Groups and the WASC Self-Study Visiting Committee Report, each content area needs to create common assessments based on the CCSS and NGSS and agreed-upon power standards. (VC 2017 and VC 2024)

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

In the initial planning and budget allocation for the school year, we envisioned a broad array of initiatives aimed at enhancing our educational environment and aligning with the Common Core State Standards. However, upon reflection and assessment of our actual expenditures and implementation progress, it became evident that the scope of these initiatives was overly ambitious. Our site budgets have been reduced drastically over the last two years. Most strategies listed are just the cost of doing business. We will need support with increased access to funds for professional development that truly meet the professional needs of our staff and collaboration time to grapple with the information received in order to effectively implement it in the classroom.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To address these challenges, we recognize the necessity of concentrating our efforts and resources on a select few strategic areas. This refined focus will enable us to allocate our budget more efficiently and increase the effectiveness of our initiatives. By prioritizing depth over breadth, we aim to enhance the quality of implementation, ensuring that each selected initiative is thoroughly supported and successfully integrated into our school's operational and educational framework. Moving forward, this approach will not only optimize our resource utilization but also strengthen our capacity

to meet our articulated educational goals with greater precision and impact. We will continue to use California Dashboard data to measure school achievement. Screening, data-based decisions, and progress monitoring will be integral in informing and refining instructional and support practices to meet the diverse needs of our student body, including socioeconomically disadvantaged, Hispanic/Latino, Black/African American, Asian, students with IEPs, and English Language Learners.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as

needed. **Goal 2**

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Proficiency

Provide a high quality educational experience for all English Language Learner students that promotes both English Language Acquisition and Multilingualism.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Provide a high quality educational experience for all English Language Learner students that promotes both English Language Acquisition and Multilingualism.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the comprehensive needs assessment, ETW Equity Review, and WASC Accreditation process, we conclude that there are significant performance gaps among student groups according to California Dashboard indicators.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA - Dashboard (11th grade)	Spring 2023: All students (58 students) Green, 46.6% making progress towards proficiency, increased 13.2% Spring 2022: EL: No Performance Level (102.1 points below standard)	Spring 2025: Increase the performance level of our students learning English.

English Learner Progress Indicator - Dashboard	Spring 2024 Update: According to 22-23 dashboard data, 18 students have decreased at least one ELPI level and 25 students have progressed at least one ELPI level. 1 Student has maintained ELPI level 4 . According to 23-24 dashboard data, 24.3% of students decreased an ELPI level and 37.8% of students progressed at least one ELPI level. Spring 2023: ELs who decreased at least one ELPI level 2022: 22.2% and 2023 31.6%	Spring 2025: Increase the performance level of our students learning English.
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	ELs who maintained ELPI levels: 2022 44.4% and 2023 22.8 % ELS who maintained ELPI levels 1, 2L, 2H, 3L, or 3H 2022 44.4% and 2023 22.8% EL students who progressed at least one ELPI level 2022 33.3% and 2023 43.9% EL students who maintained ELPI level 4: 2022 N/A and 2023 1.8% Spring 2022: All English Learners in the current year with both a current and prior year ELPAC Summative Assessment performance level are included in the ELPI Status calculation. Very Low (33.3% making progress towards English language proficiency) 33.3% who progressed at least one ELPI level 44.4% who maintained ELPI levels 22.2% who decreased at least on ELPI level	
ELPAC Levels - Dataquest	ELPAC Scores 2024: Level 4 (well developed proficient) 10.87% Level 3 (moderately developed proficient) 26.09% Level 2 (Somewhat developed) 26.09% Level 1 (Beginning to develop) 36.96% ELPAC Scores 2023: Level 4 (well developed proficient) 13.85% Level 3 (moderately developed proficient) 30.77% Level 2 (Somewhat developed) 35.38% Level 1 (Beginning to develop) 20% ELPAC Scores 2022: Level 4 (Well Developed-Proficient): 11.84% Level 3 (Moderately Developed): 28.95% Level 2 (Somewhat Developed): 42.11% Level 1 (Minimally Developed): 17.11%	Spring 2025: Decrease the number of students that at level 1 by 5% (12%) and increase the number of students that are at a level 4 by 5% (16%)

Reclassification Data - Dataquest	Spring 2024 Enrollment by English Language Acquisition Status: EL: 6.2% RFEP: 12.1% Spring 2023 Enrollment by English Language Acquisition Status: EL: 7.2% RFEP: 10.6% Spring 2022 Enrollment by English Language Acquisition Status: EL: 7.3% RFEP: 10.4%	Spring 2025: Increase by 10% the number of students that are reclassified as English proficient.
Increase Graduation Rate	English Learners: Spring 2024 (14 students):no performance indicator 92.9% graduated, declined 3.1% Spring 2023 (25 students):no performance indicator 96% graduated, increased 5.1% Spring 2022-very low	Spring 2025: Increase the graduation rate for students learning English

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Use state and district-adopted English Language Development materials to meet the needs of English Language learners. Implement designated and integrated instruction for all EL students in levels 1, 2, 3, and 4	Students learning English	0 District Funded
2.2	Offer professional development opportunities for certificated staff, administrators, on ELA/ELD framework to fully implement Designated and Integrated ELD instruction.	Students learning English	0 District Funded 5200 Travel/Conference Professional

			Development
2.3	Provide technology/digital software/licenses that help support ELD.	Students learning English	0 District Funded Digital Software
2.4	Provide bilingual aides to support newcomers and other students with translation, academic and testing support.	Students learning English	0 District Funded

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Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.5	Monitor progress of all EL students at each reporting period in attaining language proficiency goals to support reclassification.	Students learning English	0 District Funded

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In our efforts to align with the articulated goal, we largely followed the directives and strategies set forth by the district. However, as a site, we need to adopt a more hands-on role in monitoring and directly addressing student performance. We will need a ton of district support to assist admin and teachers on how to closely track and enhance the effectiveness of our educational strategies, ensuring they meet the unique needs of Students Learning English.

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

There were no major changes with the exception of a brief period where we did not have a bilingual para-educator due to a vacancy in the position.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no major changes planned for this goal. However, as mentioned above, AHS will need a ton of district support to assist admin and teachers on how to closely track and enhance the effectiveness of our educational strategies, ensuring they meet the unique needs of Students Learning English.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as

needed. **Goal 3**

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Equitable, Inclusive, and Safe School Culture

Increase academic performance and promote a positive school climate by implementing evidence-based practices and addressing issues of bias and discrimination within the school as well as the safety and functionality of the school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: Create a culture of equity and inclusion through the development of safe, welcoming, and healthy learning environments that support the social-emotional needs of students and foster a sense of belonging and connectedness for students and families, so that all students are present and ready to learn.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the comprehensive needs assessment conducted through our WASC focus groups we conclude that there are significant performance gaps among student groups, particularly Students Learning English, according to California Dashboard indicators.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Graduation Rate - Dashboard	Spring 2024 Update: All students (273) are in the blue with 97.41% graduated, maintaining 0.1% English Learners (14 students) declined 3.1%= 92.9% SED declined (120 students) by 1.6%= 95% Students with disabilities (54) increased by 4.3%= 88.9% Two or more races (29 students) increased by 9.1% = 100% White students (119) declined by 1.6%=96.6% Spring 2023 All students (258 students) Blue, 97.3% graduated, maintained. 9% SWD orange (39 students), 84.6% graduated, declined 3.3% Hispanic (85 students) 97.6% graduated, increased 2.1%	Spring 2025: Close the achievement gap related to graduation data for students with IEPs, Latino, and students who are socioeconomically disadvantaged.
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	Two or more races (33 students) yellow, 90.9% graduated, declined 9.1% SED: (118 students) blue, 96.6% graduated maintained White: (113 students), 98.2% graduated, declined 1% ELs (25 students) no performance color, 96% graduated, increased 5.1% Spring 2022: All Students: Very High (98.2% graduated) SWD: Medium (87.9% graduated) Hispanic: Very High (95.6% graduated) Two or more races: Very High (100% graduated) SED: Very High (97.3% graduated) White: Very High (99.2% graduated) EL: No Performance Level (90.9% graduated)	
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Graduates Meeting A-G Requirements - Dataquest	Spring 2024: All students 48.9% Filipino 72.7% Hispanic: 41.7% White: 50.0% EL: 7.7% Spring 2023: All students 47.2% Filipino 81.8% Hispanic: 34.1% White: 47.7% EL: 13% Spring 2022: All Students: 57.4% Asian: 66.7% Filipino: 58.3% Hispanic: 48.8% White: 61.7% Two or More Races: 60.0% EL: 20.0% SWD: 3.6% SED: 47.2%	Spring 2025: Increase the A-G rate by 3% (60%) for all students and decrease the opportunity gap for all unduplicated students.
Career Technical Education Pathway Completion - Aeries	2024-2025: CTE Pathways: Arts, Media and Entertainment: _____ Digital Media Arts I/II - 10 _____ Stagecraft I/II (coming 24/25) Education, Child Development, and Family Services: _____ Careers in Teaching/Careers in Teaching Practicum (TBD-retirement)	2024-2025: Stagecraft (Stagecraft YR 1); Education (Careers in Teaching YR 1); Public & Community Health (Medical Biology YR 1) Sports Management (2025-2026) 2023-24: Add: Engineering (Principles of Engineering - YR 1); Stagecraft (Stagecraft YR 1); Education (Careers

	Health Sciences & Medical Technology:- 38 _____Sports Medicine I/Advanced Sports Medicine _____Medical Chemistry/Public Health Honors Building & Construction Trades: _____Woodworking I/Construction Technology-28 Transportation: _____Auto I/Automotive Technology 23 # of students that completed at least one pathway: 96 (not including duplicates) 2023-2024: CTE Pathways: Arts, Media and Entertainment: _____Digital Media Arts I/II _____Stagecraft I/II (coming 24/25) Education, Child Development, and Family Services: _____Careers in Teaching/Careers in Teaching Practicum (TBD-retirement) Health Sciences & Medical Technology: _____Sports Medicine I/Advanced Sports Medicine _____Medical Chemistry/Public Health Honors Building & Construction Trades: _____Woodworking I/Construction Technology Transportation: _____Auto I/Automotive Technology 2022-23: CTE pathways: Systems Diagnostics, Services, & Repair (Auto Engine Technology), Patient Care (Sports Med.), Residential & Commercial Construction (Construction Technology), Design, Visual, & Media Arts (Digital Media Arts) 2021-22: # of students that have completed a CTE pathway: 38 students Design, Visual, & Media Arts: 3 Residential & Commercial Construction: 6 Patient Care: 25 Systems Diagnostics, Services, & Repair: 4	in Teaching YR 1); Public & Community Health (Medical Biology YR 1) 2022-23: # of students that have completed a CTE pathway: Design, Visual, & Media Arts: Residential & Commercial Construction: Patient Care: Systems Diagnostics, Services, & Repair:
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Advanced Placement Exams - Aeries/College Board Reports	Spring 2024 AP Test Takers : 231 # of AP Exams: 439 # of AP students with scores 3,4,5: 160 Spring 2023 AP Test Takers : 221 # of AP Exams: 408 # of AP students with scores 3,4,5: 172 AP Enrollment All students: 221 9th grade: 7 10th grade: 46 11th grade: 98 12th grade: 70 2021-2022: AP test takers: 189 students # of AP exams: 351 exams # of AP students with scores of 3, 4, 5: 139 students AP enrollment: All Students: 313 (28%) 9th: 4/287(1%) 10th: 32/317 (10%) 11th: 104/262 (40%) 12th: 132/299 (44%) One Class: 139 (51%) Two Classes: 75 (28%) Three Classes: 50 (18%) Four Classes: 7 (3%) Five+ Classes: 1	Spring 2025- Increase by at least 2% each year the number of students who enroll in AP courses, take the exam, and earn a score of 3 or higher.
College Credit Courses - Aeries	As of June 2024: Dual Enrollment/CCAP Data 2021-2022 47 Students 72.3% Completion, 63.8% Success 2022-2023 34 Students 94.1% Completion, 94.1% Success 2023-2024 70 Students 100% Completion, 70.3% Success* *Pending potential additional grade changes	Spring 2025- Increase by at least 2% each year the number of students who complete dual enrollment courses.

State Seal of Biliteracy - Dataquest (College and Career Measures Report)	Spring 2024: 5.4% Spring 2023: 5.6% 2021-2022: 5.1%	Spring 2025- Increase by at least 2% each year the number of students who earn the State Seal of Biliteracy.
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Manage hallways access by the student, time, reason, location and more Gain detailed visibility into all aspects of hallway usage Drive hallway accountability for students and staff		7000 PTA 5817 Software Licenses 360.48 1100 Lottery Unrestricted 5817 Software Licenses
3.2	Celebrate the accomplishments of students by holding an awards ceremony for seniors before graduation. (honors cords, metals, plaques for val and sal, certificates of achievement) and classified personnel to facilitate the entire thing; working with donors. (Scholarship Night)		2000 1100 Lottery Unrestricted 4300 Materials and Supplies Awards, certificates, and cords 500 1100 Lottery Unrestricted 2000-2999 Classified Salaries Staff to oversee the program from beginning to end
3.3	Improve school attendance and decrease chronic truancy through continued use of Aeries reporting and by developing a tiered series of interventions to address chronic attendance and truancy issues. Administration, Counseling Department and Attendance Office will work to identify and develop tier one and tier two interventions. The Vice Principals will facilitate parent conferences with students who are chronically truant, document their outreach and track their progress. Administration will respond as appropriate and may incorporate Friday School		0

3.4	Work with a community organizations (ex: TUPE) to offer on-campus support groups for students focused on supporting wellness, positive decision making and coping strategies		0
3.5	Create a beautiful artifact for seniors and their families to recognize their high school graduation. (Graduation Program)		2000 1100 Lottery Unrestricted 4300 Materials and Supplies

School Plan for Student Achievement (SPSA) Page 49 of 69 Alhambra High School

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.6	Work with Ed Trust West to identify structural barriers to student success by reviewing policy revisions, regular trainings, and ongoing review of instructional materials		District Funded
3.7	Celebrate the diversity of our school campus throughout the year		500 1100 Lottery Unrestricted
3.9			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of the goal to create a culture of equity and inclusion has been moderately successful. Various strategies have been put into place to foster safe, welcoming, and healthy learning environments that cater to the social emotional needs of our students. While there has been notable progress in enhancing a sense of belonging and connectedness for students and families, ongoing efforts are required to ensure consistent engagement and readiness to learn among all students.

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

To address these challenges, we recognize the necessity of concentrating our efforts and resources on a select few strategic areas. This refined focus will enable us to allocate our budget more efficiently and increase the effectiveness of our initiatives. By prioritizing depth over breadth, we aim to enhance the quality of implementation, ensuring that each selected initiative is thoroughly supported and successfully integrated into our school's operational and educational framework. Moving forward, this approach will not only optimize our resource utilization but also strengthen our capacity to meet our articulated educational and social-emotional goals with greater precision and impact. We will continue to use California Dashboard data to measure school achievement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The district's LCAP was rewritten last year, so the strategies and actions currently listed in this goal used to be connected to goals 4 and 5.

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	\$205,120.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
1100 Lottery Unrestricted	\$41,120.00
6770 Art and Music	\$157,000.00
District Funded	\$0.00
PTA	\$7,000.00

Subtotal of state or local funds included for this school: \$205,120.00

Total of federal, state, and/or local funds for this school: \$205,120.00

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

1100 Lottery Unrestricted
6770 Art and Music
District Funded
PTA

Funding Source Amount
0.00
41,120.00
157,000.00
0.00
7,000.00

Expenditures by Budget Reference

Budget Reference Amount

--

1000-1999 Certificated Salaries
2000-2999 Classified Salaries
4300 Materials and Supplies
5200 Travel/Conference
5800 Contracts/Prof Svcs
5817 Software Licenses
5900 Communications

153,020.00
500.00
41,289.52
0.00
450.00
7,360.48
2,000.00

500.00

Expenditures by Budget Reference and Funding Source Budget

Reference Funding Source Amount

		0.00
	1100 Lottery Unrestricted	500.00
1000-1999 Certificated Salaries	1100 Lottery Unrestricted	8,020.00
2000-2999 Classified Salaries	1100 Lottery Unrestricted	500.00
4300 Materials and Supplies	1100 Lottery Unrestricted	29,289.52

5800 Contracts/Prof Svcs	5817 Software Licenses	5900 Communications

1000-1999 Certificated Salaries
4300 Materials and Supplies
5200 Travel/Conference
5817 Software Licenses

1100 Lottery Unrestricted
6770 Art and Music
6770 Art and Music
District Funded
District Funded
PTA

360.48
2,000.00
145,000.00
12,000.00
0.00
0.00
7,000.00

Expenditures by Goal

1100 Lottery Unrestricted
1100 Lottery Unrestricted

450.00

Goal 1
Goal 2
Goal 3

Goal Number Total Expenditures
192,759.52
0.00
12,360.48

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members Role

Kesha Emmendorfer	Principal
Carol Sullivan	Classroom Teacher
Frank Reichert	Classroom Teacher
Ryan Hussey	Classroom Teacher
Laura Patrick	Other School Staff
Fran Backhaus	Other School Staff
Laine Leach	Parent or Community Member
Katie Collins	Parent or Community Member
Nicole Snegosky	Parent or Community Member
Elizabeth McCauley	Secondary Student
Raylin Loudd	Secondary Student
Amaya Quilantang	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature Committee or Advisory Group Name

☒ English Learner Advisory Committee

☒ Departmental Advisory Committee



The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Kesha Emmendorfer on 4/24/2025

SSC Chairperson, Elizabeth McCauley on



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

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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.

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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:

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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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.

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- 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)

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- 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.

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and

all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

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

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

ATSI Resources:

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

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

School Plan for Student Achievement (SPSA) Page 68 of 69 Alhambra High School

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

Alhambra High School Quote #23086 **Quote Expires: July 31, 2025**

SmartPass Pro Plan \$6,466.12
Includes Detected Encounters, Emergency
Mode, Missed Class Time, and Parent
Accounts.

ID Cards Pro \$1,531.72 Flex \$3,073.72

1 Year: July 1, 2025 - June 30, 2026

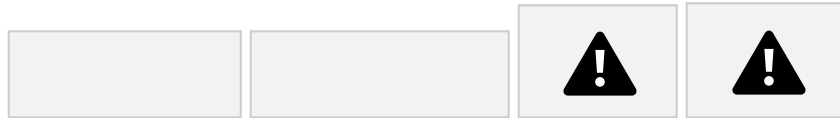
Subtotal \$11,071.56 Discounts - \$3,711.08

Total \$7,360.48 \$10.77 \$7.16 x 1028 students

Ready to Purchase?

Email billing@smartpass.app to submit a Purchase Order or pay with a credit card.

10,000+ Principals and School Leaders Use SmartPass Every Day



SmartPass Terms of Service: For SmartPass products, by submitting a payment or purchase order, and through your ongoing use of the SmartPass services, you agree to the SmartPass Terms of Service available at smartpass.app/terms and Privacy Policy available at smartpass.app/privacy. The Terms of Service and Privacy Policy are hereby incorporated by reference and such Terms of Service and/or Privacy Policy may be updated at any time.

If you need a W-9, you can view it at smartpass.app/w9

For your convenience, pay via ACH using the following details:

Beneficiary Information

Name: SmartPass Inc.
Account Number: 5500374698
Account Type: Checking
Address: Dept. 434, P.O. Box 4458, Houston, TX

77210-4458

Receiving Bank Details

ABA Routing Number: 084201278 Bank Name: Cadence
Bank Bank Address: Tupelo, MS