

School Year:

2024-25



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hilliard Comstock Middle School	49709206068977	May 23, 2024	June 26, 2024

Contact Person: Allegra-Anne Buschman
Position: Principal
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Santa Rosa, Ca. 95403
E-mail Address: abuschman@srcs.k12.ca.us

Plan Description

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

Schoolwide Program

We have just exited the Comprehensive Support and Improvement based on 23-24 Data

Briefly describe the school's plan for effectively meeting the ESSA requirements (for CSI or ATSI, as applicable) in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

We are aligned with Santa Rosa City Schools LCAP goals: 1. Creating effective college and career readiness opportunities for students academic achievement. 2..Providing support for Social-emotional development and community engagement. 3. To support professional development for teachers. We will also be using funds to target Tier 1 Schoolwide programs for SEL and academics and Tier 2 intervention supports

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Site Council oversees budget allocation and synthesizes input. ELAC and site council provide input every February on the 8 state priorities for school achievement. Input from Faculty occurs during May Faculty meeting as we finalize the plan. Student Focus Group Questions for LCAP REVIEW School Year to provide input for 2024-2025. The focus was on building literacy through their English department Accelerated Reader program.
ELAC & PFO Review: February 13, 2024
Site Council: February 13, 2024
Staff Review: March 27, 2024

Resource Inequities – Required for CSI / ATSI

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

N/A for this year as we will not receive these funds.

Comprehensive Needs Assessment

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.

1. The Hilliard Comstock Dashboard illustrates the following areas of need:
Academic Growth and Progress English Language Arts and Mathematics still need to improve in the following subgroups: EL's, Hispanic, SED and SWD. The plan to address this area is a School Wide Program (WordGen - articles coving all four core areas) to support reading, writing, listening and speaking skills to improve all students confidence in their reading, writing, listening and speaking skills. Lunch and after school tutorial in all subjects will be offered all school year long to support students who need the extra help. Retaining staff who support students with disabilities and hiring additional instructional aides for the Special Ed. classrooms.
2. Reduce Suspension rates in the following subgroups: Hispanic, SED, EL's and White population. We will be working with a new program through SCOE with their Youth Transformative Justice program where champion teachers are training to work with the student peer program. We will also provide accountability projects, multitiered systems of support through MTSS Counselor, Restorative Specialist, Counselors, School Based Therapists and Admin and any other support office staff that students have made a connection with through the course of the year to help reduce student suspensions.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.0%	1.20%	0.69%	4	5	3
African American	1.3%	1.20%	1.61%	5	5	7
Asian	2.0%	2.15%	4.38%	8	9	19
Filipino	1.8%	1.20%	0.69%	7	5	3
Hispanic/Latino	87.4%	83.01%	80.41%	348	347	349
Pacific Islander	0.3%	0.48%	1.15%	1	2	5
White	4.0%	6.46%	7.37%	16	27	32
Multiple/No Response	2.3%	3.35%	3.23%	9	14	14
Total Enrollment				398	418	434

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	203	200	226
Grade 8	195	218	208
Total Enrollment	398	418	434

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	132	136	148	33.2%	32.5%	34.1%
Fluent English Proficient (FEP)	205	178	175	51.5%	42.6%	40.3%
Reclassified Fluent English Proficient (RFEP)	5	173	174	3.8%	56.0%	54.0%

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
434	69.4	34.1	0.2
Total Number of Students enrolled in Hilliard Comstock Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	148	34.1
Foster Youth	1	0.2
Homeless	11	2.5
Socioeconomically Disadvantaged	301	69.4
Students with Disabilities	101	23.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.6
American Indian	3	0.7
Asian	19	4.4
Filipino	3	0.7
Hispanic	349	80.4
Two or More Races	14	3.2
Pacific Islander	5	1.2
White	32	7.4

Conclusions based on this data:

1. Based on this data we are going to continue to work on Chronic Absenteeism. Working with families to help students to continue their educational path by attending school. We declined by 8% and that will be our focus for

office staff and Counselors and our new MTSS Counselor. We will provide SEL supports and push ins to classrooms for supports for all students. We will continue the great work that we are doing for our EL students and many are reclassifying as Proficient. This is a big win for us and the hard work students are doing in their New Comer and ALD classes.

2. We will be working with SCOE to provide Youth Transformative Justice and accountability projects to reduce the suspension rates of students and to make sure we are not targeting any specific protected group of students. Currently we increased our suspension by 0.8%. We need to start looking at alternatives to sending students home on suspensions.
3. We still need to make progress in our English and Math areas. We will implement the WordGen program school wide for all students to work on reading, writing, speaking and listening. We hope with this program students will gain confidence and strengthen their reading, writing, listening and speaking skills. We will score their writing using CAASPP Rubric. Math we will focus on creating Learning classrooms making sure we are scaffolding and differentiating curriculum to meet the needs of our students.

School and Student Performance Data

Overall Performance






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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Red
Mathematics  Orange		
English Learner Progress  Green		

Conclusions based on this data:

1. Academic Performance needs to be addressed in Mathematics and English Language Arts in the form of PLC's and Instructional Rounds
2. Focus on student wellbeing to address chronic absenteeism.

3. Increase Tier II supports for students and create accountability projects through restorative practices to reduce suspensions yet still hold students accountable for their behavior.

School and Student Performance Data

Academic Performance English Language Arts

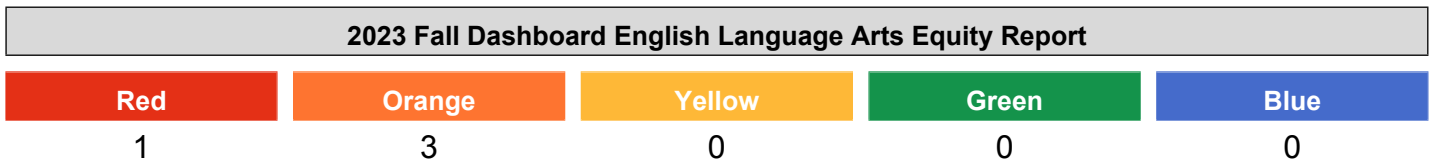
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 95.1 points below standard Increased +13.3 points 370 Students	 Red 141.3 points below standard Decreased Significantly -15.7 points 161 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 8 Students	 Orange 97.6 points below standard Increased +10.3 points 283 Students	 Orange 153 points below standard Increased Significantly +26.8 points 89 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 3 Students	39.6 points below standard 16 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 97.8 points below standard Increased +11.7 points 300 Students	86.2 points below standard Increased Significantly +55.2 points 15 Students	Less than 11 Students 4 Students	121.6 points below standard Decreased -3.7 points 26 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
172.3 points below standard Decreased -8.7 points 115 Students	69.4 points below standard Increased +13.5 points 47 Students	94.6 points below standard Increased Significantly +16.1 points 89 Students

Conclusions based on this data:

1. English Learners has increase as well as our Socioeconomically disadvantaged due to core subject area work on literacy.
2. Support students academically with tutoring. and strengthen our Co-Teaching practices
3. Provide PLC time for teachers to develop evidence based instructional practices and thinking classrooms. Providing time for Instructional rounds and best practices.

School and Student Performance Data

Academic Performance Mathematics

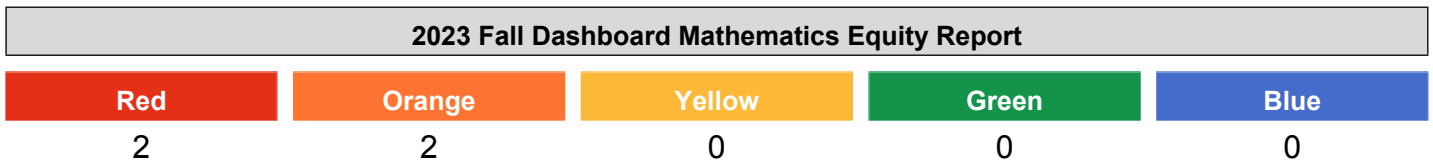
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>151.7 points below standard</p> <p>Increased +7.3 points</p> <p>375 Students</p>	<p>English Learners</p> <p>Red</p> <p>189.3 points below standard</p> <p>Decreased Significantly -17.3 points</p> <p>165 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>157.4 points below standard</p> <p>Maintained +0.5 points</p> <p>286 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>191.8 points below standard</p> <p>Increased Significantly +27.6 points</p> <p>92 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 3 Students	95.4 points below standard 17 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 152.9 points below standard Increased +6.6 points 303 Students	153.9 points below standard Increased Significantly +32.1 points 15 Students	Less than 11 Students 5 Students	186.3 points below standard Decreased Significantly - 28.6 points 26 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
212.6 points below standard Decreased -9 points 118 Students	131 points below standard Increased +7.9 points 47 Students	150.8 points below standard Increased Significantly +28 points 90 Students

Conclusions based on this data:

1. Continue Math PD training and give PLC Time to develop the thinking classrooms
2. Use Map data from this year to strategically place students in advanced math and work with IXL this next year to use that data as MAP testing will go away.
3. IXL Math Data to increase Math levels for this year and next years data as MAP testing will go away

School and Student Performance Data

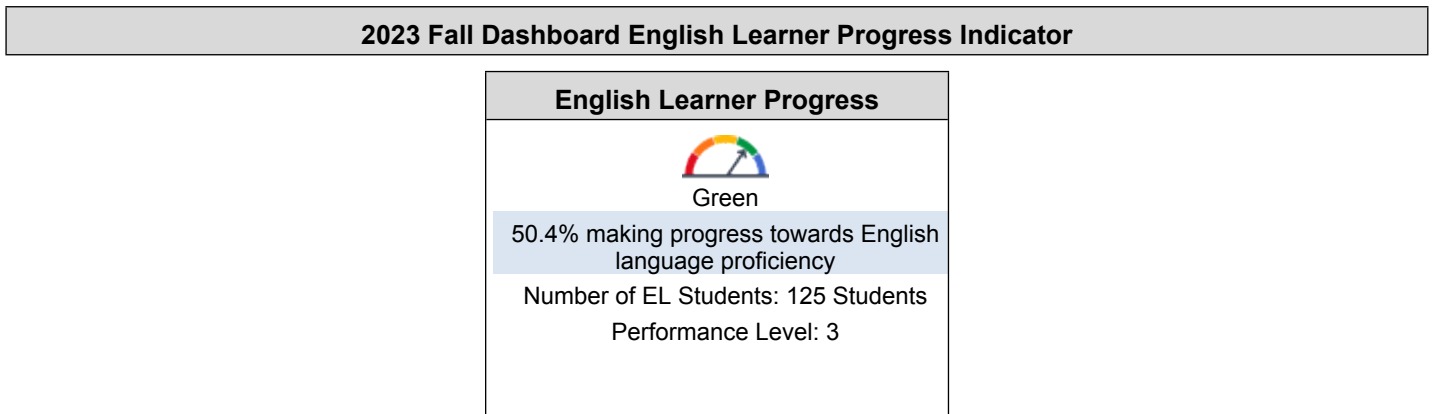
Academic Performance English Learner Progress

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22	39	0	58

Conclusions based on this data:

1. The work we are doing in the newcomer/ALD classes have had a profound effect on students who move into ALD the following year.
2. We had 19 students that reclassified this year which has been very successful. We have since reclassified 11 more students since this last week. They will be on our list of students we will celebrate with next year. We will continue to do this great work. Our two teachers are working diligently to provide our students with the tools necessary to succeed.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

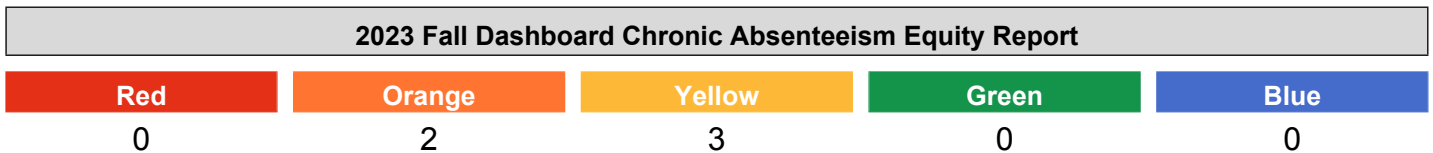
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>39.3% Chronically Absent</p> <p>Declined Significantly -8</p> <p>468 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>39.8% Chronically Absent</p> <p>Declined Significantly -9.6</p> <p>181 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>46.7% Chronically Absent</p> <p>0</p> <p>15 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>40.6% Chronically Absent</p> <p>Declined Significantly -6.8</p> <p>357 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>50.8% Chronically Absent</p> <p>Declined -17.2</p> <p>120 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 3 Students	21.7% Chronically Absent 0 23 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.7% Chronically Absent Declined Significantly -7.2 374 Students	37.5% Chronically Absent Declined -22.5 16 Students	Less than 11 Students 6 Students	 Orange 60% Chronically Absent Declined -6.7 35 Students

Conclusions based on this data:

1. We have had many kids be truant this year. Students have gone through the SARB process. We will continue this process.
2. This next year I will use the SSI index to determine our frequent absenteeism students and using MTSS counselor we will make the home visits and encourage students to get back into doing school

School and Student Performance Data

Conditions & Climate Suspension Rate

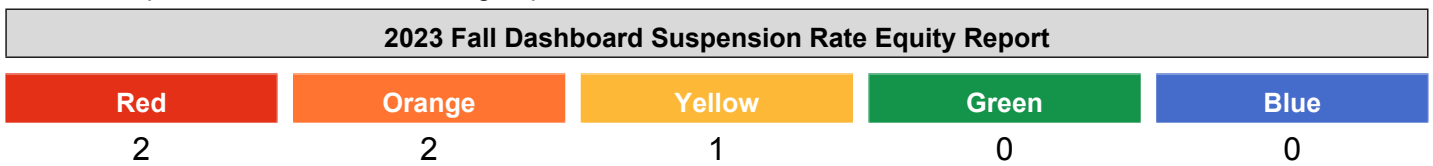
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>13.1% suspended at least one day</p> <p>Increased 0.8 488 Students</p>	<p>English Learners</p> <p>Orange</p> <p>12.6% suspended at least one day</p> <p>Declined -1.4 191 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 2 Students</p>
<p>Homeless</p> <p>5.9% suspended at least one day</p> <p>17 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>12.1% suspended at least one day</p> <p>Increased 0.9 372 Students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>11.4% suspended at least one day</p> <p>Declined -10 123 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 4 Students	4.3% suspended at least one day 23 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 14.1% suspended at least one day Increased 1.7 390 Students	16.7% suspended at least one day Declined -14.6 18 Students	Less than 11 Students 6 Students	 Orange 5.7% suspended at least one day Increased 2.9 35 Students

Conclusions based on this data:

1. We are going to implement a Youth Transforming Justice Program through SCOE for this next year.
2. We are creating accountability Projects to use in leu of suspensions for this next year to work on keeping kids in school even when they make mistakes.
3. Use ELAC and Parent nights to educate families on raising teens with a focus on a variety of safety concerns. Keeping kids safe education for parents.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	219	195	223	0	172	193	0	168	192	0.0	88.2	86.5
Grade 8	228	211	200	0	180	179	0	178	178	0.0	85.3	89.5
All Grades	447	406	423	0	352	372	0	346	370	0.0	86.7	87.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2471.	2462.		2.38	3.65		20.24	16.15		20.24	22.40		57.14	57.81
Grade 8		2474.	2472.		1.69	1.69		18.54	15.73		23.03	23.60		56.74	58.99
All Grades	N/A	N/A	N/A		2.02	2.70		19.36	15.95		21.68	22.97		56.94	58.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		5.45	5.79		60.61	45.79		33.94	48.42
Grade 8		4.57	3.93		47.43	46.07		48.00	50.00
All Grades		5.00	4.89		53.82	45.92		41.18	49.18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6.71	4.26		34.90	42.55		58.39	53.19
Grade 8		3.95	3.37		33.33	33.71		62.71	62.92
All Grades		5.21	3.83		34.05	38.25		60.74	57.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.48	5.26		67.27	72.11		24.24	22.63
Grade 8		5.08	5.62		71.75	65.73		23.16	28.65
All Grades		6.73	5.43		69.59	69.02		23.68	25.54

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.33	8.85		65.48	54.17		26.19	36.98
Grade 8		9.60	8.99		63.28	62.36		27.12	28.65
All Grades		8.99	8.92		64.35	58.11		26.67	32.97

Conclusions based on this data:

1. We need to focus on Students reading and writing for ELA. We will implement the Word Gen program for all students in 7th and 8th grade. They will have a writing prompt 8 times a year with a focus on growth from 1st writing in September, 2nd writing in January and last writing in May to look for growth.
2. We will look at IXL data quarterly in ELA and find areas we need to address through the course of the year

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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Grade 7	219	195	223	0	173	204	0	172	203	0.0	88.7	91.5
Grade 8	228	211	200	0	189	184	0	188	183	0.0	89.6	92.0
All Grades	447	406	423	0	362	388	0	360	386	0.0	89.2	91.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2422.	2425.		1.16	1.48		8.14	5.91		16.86	19.70		73.84	72.91
Grade 8		2435.	2423.		1.06	1.09		1.60	6.01		20.74	10.38		76.60	82.51
All Grades	N/A	N/A	N/A		1.11	1.30		4.72	5.96		18.89	15.28		75.28	77.46

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		1.74	2.46		27.33	27.59		70.93	69.95
Grade 8		0.53	1.09		32.45	24.04		67.02	74.86
All Grades		1.11	1.81		30.00	25.91		68.89	72.28

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2.91	0.99		37.79	39.90		59.30	59.11
Grade 8		1.06	1.64		49.47	40.98		49.47	57.38
All Grades		1.94	1.30		43.89	40.41		54.17	58.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2.33	1.97		57.56	53.69		40.12	44.33
Grade 8		1.60	2.73		48.40	43.72		50.00	53.55
All Grades		1.94	2.33		52.78	48.96		45.28	48.70

Conclusions based on this data:

1. We will use MAP testing to place students in the correct Math class.
2. We will use IXL data quarterly to follow up on progress in math
3. Teacher will create Thinking Classrooms where students work collaboratively to gain confidence in their work and projects.

School and Student Performance Data

2023 Fall Dashboard Summary Data Points

The tables below are a summary of the 2023 Fall Dashboard data by student group.

Demographic Percentages								
The total number of students enrolled on Fall Census Day in the local educational agency or school as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).								
Total Enrollment	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
434	69.4	23.3	34.1	2.5	0.2	80.4	7.4	1.6

Chronic Absenteeism Percentages								
The Chronic Absenteeism state indicator shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend. Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at https://dq.cde.ca.gov/dataquest/ .								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
39.3% Chronically Absent	40.6% Chronically Absent	50.8% Chronically Absent	39.8% Chronically Absent	46.7% Chronically Absent		37.7% Chronically Absent	60% Chronically Absent	

Suspension Percentages								
The Suspension Rate state indicator shows the percentage of students who were suspended for at least one cumulative day in a given school year.								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
13.1% suspended at least one day	12.1% suspended at least one day	11.4% suspended at least one day	12.6% suspended at least one day	5.9% suspended at least one day		14.1% suspended at least one day	5.7% suspended at least one day	

Math Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for mathematics. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
151.7 points below standard	157.4 points below standard	191.8 points below standard	189.3 points below standard			152.9 points below standard	186.3 points below standard	

ELA Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for English Language Arts/Literacy. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
95.1 points below standard	97.6 points below standard	153 points below standard	141.3 points below standard			97.8 points below standard	121.6 points below standard	

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

Goal 1

HCMS will engage in ongoing development of rigorous, student-centered teaching and learning opportunities that lead to equitable outcomes for all students' personal and academic success by creating opportunities for strengthening foundational math skills and English proficiency in reading comprehension and writing. This goal will help us reach the Tier 1 academic strategy to support all students.

Identified Need

Our students are currently scoring in the orange on the dashboard for both English and Math and Comstock would like students to move towards being in the proficient range for this next year. Goal One is to address the need for our students to progress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IXL growth in Math and CAASPP English and Math Data Rubrics for Word Gen in writing	CAASPP ELA and Math: ELA declined 15.7 points for EL's and Math declined 17.3 points for EL's and SED maintained no growth. Word Gen rubrics; no scores have yet been compiled	To show growth in both ELA and Math: To move the needle on the Dashboard to increase English Learners an increase of 12 to bump to orange. Math: we need to see a growth of 12 points for EL's and the SED to bump to orange. Word Gen writing rubric = average score of a 3 on a 1-4 scale.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

8th Grade students

Strategy/Activity

Release time for Teacher(s) to support students and families in Early College Magnet Prep especially for Field Trips to college campuses.

Monitoring Effectiveness

How will this activity be monitored during the year?

How many students will be applying to Piner's ECM program and how many kids accepted

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1000.00	0500 - Supplemental 1122 - Teacher Release Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students will be supported in Literacy through Word Gen program and student self reflecting of their own writing.

Monitoring Effectiveness

How will this activity be monitored during the year?

Continue Word Gen program 8 times a year for the entire school year. Teachers will compare writing improvement three times during the year. (September, January and May) We want to see students level up on the rubric using 1-4 scale. If they score 4 we are looking for consistency in their scoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
7200	0500 - Supplemental 1112 - Teacher Extended Day
	0500 - Supplemental 3000 - Certificated FTE Benefits
	0500 - Supplemental 1122 - Teacher Release Time

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HCMS will support effective and engaging classroom instruction through the implementation of instructional software and hardware in the classroom: IXL, Go Guardian, Newsela, EdPuzzle, Project Wisdom

Monitoring Effectiveness

How will this activity be monitored during the year?

IXL Data will be pulled for English and Math to show improvement each quarter
Project Wisdom will be a program that will be pushed in by the counselors to help with Character Building

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

16,539

3182 Title I CSI Grant

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

If HCMS spends less funds then planned from other activities, it will use the funds for this activity ... will engage in the adoption of library, technology, text and instructional materials aligned with current coursework and representation of the student body by adding books to meet the needs of our BIPOC community.

Monitoring Effectiveness

How will this activity be monitored during the year?

Library Tech can pull data as to what students are reading more often. This data will be pulled twice a year to identify what students are interested in.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

0.00

0500 - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HCMS staff will develop a robust tutoring and support system for students engaged in tutoring systems outside instructional time. To support students outside of their regular school schedule for all subjects.

Monitoring Effectiveness

How will this activity be monitored during the year?

Attendance will be taken for tutorial and student grades can be monitored to find if Tutoring is effective. This can be captured with our SSI data dealing with grades.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

13125

0500 - Supplemental
1112 - Teacher Extended Day

0500 - Supplemental
3000 – Certificated FTE Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support all Students

Strategy/Activity

Supplemental Materials supporting Academic program and focus on student led conferences with teachers, parents, peers.

Monitoring Effectiveness

How will this activity be monitored during the year?

This will be monitored through instructional learning rounds through out the year and lesson planning and materials that provides time for student led conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

4000

0500 - Supplemental

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community (Attach Parent Engagement dollars here)
- embracing cultural, linguistic and familial wealth
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

Goal 2

HCMS commits to engage students and families in a welcoming and inclusive school community through the development of a rich and engaging array of services and programs that support the whole student. Providing more engaging and supportive systems should create positive academic outcomes for our students

Identified Need

Many of our students and parents need to be able to access platforms such as Aeries, Parent Square and parent nights to educate parents on the challenges of young teens. Students need programs to support them via SEL, Restorative and Tier 2 team to create more individual supports that student may need through out the day, weeks, months or the year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSI Student Performance Data	SSI Student Performance Data = 21 students failing at least 2 or more core subject areas who have little to no discipline and good attendance	SSI Student Performance Data = 50% reduction in total number of students failing at least 2 or more core subject areas who have little to no discipline and good attendance

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support students at risk of failing

Strategy/Activity

Employ a 1.0 FTE intervention counselor to work with Tier 2 students through the use of SSI data every quarter. The counselor will hold weekly group meetings where SEL needs and school readiness and organization are addressed. The counselor will set up a Renaissance Program that focuses on Academic incentives to better support student engagement and effort. The counselor will meet with the administrative team at least once a week to provide updates on progress towards assigned goals. The counselor will do Push in Character Building activities in classrooms each quarter. Site funds will cover 0.60; district will fill in the remaining 0.4

Monitoring Effectiveness

How will this activity be monitored during the year?

Monitor student groups and effectiveness in SEL needs.
Run Certificates for students each quarter for Bronze, Silver and Gold GPA's and reward incentives for these students.
Participates in Tier 2 meetings and share out regarding groups being offered and student recommendations from that meeting.
Push in model for Character Building with classes and teachers to help booster School Culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

37,621.49

3010 - Title I

37,621.49

0500 - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Community building activities

Strategy/Activity

Positive Behavior Intervention Supports and Multiple Tier Systems of Support; Parent Ed nights on all things Comstock for tech and support systems available for them and our students. HCMS will try to hold monthly parent education nights with at minimum, one staff member in addition to an administrator. The MTSS counselor will be facilitating the PBIS and MTSS supports at no extra cost and the FEF will help with the parent education nights and will be at no extra cost. The costs for this will be related to food for parents.

Monitoring Effectiveness

How will this activity be monitored during the year?

Outcomes from Panorama and Youth Truth

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

1912.85

3010 - Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Socio-emotional needs

Strategy/Activity

HMCS will continue SEL and support programs such as Restorative Practices with Youth Transforming Justice support by SCOE and continued School Based Therapists groups and individual supports

Monitoring Effectiveness

How will this activity be monitored during the year?

Panorama and Youth Truth

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

0

0500 - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Safe School Environment

Strategy/Activity

HCMS will provide safety equipment, and personnel to ensure the campus can be adequately monitored by campus supervision, administration and teachers to ensure a safe and sanitary student working environment

Monitoring Effectiveness

How will this activity be monitored during the year?

Inventory to safety supplies and necessary purchases to be made. RESIG money to be used as well to make sure we have what we need to keep campus safe in an emergency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

1000.00

0500 - Supplemental
4400 - Equipment (under \$5,000)

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

SRCS values and supports growth-minded professionals and positive learning environments by:

- providing educators with current tools and training to support pedagogical leadership and innovation
- providing safe and clean schools
- providing flexible learning environments conducive to teaching and learning

Goal 3

Hilliard Comstock Middle School values and supports growth-minded professionals and safe and positive learning environments through support of staff training and collaboration.

Identified Need

Our students are currently scoring in the orange on the dashboard for both English and Math and Comstock would like students to move towards being in the proficient range for this next year. Goal Three is to address the need for our students to progress. Our main focus will be on Instructional Learning Rounds to help teachers focus on what kids are doing in the classroom that shows growth and learning. We also need to work on vertical articulation with the Elementary feeders and the High School feeder schools.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA/Math WordGen Rubric	CAASPP ELA and Math: ELA declined 15.7 points for EL's and Math declined 17.3 points for EL's and SED maintained no growth. Word Gen rubrics; no scores have yet been compiled	To show growth in both ELA and Math: To move the needle on the Dashboard to increase English Learners an increase of 12 to bump to orange. Math: we need to see a growth of 12 points for EL's and the SED to bump to orange. Word Gen writing rubric = average score of a 3 on a 1-4 scale.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HCMS will allocate funds for Extended Day, Release Day pay for teachers to implement activities focused on student success and Vertical alignment with Elementary and High school, instructional rounds with Joe Truss, tier 1 team to continue to develop school culture - instructional learning rounds

Monitoring Effectiveness

How will this activity be monitored during the year?

Professional Development to support teacher practice in the classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

1600.00

0500 - Supplemental
1112 - Teacher Extended Day

400.00

0500 - Supplemental
3000 – Certificated FTE Benefits

400.00

0500 - Supplemental
1122 - Teacher Release Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HCMS will provide travel, and conferences for teacher/Admin professional development in order to provide the most current strategies for teaching and learning for all students.

Monitoring Effectiveness

How will this activity be monitored during the year?

Implementation of what is learned for their teaching practices

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

1000.00

0500 - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HCMS will provide materials and supplies related to professional development

Monitoring Effectiveness

How will this activity be monitored during the year?

Over the year we will track expenditures on the total number of materials purchased to support specific professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

1000.00

0500 - Supplemental
4311 - Instructional Materials (Non-Consumables)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

PD for Teachers to support All Students in Tier 1 Supports

Strategy/Activity

HCMS will provide extended pay for a monthly Tier 1 Team meeting. The Tier 1 team should be a group of at least 5 teachers (4 times a year) with a focus on Tier 1 support and School Culture.

Monitoring Effectiveness

How will this activity be monitored during the year?

Review agendas for Tier 1 meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

3,000.00

0500 - Supplemental
1112 - Teacher Extended Day

1000.00

0500 - Supplemental
3000 - Certificated FTE Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

To Support All Students

Strategy/Activity

If HCMS does not spend funds as planned for the other activities it will move funds to support this activity. Also, HCMS will work with SRCS to explore use of other funds, such as Title II funds, to release teachers for instructional rounds, related to CTE, math, and especially Ethnic Studies and culturally relevant and sustaining pedagogy.

Monitoring Effectiveness

How will this activity be monitored during the year?

Agenda's and collected observational data in response to Instructional Rounds.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

0.00

0500 - Supplemental

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$128,419.83
Total Federal Funds Provided to the School from the LEA for Title I	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
3010 - Title I	\$39,534.34

Subtotal of additional federal funds included for this school: \$39,534.34

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 (\$)
0500 - Supplemental	\$72,346.49
3182 Title I CSI Grant	\$16,539.00

Subtotal of state or local funds included for this school: \$88,885.49

Total of federal, state, and/or local funds for this school: \$128,419.83

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

0500 - Supplemental

72,346.49

3010 - Title I

39,534.34

3182 Title I CSI Grant

16,539.00

Expenditures by Budget Reference

Budget Reference

Amount

98,694.83

1112 - Teacher Extended Day

24,925.00

1122 - Teacher Release Time

1,400.00

3000 – Certificated FTE Benefits

1,400.00

4311 - Instructional Materials (Non-Consumables)

1,000.00

4400 - Equipment (under \$5,000)

1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0500 - Supplemental	42,621.49
1112 - Teacher Extended Day	0500 - Supplemental	24,925.00
1122 - Teacher Release Time	0500 - Supplemental	1,400.00
3000 – Certificated FTE Benefits	0500 - Supplemental	1,400.00
4311 - Instructional Materials (Non-Consumables)	0500 - Supplemental	1,000.00
4400 - Equipment (under \$5,000)	0500 - Supplemental	1,000.00
	3010 - Title I	39,534.34
	3182 Title I CSI Grant	16,539.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,864.00
Goal 2	78,155.83
Goal 3	8,400.00

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
- 1 Other School Staff
- 1 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Allegra-Anne Buschman	Principal
Kwici Kamthee	Classroom Teacher
Brett Ainsworth	Classroom Teacher
Genna Becker	Classroom Teacher
Renee Clay	Other School Staff
Tj Griggs	Parent or Community Member
Landon Williams	Secondary Student
Amy Jacobo	Secondary Student
Amanda Smith	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

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 5/23/24.

Attested:



Principal, Allegra Buschman on 5/23/24



SSC Chairperson, Renee Clay on 5/23/24

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies/Activities, and Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

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

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 one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:

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

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

Authority Cited: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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