

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
Maria Carrillo High School	49709204930244	May 23, 2023	June 26, 2024

Contact Person: Monique Luke
Position: Principal
Phone Number: 707-890-3820
Address: 6975 Montecito Ave
Santa Rosa, CA 95409
E-mail Address: mluke@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)

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.

To effectively comply with the requirements of the Every Student Succeeds Act (ESSA), Maria Carrillo High School's 2024-2025 School Plan for Student Achievement will include the implementation of Multi-Tiered Systems of Academic and Social Emotional

Support. These systems will be established based on proven research strategies and programs that promote inclusivity, equity, identity, belonging, diversity, and culturally responsive teaching methods. The school will establish several leadership groups dedicated to curriculum and instruction, and will conduct learning walks to collect data and observe students' responses to instruction. This will provide an opportunity for the school to evaluate its practices, strategies, and programs, and determine their effectiveness in ensuring academic, social, and post-secondary success for every student. Additionally, the data will be used when MCHS undergoes a Western Accreditation of Schools and Colleges committee visit in the 2025-2026 school year.

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

The School Site Council (SSC) periodically reviews the School Plan for Student Achievement (SPSA) throughout the school year. Occasional budget adjustments are made as necessary based on feedback. The process of developing the SPSA for the following year begins with the consultation of the Principal's Advisory Committee, Parent Association, English Learner's Advisory Committee, and the School Site Council. The Maria Carrillo High School Principal actively engages with these groups in order to create a comprehensive plan for student achievement. Moreover, members of the School Site Council also participate in a Local Control Accountability Plan meeting, where they review the district's LCAP priorities in relation to the school's SPSA.

Resource Inequities – Required for CSI / ATSI

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

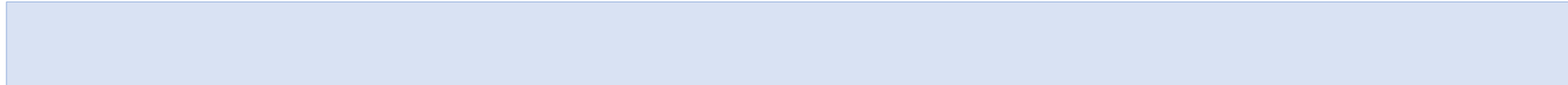
NA

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.

Although achievement has improved for all student groups, there remains a substantial achievement gap between BIPOC and SWD students, as compared to Asian and White students. According to the Aeries end of semester data, 65% of our students are earning a C or higher in A-G coursework, while the remaining 35% are not meeting this benchmark. However, when analyzing specific subgroups, such as BIPOC students including Hispanics, Blacks, and Indigenous individuals, we observe a significant disparity. Despite constituting a smaller portion of the student population, these groups have less than half the number of students earning a C or better.

California Dashboard data confirms the above statement including English Learner students.



School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.39%	0.38%	0.50%	6	6	8
African American	1.88%	1.7%	1.83%	29	27	29
Asian	9.45%	8.99%	8.64%	146	143	137
Filipino	1.88%	1.63%	1.96%	29	26	31
Hispanic/Latino	26.54%	26.9%	29.21%	410	428	463
Pacific Islander	1.10%	1.32%	0.95%	17	21	15
White	51.59%	52.04%	50.41%	797	828	799
Multiple/No Response	6.54%	6.79%	6.50%	101	108	103
	Total Enrollment			1,545	1591	1585

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	404	427	386
Grade 10	430	382	414
Grade 11	380	418	382
Grade 12	331	364	403
Total Enrollment	1,545	1,591	1,585

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	38	39	57	2.3%	2.5%	3.6%
Fluent English Proficient (FEP)	389	404	397	25.9%	25.2%	25.0%
Reclassified Fluent English Proficient (RFEP)	304	308	313	11.8%	19.3%	19.6%

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
1591	29.2	2.5	0.5
Total Number of Students enrolled in Maria Carrillo High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	39	2.5
Foster Youth	8	0.5
Homeless	7	0.4
Socioeconomically Disadvantaged	465	29.2
Students with Disabilities	169	10.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	1.7
American Indian	6	0.4
Asian	143	9
Filipino	26	1.6
Hispanic	428	26.9
Two or More Races	108	6.8
Pacific Islander	21	1.3
White	828	52

Conclusions based on this data:

- 52% of the MCHS Student Population identify as white. 47.7% of the MCHS Student Population identifies within BIPOC. 2.5 Percent of our students are English Language Learners.

2. 29.2% of the Student Population are SED and we will need to identify needs that will ensure that every student succeeds and allocate funds to support strategies or activities to support students meeting the SED criteria. .9% make up our foster and homeless youth. Maria Carrillo High School will

School and Student Performance Data

Overall Performance







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.

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  Green	Graduation Rate  Orange	Suspension Rate  Orange
Mathematics  Yellow	Chronic Absenteeism  No Performance Color	
College/Career  High		

Conclusions based on this data:

1. Data indicates - While overall there is a room for improvement in all areas, MCHS students are at standard level in ELA and College and Career Readiness. Areas needing targeted include suspension rate, graduation rate, and mathematics.

School and Student Performance Data

Academic Performance English Language Arts

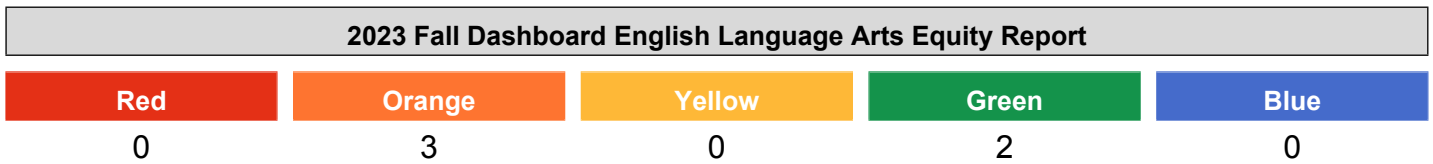
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
<p>All Students</p> <p>Green</p> <p>46.8 points above standard</p> <p>Decreased -10.3 points</p> <p>384 Students</p>	<p>English Learners</p> <p>148.1 points below standard</p> <p>Decreased Significantly -47.2 points</p> <p>18 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>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>14.7 points below standard</p> <p>Maintained +0.8 points</p> <p>121 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>120.4 points below standard</p> <p>Increased Significantly +41.4 points</p> <p>40 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 3 Students	 Green 97.6 points above standard Decreased -9.2 points 41 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 34.3 points below standard Decreased Significantly - 32.5 points 100 Students	42.1 points above standard Decreased Significantly - 38.9 points 15 Students	Less than 11 Students 8 Students	 Green 69.7 points above standard Increased +10.5 points 207 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
Less than 11 Students 9 Students	Less than 11 Students 10 Students	55.9 points above standard Decreased -6.5 points 272 Students

Conclusions based on this data:

1. Data indicates while there is an improvement in literacy for our students with disabilities and white students, there is still a need for added support for literacy for all students. MCHS provides co-taught (General ed teacher paired with a Resource teacher (Education Specialist) English classes at all grade levels.

School and Student Performance Data

Academic Performance Mathematics

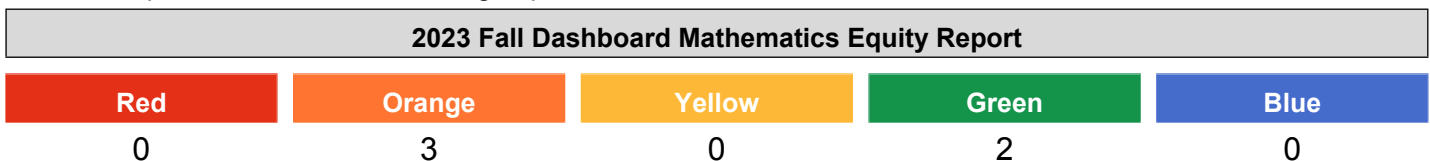
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 24.5 points below standard Decreased -4.8 points 384 Students	English Learners 184 points below standard Decreased Significantly -17.5 points 19 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged Orange 103.1 points below standard Decreased -13.4 points 120 Students	Students with Disabilities Orange 179.2 points below standard Increased Significantly +27.1 points 40 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 3 Students	 Green 38.5 points above standard Decreased Significantly - 21.4 points 40 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 113.3 points below standard Decreased -4.1 points 101 Students	36.1 points below standard Decreased Significantly - 24.7 points 15 Students	Less than 11 Students 8 Students	 Green 4.5 points above standard Increased +8.4 points 204 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
Less than 11 Students 10 Students	Less than 11 Students 10 Students	15.8 points below standard Decreased -10.7 points 272 Students

Conclusions based on this data:

- 2023 Data indicates that while our Asian and White students are testing at Above Standard, all other populations are testing below standard. Inequitable test outcomes for students of color and students with disabilities. School will explore what is needed to improve test scores for groups that testing below standard.

School and Student Performance Data

Academic Performance English Learner Progress

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.

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.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
47.1% making progress towards English language proficiency
Number of EL Students: 34 Students
Performance Level: 3

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
9	9	0	16

Conclusions based on this data:

- 16 out of 34 students improved English Proficiency by one level, 9 students decreased by one level, and 9 maintained. More students are making progress toward English Proficiency than not. LARC will look to increase the number of students improving for 24-25 school year by 3%.

School and Student Performance Data

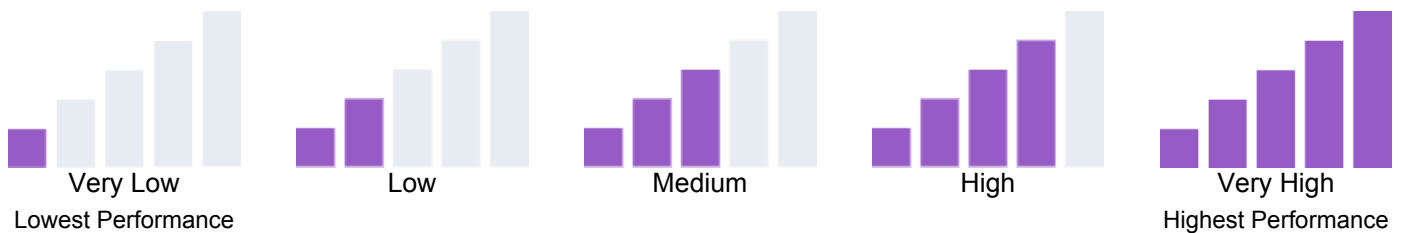
Academic Performance College/Career Report

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

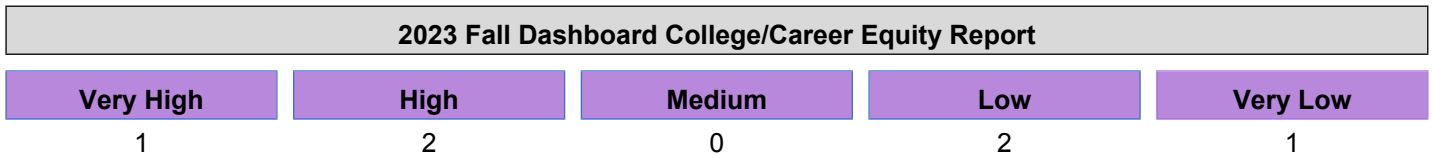
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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

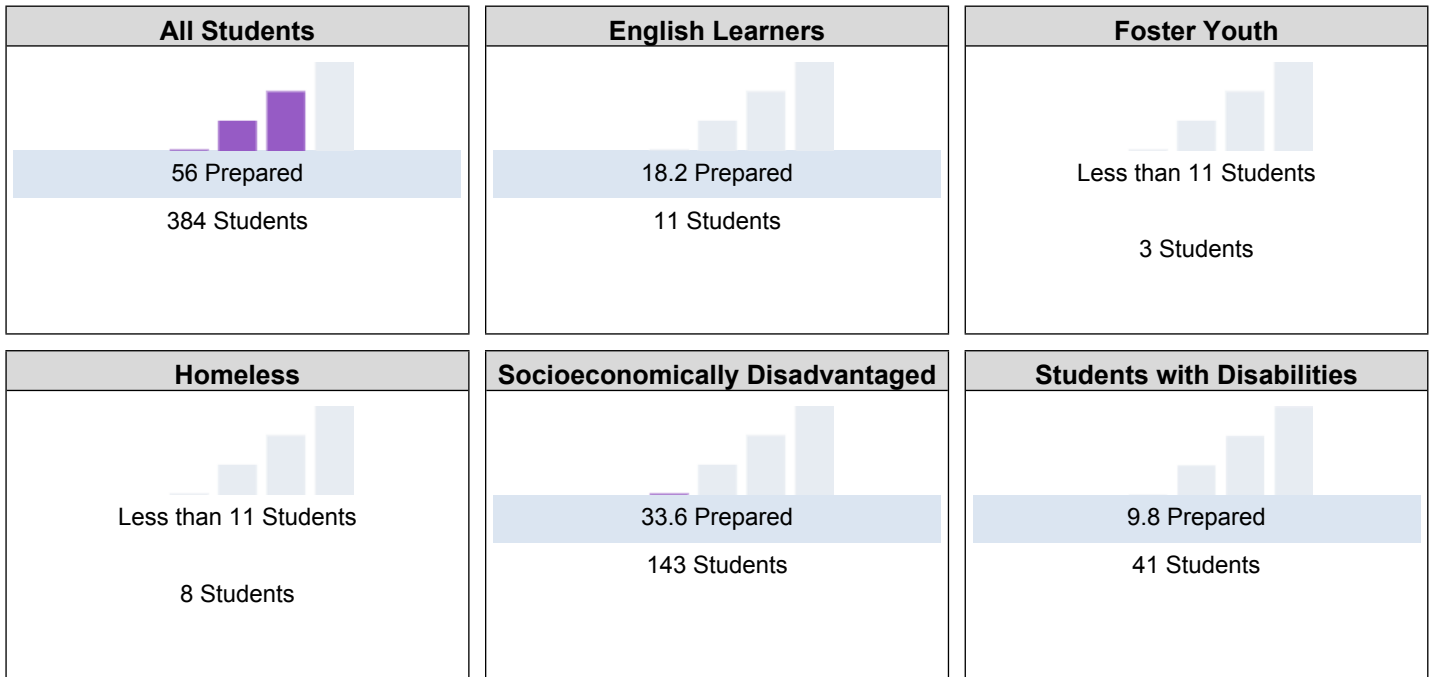


This section provides number of student groups in each level.

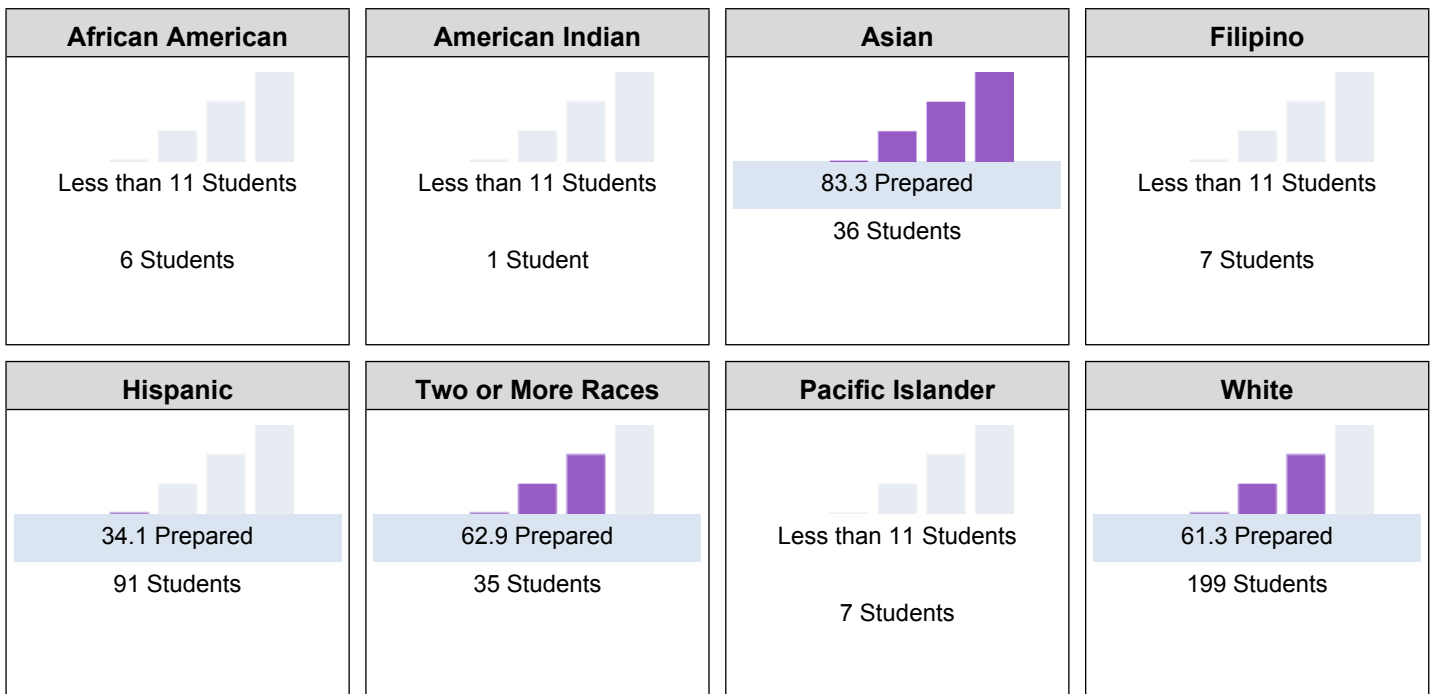


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- The majority of our students are college and career ready, however, there needs to be targeted efforts to increase college and career readiness for our Hispanic students, our Socioeconomically disadvantaged students, and our students with disabilities.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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











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		
All Students No Performance Color 0 Students	English Learners No Performance Color 0 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color 0 Students	Students with Disabilities No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. There is no performance color in any of the categories above.

School and Student Performance Data

Academic Engagement Graduation Rate

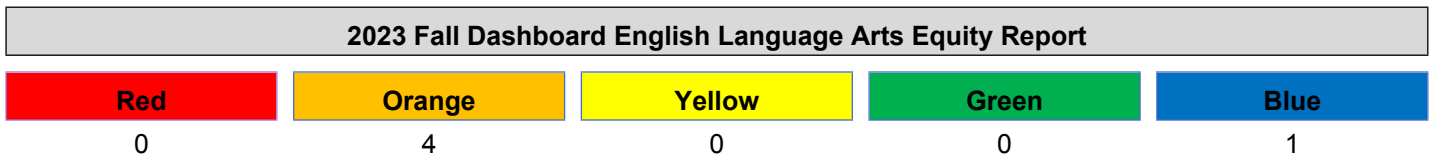
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Orange 88.8% graduated Decreased -3.4 385 Students	English Learners 90.9% graduated Increased Significantly 15.9 11 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged Orange 84% graduated Decreased -2.2 144 Students	Students with Disabilities Orange 73.8% graduated Decreased Significantly -6.2 42 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 1 Student	 Blue 97.2% graduated Decreased -2.8 36 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 84.8% graduated Decreased -4.8 92 Students	88.6% graduated Decreased Significantly -6.2 35 Students	Less than 11 Students 7 Students	 Orange 89.4% graduated Decreased -1.7 199 Students

Conclusions based on this data:

- When looking at the graduation rate by student group, there seems to be a significant increase by(15.9) in the graduation rate of our English Learners students group from last year. MCHS will do a deeper data dive to explore whether this increase is directly correlated to EL Cohorts, and the work of the site's Language Acceleration Review Committee

When looking at the graduation rate overall, graduation while down by 3.4%, the concentration of the student group that is at high risk for not graduation appears to be students who are socioeconomically disadvantaged and students with learning disabilities.
- In 2023, When looking at the Graduation Rate/Ethnicity, there was a slight decrease in the graduation rate for our Asian. Two or more races, and white. students. While there is a decrease in the graduation rate for 2023, it is showing that 97.2% of our Asian students graduated, while the range between our hispanic, two or more races, and white students graduation percentatge ranged between 84% - 89% with our student students having the highest. Our Asian and white student population have the higher rate for graduation.

School and Student Performance Data

Conditions & Climate Suspension Rate

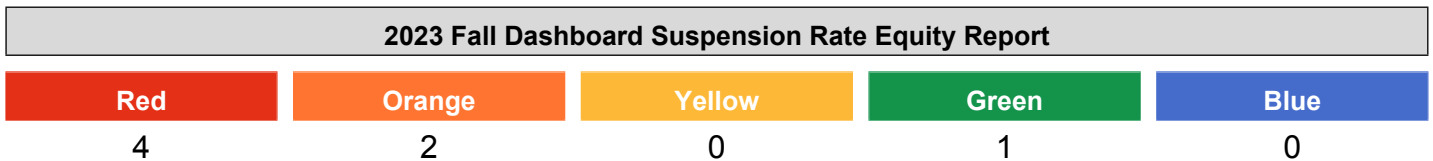
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>5.7% suspended at least one day</p> <p>Increased Significantly 3.4</p> <p>1645 Students</p>	<p>English Learners</p> <p>Red</p> <p>14% suspended at least one day</p> <p>Increased 12.2</p> <p>50 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>10 Students</p>
<p>Homeless</p> <p>20% suspended at least one day</p> <p>15 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>9.2% suspended at least one day</p> <p>Increased Significantly 4.4</p> <p>553 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>14.7% suspended at least one day</p> <p>Increased Significantly 4.8</p> <p>191 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>6.9% suspended at least one day</p> <p>Increased 1.2 29 Students</p>	<p>Less than 11 Students 7 Students</p>	<p align="center"> Green</p> <p>0.7% suspended at least one day</p> <p>Maintained 0 146 Students</p>	<p>3.8% suspended at least one day</p> <p>Increased 0.5 26 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Red</p> <p>8.2% suspended at least one day</p> <p>Increased Significantly 5 452 Students</p>	<p align="center"> Orange</p> <p>3.6% suspended at least one day</p> <p>Increased 1.7 112 Students</p>	<p>13.6% suspended at least one day</p> <p>Increased 2.5 22 Students</p>	<p align="center"> Orange</p> <p>5.4% suspended at least one day</p> <p>Increased Significantly 3.5 851 Students</p>

Conclusions based on this data:

- Overall, suspensions increased in 2023. Hispanic, pacific islander, and black student groups are showing a higher rate of being suspended at least once than Two or more races, Filipino, White or Asian. Asian student group has the least amount of suspensions at .7%. Pacific Islander has the highest at 13.6%.
- Data indicates that Asian students are being suspended the least

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 11	329	366	413	0	332	387	0	331	387	0.0	90.7	93.7
All Grades	329	366	413	0	332	387	0	331	387	0.0	90.7	93.7

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 11		2655.	2631.		45.32	37.21		29.00	34.63		14.50	13.44		11.18	14.73
All Grades	N/A	N/A	N/A		45.32	37.21		29.00	34.63		14.50	13.44		11.18	14.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		45.02	36.69		45.62	52.97		9.37	10.34
All Grades		45.02	36.69		45.62	52.97		9.37	10.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		46.22	40.31		40.18	41.60		13.60	18.09
All Grades		46.22	40.31		40.18	41.60		13.60	18.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		24.47	23.51		69.49	67.18		6.04	9.30
All Grades		24.47	23.51		69.49	67.18		6.04	9.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		37.76	32.30		56.19	58.66		6.04	9.04
All Grades		37.76	32.30		56.19	58.66		6.04	9.04

Conclusions based on this data:

1. On average 70-90 percent of the 11th graders are meeting or exceeding standards in all areas, however, the graduation rate is not reflective of the abilities of our students. This caused me to wonder about grading practices.

School and Student Performance Data

CAASPP Results Mathematics (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 11	329	364	413	0	316	383	0	316	383	0.0	86.8	92.7
All Grades	329	364	413	0	316	383	0	316	383	0.0	86.8	92.7

* 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 11		2635.	2608.		30.70	24.02		23.42	20.89		20.57	23.24		25.32	31.85
All Grades	N/A	N/A	N/A		30.70	24.02		23.42	20.89		20.57	23.24		25.32	31.85

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		36.83	26.89		39.37	41.78		23.81	31.33
All Grades		36.83	26.89		39.37	41.78		23.81	31.33

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		31.33	24.02		50.63	55.35		18.04	20.63
All Grades		31.33	24.02		50.63	55.35		18.04	20.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		31.33	24.54		54.11	60.05		14.56	15.40
All Grades		31.33	24.54		54.11	60.05		14.56	15.40

Conclusions based on this data:

- Majority of our students are exceed or at standard. School report's are not aligned.

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
1591	29.2	10.6	2.5	0.4	0.5	26.9	52	1.7

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

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
5.7% suspended at least one day	9.2% suspended at least one day	14.7% suspended at least one day	14% suspended at least one day	20% suspended at least one day		8.2% suspended at least one day	5.4% suspended at least one day	6.9% 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
24.5 points below standard	103.1 points below standard	179.2 points below standard	184 points below standard			113.3 points below standard	4.5 points above 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
46.8 points above standard	14.7 points below standard	120.4 points below standard	148.1 points below standard			34.3 points below standard	69.7 points above 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

MCHS will increase the number of students achieving C or better in A-G coursework by 5%

Baseline - 65% of MCHS student body have a C or better in A-G Coursework. 1031 out of 1538 Students. A 5 % increase would equal 1, 071 (40 or 41 students)

Identified Need

While 65% of our student body are earning a C or above in required A-G coursework toward graduation, the other 35 percent are earning below a C. For our subgroups there is a significant gap in the percentage of students in specific groups earning less than a C when compared to Asian and White ethnic groups.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Fall and Spring semester Grades
CAASPP ELA and Math Scores for 11th
graders

65% earning a C or above

Increase by 5% = 70%

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

Create Instructional Leadership Teams that will support the implementation of a wide range of research-proven teaching strategies and lesson designs. These teams should encompass various approaches, such as Culturally Responsive Teaching, Universal Design for Learning, and Ethnic Studies, among others.

Monitoring Effectiveness

How will this activity be monitored during the year?

Each instructional team will establish and agree upon specific criteria for observing during instructional learning walks, which will be conducted throughout the school day. This will involve collecting data on the actions and behaviors of students, as well as gathering samples of their work and assessments. Furthermore, the teams will analyze the data from interim progress reports and conduct empathy interviews with students to gain their perspectives on how various teaching strategies are impacting their learning.

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)
5000	0500 - Supplemental 1122 - Teacher Release Time Special Teams - CRT/Restorative/Wellness/UDL Curriculum implementation/Instructional walks/WASC - During the School Day
5000	0500 - Supplemental 1112 - Teacher Extended Day After School Planning for Special Teams - After School
5000	0500 - Supplemental

	4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Special Teams/CRT/Restorative(Wellness)/ILT
5000	0500 - Supplemental 1122 - Teacher Release Time WASC Teams - During the School Day
5000	0500 - Supplemental 1112 - Teacher Extended Day WASC Teams - After School
1000	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings WASC Team materials and Supplies
500	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) Study Spot Materials and Supplies
5185.70	0500 - Supplemental 1112 - Teacher Extended Day Math Tutoring - After School and Extended Library Academic Support
1400	0500 - Supplemental 4200 - Books - Other than Textbooks Freshmen Planners
1000	0500 - Supplemental 2213 – Classified Overtime (Family Mentor, Tech Assist etc.) Extende Library Academic Support.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Students with Disabilities, Socio Economically Disadvantaged, and Black, Indigineous, People of Color

Strategy/Activity

We are committed to offering a range of services to assist our students and their families. These services encompass the Bilingual Homework Club, Extended Library Hours, Study Spot, Math Tutoring, A-G Math Support, ELAC Meetings, Multilingual Welcome, Grade-Specific Parent Orientations, ELAC Parent Volunteers, Staff Trainings on IEP Accommodations, and Section 504 Trainings.

Monitoring Effectiveness

How will this activity be monitored during the year?

How will this activity be monitored throughout the year?

Sign-in sheets will be used to monitor student participation and determine its impact on end-of-semester grades (C or better). Additionally, sign-in sheets will be utilized to monitor parent and staff engagement. in sheets to monitor student participation, monitoring impact on end of semester grades/C or better.

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)
5000	0500 - Supplemental 1112 - Teacher Extended Day Extended Library Hours for Academic Support - MTSS
5000	0500 - Supplemental 1122 - Teacher Release Time During the School Day for Planning and Data - MTSS, IEP and 504 planning
1000	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Grade Specific Parent Orientations, Multilingual Welcome, ELAC Meetings, School Site Council
11000.75	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) 10,000 Degrees, Upward Bound, Academic Talent Search

Annual Review

SPSA Year Reviewed: 2023-24

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 deleted.

ANALYSIS

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

N/A

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

N/A

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.

N/A

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
- 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

MCHS strives to enhance student engagement by focusing on the attributes of the Graduate Profile which are Powerful Producer, Universal Citizen, Masterful Communicator, and Active Learner. PUMA attributes play a vital role in fostering student agency. Such aspects include one's identity, efficacy, belonging, inclusion, and appreciation for cultural diversity. The growth of the Graduate Profile attributes and the promotion of student agency are crucial in establishing a secure, inclusive, and culturally responsive learning environment that encourages well-being and prepares students for college and career success.

Identified Need

A survey was conducted among 1400 out of the 1591 students at MCHS, asking them if they felt a sense of belonging within their school community. Out of the respondents, 53% either agreed or strongly agreed, while 47% expressed that they did not feel like a part of the school community. Additionally, 45% of students reported self efficacy, and 53% were rated positively for well-being. These findings suggest that although more than half of our students feel connected to the school community and empowered to bring about change, the other half do not. Therefore, our focus will be on creating a more inclusive environment that fosters greater student belonging.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Student Efficacy and Well Being	Panorama Self Efficacy is currently 45% and Well Being 53% green	Panorama Self Efficacy 50% Well Being 58% green
Youth Truth Survey "I really feel like part of my school's community."	Youth Truth Questions "I really feel like part of my school's community." 42%	Youth Truth Questions "I really feel like part of my school's community." 47%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Minga Data	Participation with ASB events	Expected 5% overall increase

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

MCHS aims to enhance student agency by implementing research-based programs foster sense of belonging, inclusion, equitable representation of voices, culturally responsive learning environments, improved engagement and academic achievement. The school will further strengthen its efforts by continuing to implement the Safe School Ambassadors and Puma Peers (Link Crew) programs to support freshmen transitioning into high school. Additionally, the leadership program will be expanded, student voice assemblies will be organized, the Minga App will be utilized, and the School Culture Coordinator TOSA will be retained to ensure a positive school culture. The school will also begin the early phase in of a Wellness Center that will accessible to all students.

Monitoring Effectiveness

How will this activity be monitored during the year?

How will this activity be monitored throughout the year?

The monitoring of this activity will involve the use of three main sources of data: Youth Truth Data, Panorama Data, Attendance reports, and Minga.

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)

5000	0500 - Supplemental 4412 - Hardware (under \$5,000) Classroom Technology (Journalism)
700.30	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Safe Schools Ambassadors (SSA) refreshments and End of Year Regalia
1200	0500 - Supplemental 1122 - Teacher Release Time Safe Schools Ambassadors (SSA) (2 staff/2x per yr)
2400	0500 - Supplemental 1112 - Teacher Extended Day Leadership Trainings (2 Days)
5544.70	0500 - Supplemental 1112 - Teacher Extended Day Puma Peers Training
1500	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Puma Peers Supplies
500	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Freshmen Welcome - New Parent Orientation/Multilingual Welcome
350	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Student Voices materials/supplies
8010	0500 - Supplemental 5817 - Online Computing Services / Software Licenses MINGA
32000	0500 - Supplemental

1000-1999: Certificated Personnel Salaries
WASC/School Culture Coordinator

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

MCHS aims to enhance student agency by implementing proven research-based school programs that promote student agency, a sense of belonging, inclusion, equitable representation of voices, culturally responsive learning environments, as well as improved engagement and academic achievement. The school will strengthen its efforts by continuing to implement various affinity groups to foster a sense of belonging, such as student clubs with similar interests, heritage clubs, and ethnicity clubs. Additionally, ELAC families are welcomed at the beginning of the school year to increase engagement. The school provides several opportunities for students to connect with their own identities within both the explicit and implicit school culture, such as the Wellness Festival, cultural wealth events, LARC, and parental support and training through ELAC.

Monitoring Effectiveness

How will this activity be monitored during the year?

Sign in sheets.

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)
500	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Wellness Festival materials/supplies, Wellness Center
500	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Mentoring Programs Multilingual (Parents)
1000	0500 - Supplemental

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings
ELAC Family Engagement College Bridge Programs (Upward Bound, 10000 degrees, Academic Talent Search)

Annual Review

SPSA Year Reviewed: 2023-24

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 deleted.

ANALYSIS

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

This will be the first year implementing this goal.

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

N/A

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.

N/A

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

Goal 3: To ensure higher learning outcomes for all students, 95% of MCHS staff will participate in professional development related to Anti Racist Curriculum, ETHS Pedagogy, Universal Design for Learning, Culturally Responsive Teaching, and Restorative Practices. The effectiveness of this goal will be measured by the number of students achieving a grade of C or better in A-G coursework.

Identified Need

MCHS Staff is committed to ensuring that all students achieve a grade of C or better in A-G coursework. Recent data has revealed a significant disparity between the number of students in our subgroups who achieve a grade of C or better in A-G core courses compared to the overall MCHS population. To address this, it is crucial for 95% of MCHS staff to participate in professional development and collaboration opportunities that equip teachers with the necessary tools to implement equitable instructional practices. This includes incorporating anti racist curriculum, implementing ETHS Pedagogy, utilizing Universal Design for Learning, practicing Culturally Responsive Teaching, and implementing Restorative Practices. By doing so, we aim to improve the learning outcomes for all students and increase the number of students who are able to meet the A-G graduation and college requirements in A-G coursework.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
95% of staff will participate in one or more of professional development options (listed above)	New Action- no baseline	95% participation

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

Instructional Leadership Teams (ILT), Equity Leadership Team (ELT), and Restorative Leadership Teams will provide professional development opportunities during staff collaborative meetings. These teams will use release days to prepare and conduct learning walks to monitor implementation. To address this, it is crucial for 95% of MCHS staff to participate in professional development and collaboration opportunities that equip teachers with the necessary tools to implement equitable instructional practices. This includes incorporating an anti-racist curriculum, implementing the ETHS Pedagogy, utilizing Universal Design for Learning, practicing Culturally Responsive Teaching, and implementing Restorative Practices. By doing so, our aim is to improve the learning outcomes for all students and increase the number of students who are able to meet the A-G graduation and college requirements in A-G coursework.

Monitoring Effectiveness

How will this activity be monitored during the year?

Teachers will enter related release days into our Absence Management System for learning walk days, and teachers who will be implementing strategies will agree to be observed by the teams. The data will be shared school-wide during staff collaborative meetings, and staff will be surveyed about their experience.

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)
1500.25	0500 - Supplemental 4200 - Books - Other than Textbooks Professional Development
3695	0500 - Supplemental 5817 - Online Computing Services / Software Licenses MOTE, Kahoot, Edpuzzle, Adobe
2000	0500 - Supplemental

	5817 - Online Computing Services / Software Licenses
1000	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) Truss Leadership, Vertical Alignment with Feeder Schools, UC, CSU, Private College Instructional Walks
1999	0500 - Supplemental 1122 - Teacher Release Time truss leadership

Annual Review

SPSA Year Reviewed: 2023-24

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 deleted.

ANALYSIS

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

First year implementing this goal

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

N/A

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.

N/A

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	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$125,485.70
Total Federal Funds Provided to the School from the LEA for Title I	\$0.00

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 (\$)
------------------	-----------------

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 (\$)
0500 - Supplemental	\$125,485.70

Subtotal of state or local funds included for this school: \$125,485.70

Total of federal, state, and/or local funds for this school: \$125,485.70

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

125,485.70

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries

32,000.00

1112 - Teacher Extended Day

28,130.40

1122 - Teacher Release Time

18,199.00

2213 – Classified Overtime (Family Mentor, Tech Assist etc.)

1,000.00

4200 - Books - Other than Textbooks

2,900.25

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

12,050.30

4311 - Instructional Materials (Non-Consumables)

500.00

4412 - Hardware (under \$5,000)

5,000.00

5800 – Other Services (Consultants; Field Trip Admissions, etc)

12,000.75

5817 - Online Computing Services / Software Licenses

13,705.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0500 - Supplemental	32,000.00
1112 - Teacher Extended Day	0500 - Supplemental	28,130.40
1122 - Teacher Release Time	0500 - Supplemental	18,199.00
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	0500 - Supplemental	1,000.00
4200 - Books - Other than Textbooks	0500 - Supplemental	2,900.25
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	0500 - Supplemental	12,050.30
4311 - Instructional Materials (Non-Consumables)	0500 - Supplemental	500.00
4412 - Hardware (under \$5,000)	0500 - Supplemental	5,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	12,000.75
5817 - Online Computing Services / Software Licenses	0500 - Supplemental	13,705.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	56,086.45
Goal 2	59,205.00
Goal 3	10,194.25

School Site Council Membership

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

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

Name of Members	Role
Monique Luke	Principal
Tiffany Jahnke	Parent or Community Member
Jordan Henry	Classroom Teacher
Karen Lloyd	Other School Staff
Margaret Brady Long	Classroom Teacher
Irania Guerrero Diaz	Classroom Teacher
Nicole Rosaschi	Parent or Community Member
Kim Cohee	Parent or Community Member
Meghan Marre	Other School Staff

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

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 5/13/24.

Attested:



Principal, Monique Luke on 5/13/24

SSC Chairperson, Jordan Henry on 5/13/24

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/>

Developed by the California Department of Education, January 2019