School Year: **2022-23**

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
Montgomery High School	49 70920 4934154	5/25/22	06/09/2021

Contact Person: Adam Paulson

Position: Principal

Phone Number: 707-890-3830

Address: 1250 Hahman Dr.
Santa Rosa, CA 95405-6934

E-mail Address: apaulson@srcs.k12.ca.us

Purpose and Description

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

> Schoolwide Program

> Comprehensive Support and Improvement

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

Montgomery High School plans to effectively meet ESSA requirements by aligning our site goals to district LCAP goals. Our goals are to prepare students to be high school, college and career ready through high quality classroom instruction.

Stakeholder 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

Montgomery High School reviewed the SPSA with both School Site Council Members and ELAC Committee members to evaluate school wide data and goals. SSC and ELAC meet once per month. These two groups will also evaluate the effectiveness of the plan as the school year progresses.

Resource Inequities – Required for CSI / ATSI

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

This school year, the global pandemic due to COVID-19 has uncovered some inequities in digital resources. Although the school has provided a device and hotspot for families to ensure every student has access, home environments conducive to a good learning environment vary.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	1.15%	1.2%	1.32%	19	19	21
African American	3.14%	2.9%	3.21%	52	47	51
Asian	3.32%	4.2%	3.83%	55	68	61
Filipino	1.81%	1.7%	1.76%	30	28	28
Hispanic/Latino	48.73%	50.4%	51.16%	807	818	814
Pacific Islander	0.91%	1.4%	1.19%	15	23	19
White	37.8%	35.4%	33.88%	626	575	539
Multiple/No Response	3.14%	2.8%	3.58%	52	46	57
			Total Enrollment	1,656	1,624	1591

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	435	414	387
Grade 10	434	424	411
Grade 11	420	403	413
Grade 12	367	383	380
Total Enrollment	1,656	1,624	1,591

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	129	156		7.8%	9.6%	
Fluent English Proficient (FEP)	581	557		35.1%	34.3%	
Reclassified Fluent English Proficient (RFEP)	55	12		29.6%	9.3%	

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Two or More Races		
Native Hawaiian or Pacific Islander		
White		

Conclusions based on this data:

1. IB instructional program- IB School Wide, AVID School Wide, A-G completion rates, and School-Wide Instructional Framework. Still need to improve on going Course enrollment data by subgroups Ongoing grade data, ongoing teacher collaborative work to support EL students

2. Increase the number of students successfully completing A-G courses with a C or better in all grade levels, with a special emphasis on 9th and 10th graders. Montgomery will continue to extend and refine current student supports, investigating and collating possible new supports, and deciding on and implementing new interventions for students who are struggling. A specific emphasis will be placed on engaging the staff in considering a bell schedule change to create embedded tutoring and academic support for all students. As part of implementing supports, the staff will also be engaged in considering a school-wide instructional framework and their impacts on student performance. Montgomery will also include the IB learner profile and AVID for all students

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Orange	**Graduation Rate** Orange	**Suspension Rate** Orange
Mathematics Orange	**Chronic Absenteeism**	
English Learner Progress		
College/Career Red		

Conclusions based on this data:

1. Increase the number of students successfully completing A-G courses with a C or better in all grade levels, with a special emphasis on 9th and 10th graders. Montgomery will continue to extend and refine current student supports, investigating and collating possible new supports, and deciding on and implementing new interventions for students who are struggling. A specific emphasis will be placed on engaging the staff in considering a bell schedule change to create embedded tutoring and academic support for all students. As part of implementing supports, the staff will also be engaged in considering a school-wide instructional framework and their impacts on student performance. Montgomery will also include the IB learner profile and AVID for all student

2. IB instructional program- IB School Wide, AVID School Wide, A-G completion rates, and School-Wide Instructional Framework. Still need to improve on going Course enrollment data by subgroups Ongoing grade data, ongoing teacher collaborative work to support EL students

3. No new data for this year as the CAASPP test was not administered in 19-20 due to COVID pandemic

3. No new data for this year as the CAASPP test was not administered in 19-20 due to COVID pandemic

School and Student Performance Data

Academic Performance
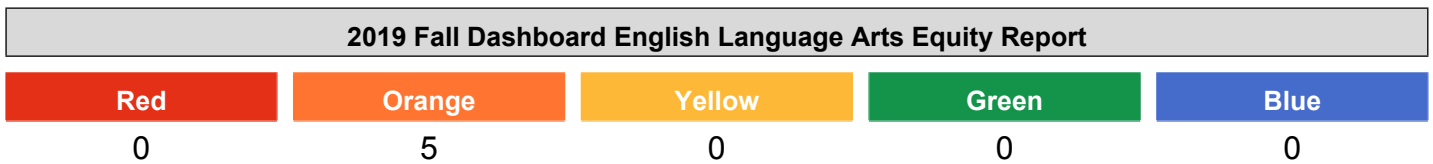## English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
4.9 points below standard	88 points below standard	Less than 11 Students - Data Not Displayed for Privacy
339	54	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	22.4 points below standard	114.6 points below standard
1	141	60

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
7.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
12	1	10	5

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Orange
25.2 points below standard	62.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	14.4 points above standard
151	13	1	142

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
178.1 points below standard	59.4 points below standard	10 points above standard
13	41	202

Conclusions based on this data:

1. IB instructional program- IB School Wide, AVID School Wide, A-G completion rates, and School-Wide Instructional Framework. Still need to improve on going Course enrollment data by subgroups Ongoing grade data, ongoing teacher collaborative work to support EL students

2. Increase the number of students successfully completing A-G courses with a C or better in all grade levels, with a special emphasis on 9th and 10th graders. Montgomery will continue to extend and refine current student supports, investigating and collating possible new supports, and deciding on and implementing new interventions for students who are struggling. A specific emphasis will be placed on engaging the staff in considering a bell schedule change to create embedded tutoring and academic support for all students. As part of implementing supports, the staff will also be engaged in considering a school-wide instructional framework and their impacts on student performance. Montgomery will also include the IB learner profile and AVID for all student

3. Montgomery still needs to provide academic and real-world support for ELs, ELD Support Lab: provided to students with ELPAC 1-2 levels, and newcomers. ELD Support Lab: provided to students with ELPAC 3-4 and LTELs levels. EL materials and supplies; this includes LTELs and monitored RFEPs.

No new data for this year as the CAASPP test was not administered in 19-20 due to COVID pandemic
We expect CAASPP data fro the 21-22 school year

School and Student Performance Data
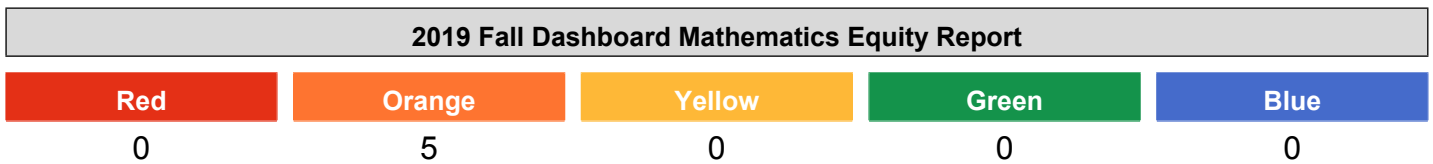
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
72.5 points below standard	150.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
330	52	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	92.3 points below standard	180.4 points below standard
1	138	57

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
99.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
13	1	10	5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
102.4 points below standard	117.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	48.6 points below standard
148	11	1	137

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
223 points below standard	128.7 points below standard	56 points below standard
12	40	197

Conclusions based on this data:

1. Montgomery will continue to extend and refine current student supports, investigating and collating possible new supports, and deciding on and implementing new interventions for students who are struggling. A specific emphasis will be placed on engaging the staff in considering a bell schedule change to create embedded tutoring and academic support for all students. As part of implementing supports, the staff will also be engaged in considering a school-wide instructional framework and their impacts on student performance. Montgomery will also include the IB learner profile and AVID for all student

2. No new data for this year as the CAASPP test was not administered in 19-20 due to COVID pandemic

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
44 making progress towards English language proficiency
Number of EL Students: 100
Performance Level: Low
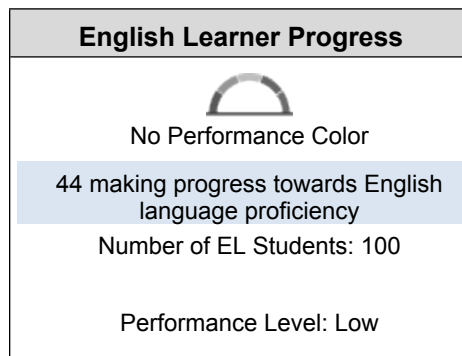
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
17	39	2	42

Conclusions based on this data:

1. Montgomery will continue to extend and refine current student supports, investigating and collating possible new supports, and deciding on and implementing new interventions for students who are struggling. A specific emphasis will be placed on engaging the staff in considering a bell schedule change to create embedded tutoring and academic support for all students. As part of implementing supports, the staff will also be engaged in considering a school-wide instructional framework and their impacts on student performance. Montgomery will also include the IB learner profile and AVID for all student

2. No new data for this year as the CAASPP test was not administered in 19-20 due to COVID pandemic

# School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Montgomery will continue to extend and refine current student supports, investigating and collating possible new supports, and deciding on and implementing new interventions for students who are struggling. A specific emphasis will be placed on engaging the staff in considering a bell schedule change to create
    embedded tutoring and academic support for all students. As part of implementing supports, the staff will also be engaged in considering a school-wide instructional framework and their impacts on student performance. Montgomery will also include the IB learner profile and AVID for all student

2. No new data for this year as the CAASPP test was not administered in 19-20 due to COVID pandemic

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
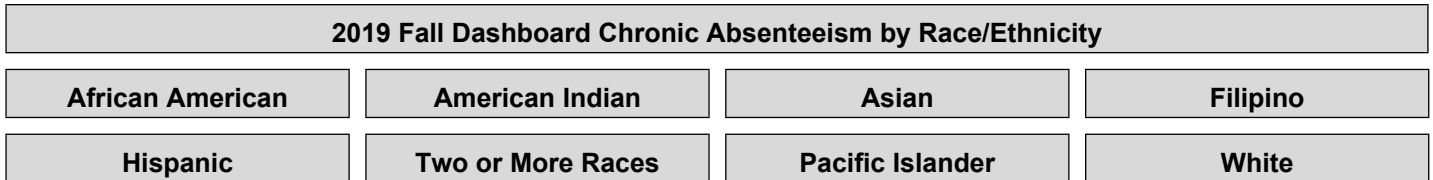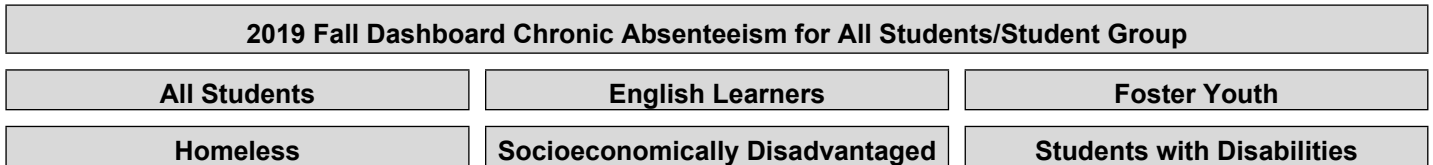
Conclusions based on this data:

1. Dashboard data is frozen due to the global pandemic leading to school closure in the spring 2019

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. Increase the number of students successfully completing A-G courses with a C or better in all grade levels. Montgomery will continue to extend and refine current student supports, investigating and collating possible new supports, and deciding on and implementing more new interventions for students who are struggling

2. Dashboard data is frozen due to the global pandemic leading to school closure in the spring 2019

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	1	2	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Orange

5.9

Increased +1.5

1766

English Learners

Green

4.1

Declined Significantly -2.6

195

Foster Youth

No Performance Color

11.1

Declined -3.2

18

Homeless

No Performance Color

13.3

Increased +5.6

15

Socioeconomically Disadvantaged

Orange

6.7

Increased +1.1

847

Students with Disabilities

Red

9.4

Increased Significantly +4.2

276
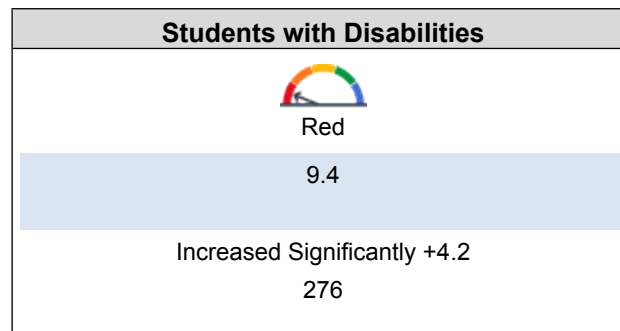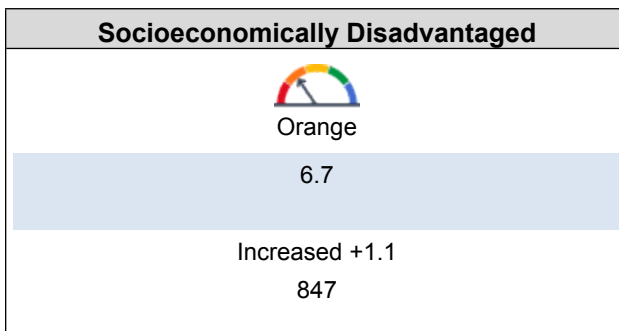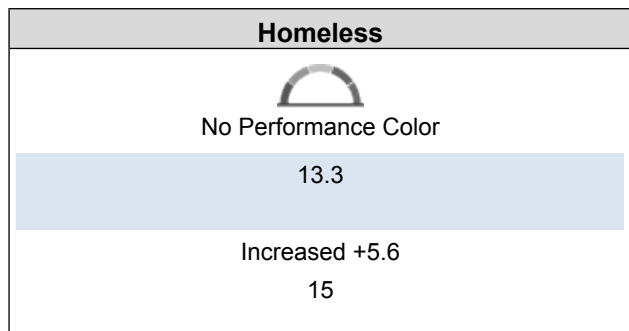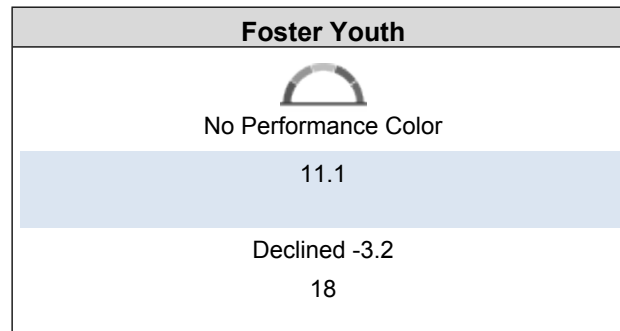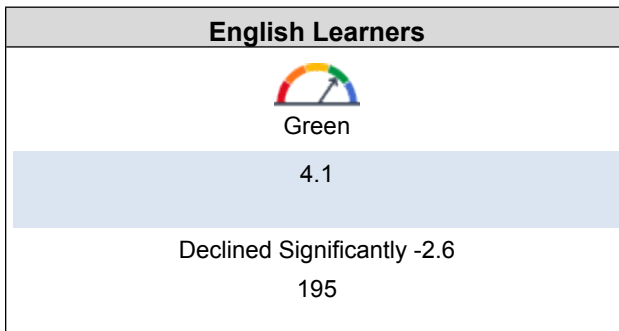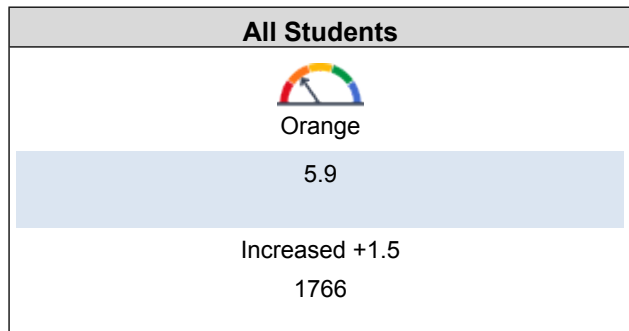
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	Yellow	No Performance Color
17.5	13.3	1.8	3.2
Increased +14.1	Increased +13.3	Maintained +0.2	Increased +3.2
63	15	57	31

Hispanic	Two or More Races	Pacific Islander	White
Orange	Green	No Performance Color	Orange
5.6	5.8	0	5.5
Increased +0.9	Declined -1.4	Maintained 0	Increased +1.3
832	86	13	669

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.4	5.9

Conclusions based on this data:

1. Work on lower suspension rates while supporting the whole child through restorative practices, SAY services, SOLL Counselors, BEST Plus, Safe School Ambassadors, Link Crew(fall 2020), and the College and Career Center

2. Dashboard data is frozen due to the global pandemic leading to school closure in the spring 2019

Goals, Strategies, & Proposed 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

Address learning loss by increasing A-G supports.

Increase the number of students successfully completing A-G courses with a C or better in all grade levels, with a special emphasis on additional supports for 9th and 10th graders. Montgomery will continue to extend and refine current student supports, investigating and collating possible new supports, and deciding on and implementing new interventions for students who are struggling. As part of implementing support, the staff will also be engaged in considering our current school-wide instructional framework and their impacts on student performance. In addition, Montgomery will tolerate smaller sections in order to allow programs to rebuild, such as the arts, IB, and AVID.

Identified Need

Using data to analyze current tiered interventions and to implement new tiered interventions for specific populations. Implementing AVID and IB strategies school wide

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D and F reports	# of D and F grades by subgroup	Decrease the number of students with Ds and Fs by 8% across all sub groups
A-G completion rates by sub group	Current A-G completion rates by sub group	Increase A-G completion rate by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Data - Academic Challenge	This summary measure describes the degree to which students feel that they are challenged by their coursework and teachers. MHS scored a 3.66 on a scale from 1-5.	Meet or exceded district average
Youth Truth Data - College & Career Readiness	This summary measure describes the degree to which students feel equipped to pursue college and careers. MHS scored a 2.90 on a scale from 1-5.	Meet or exceded district average

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)

EL, ALD and RFEP students

Strategy/Activity

MHS will provide supplemental academic and SEL support for our EL/ALD programs and RFEP students

Monitoring Effectiveness
How will this activity be monitored during the year?

We will be hosting two data nights this year. One in the Spring and one in the fall. School Site Council, Monty Leadership Team and Community will be invited to participate and give feedback on our progress toward goals.

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)
1260.05	3010 - Title I

Amount(s)	Source(s)
	4200 - Books - Other than Textbooks Supplementary reading material for EL/ALD and RFEP students
	library books increasing awareness of and sensitivity towards low income and low performing students*
2500.00	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Student Planners
39,143.83	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Read 180 curriculum - targeted intervention for low performing students

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

MHS will provide Tier 2 supports for struggling students

Monitoring Effectiveness
How will this activity be monitored during the year?

Pre and Post survey for students, faculty and parents.

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

| | Community Member consultants during after school tutoring |

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

MHS will provide Tier 1 supports for College and Career Readiness

Strategy/Activity

All Students

Monitoring Effectiveness
How will this activity be monitored during the year?

College and career readiness Indicator from the CA dashboard will be compared year over year

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)
3000.00	3010 - Title I 1112 - Teacher Extended Day Extra hours: focused team time for Tier 1 or Tier 2 teams to review data, work on systems, (minor vs major, behavior flow charts, planning connection days)
20,140.27	3010 - Title I 1xxx – FTE Certificated Salaries .2 FTE MTSS Coordinator
6000.00	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Incentives: Attendance, Behavior, Grades
4500.00	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

	Supplies: for Counselors, Restoratives, & Student Engagement Activity Workers
1000.00	0500 - Supplemental 4200 - Books - Other than Textbooks Books for college and career Center
4000.00	0500 - Supplemental 1112 - Teacher Extended Day Release days for core curriculum planning
5000.00	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Student Planners

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

AVID Students

Strategy/Activity

MHS will provide Tier 1 supports for AVID Students

Monitoring Effectiveness
How will this activity be monitored during the year?

Pre and Post surveys for students and faculty.

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)
4000.00	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) AVID tutors (4 rotating tutors from Sonoma State)
2000.00	0500 - Supplemental

	5800 – Other Services (Consultants; Field Trip Admissions, etc) Field Trips for AVID students - college visits community trips
1000.00	0500 - Supplemental 1112 - Teacher Extended Day Teacher pay for filed trips
1500.00	0500 - Supplemental 1122 - Teacher Release Time Substitute teachers for AVID activities
5000.00	0500 - Supplemental 5215 - Staff Travel & Conferences Annual AVID conference - yearly cohort of teachers to be trained on AVID strategies
3,180.25	0500 - Supplemental 1000-1999: Certificated Personnel Salaries AVID Coordinator Stipend should be 1913
1000.00	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings AVID supplies for tutorial
1000.00	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Supplies for AVID and parent meetings - 1000.00 is 4310 in budget sheet

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

IB students

Strategy/Activity

MHS will provide Tier 1 supports for IB students

Monitoring Effectiveness

How will this activity be monitored during the year?

Pre and Post surveys for students and faculty.

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)
500.00	0500 - Supplemental 1112 - Teacher Extended Day Teacher extra duty for field trips
1000.00	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)
1000.00	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables)
5000.00	0500 - Supplemental 5215 - Staff Travel & Conferences Annual IB conference - Yearly cohort of teachers to learn IB strategies
8000.00	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) IB operating costs, fees, scholarships for tests

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

AVID students / HUR students

Strategy/Activity

Montgomery will provide AVID students with supplies

Monitoring Effectiveness

How will this activity be monitored during the year?

Pre and Post surveys for students and faculty.

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)

Annual Review

SPSA Year Reviewed: 2021-22

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.

On 5/24/2021, the SSC evaluated the overall effectiveness of the 2020-21 Title I, Goal 1 Activities. The Title I Activity Evaluation of Programs document was used to ensure that the strategies/activities were effectively being implemented.

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

The main differences was having difficulty implementing the after school tutoring program and spending field tips funds due to the school being in virtual learning for most of the 2020-2021 school year. SSC met and approved all adjustments to Title I Activities.

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.

Changes in Goal 1 from 2020-21 to 2021-22 school year included minor adjustments in the wording of the goals The SSC determined the need to eliminate work on the bell schedule which was part of the 20-21 SPSA. Our metrics have shifted from using CA dashboard to using local data, and our annual outcomes for 21-22 will come from local data. Changes can be found in the 21-22 SPSA under Goal 1.

Goals, Strategies, & Proposed 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

Provide multiple pathways for students to connect with the school staff and add additional mental health support.

Montgomery will focus on making connections first in the classroom, Restorative Practices, social emotional learning, and mental and behavioral health services, through restorative circles, a connection campaign, extended orientation days, the addition of the on site therapist, family engagement staff, and student engagement activity workers.

Identified Need

Data collection and analysis of MTSS data on success of interventions, offering ongoing Professional Development for staff and families on school culture; Culturally Responsive and Sustaining pedagogies; implementing AVID and IB strategies school wide; increasing enrollment in AVID and IB programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey Data response - College and Career Readiness	Families responded 2.72 on a scale of 1 to 5 whether they strongly agree to the question: "Teachers clearly communicate expectations for my child's progress" - This is below the district average.	Meet or exceed district average
Youth Truth Survey Data response - Engagement	This summary measure describes the degree to which students perceive	Meet or exceed district average for all grade levels

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	themselves as engaged with their school and their education. MHS scored a 3.24 on a scale from 1-5.	
Youth Truth Survey Data response - Culture	This summary measure describes the degree to which students believe that their school fosters a culture of respect and fairness. MHS scored a 2.83 on. a scale from 1-5.	Meet or exceed district average for all grade levels
Youth Truth Survey Data response - Belonging & Peer Collaboration	This summary measure describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates. MHS scored a 3.06 on. a scale from 1-5.	Meet or exceed district average for all grade levels
IB and AVID enrollment	Current year AVID and IB enrollment	Increase enrollment for both AVID and IB classes by 10% year over year

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

MHS will engage families in a monthly parent forum to discuss relevant school topics.

Monitoring Effectiveness
How will this activity be monitored during the year?

Pre and Post surveys for parents during each meeting

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)
1500.00	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Monthly parent meetings
800.00	3010 - Title I 4316 – Food – Ind-District Meetings Light refreshments for parent meetings
1000.00	3010 - Title I 5901 - Postage Postage for family event advertisement
1000.00	3010 - Title I 2913 – Classified Extra Duty (Childcare-parent engagement) Classified staff helping with meetings
1000.00	3010 - Title I 2913 – Classified Extra Duty (Childcare-parent engagement) Child care (reallocate)

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

Campus Beautification: Principal Paulson works with families and students to build positive school culture. During these project days, Restorative Specialist and Family Engagement Facilitator provide guidance to students and families in the areas of conflict resolution and family engagement strategies

Monitoring Effectiveness
How will this activity be monitored during the year?

Youth Truth Survey Data response - 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)
2000.00	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings For equipment and meeting supplies

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

MHS will provide conference opportunities for staff to help foster positive, inclusive school culture.

Monitoring Effectiveness
How will this activity be monitored during the year?

Qualitative data - Reflection from teachers and presentation to staff during Learning Strands

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)
2500.00	0500 - Supplemental 5215 - Staff Travel & Conferences Conferences to foster positive, inclusive school culture.

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

MHS will provide a Piano accompanist for live performances

Monitoring Effectiveness
How will this activity be monitored during the year?

Youth truth school culture survey data

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)
4000.00	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) Piano Accompanist

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

MHS will provided support Safe School Ambassador / Upward Bound programs

Monitoring Effectiveness
How will this activity be monitored during the year?

Youth Truth Survey Data response - Culture, Pre and Post surveys from students

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	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

	Upward Bound Supplies
1000.00	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Upward Bound Supplies
1000.00	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Safe School Ambassador Supplies
1000.00	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Safe School Ambassador Supplies

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

MHS will provide supplies / furniture in the main office / student services buildings to make it more safe and welcoming for all students

Monitoring Effectiveness
How will this activity be monitored during the year?

Survey for students

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 4300 – Materials/Supplies (Consumables, snacks for parent meetings)

	Supplies for the Student Services Center
1000.00	0500 - Supplemental 4400 - Equipment (under $5,000) Furniture for the Student Services Center
2500.00	3010 - Title I 4400 - Equipment (under $5,000) Furniture for the Student Services Center

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

MHS will provide filed trips and consultants around the school-wide theme of positive relationships and connection

Monitoring Effectiveness
How will this activity be monitored during the year?

Youth Truth Survey Data response - Culture, Belonging & Peer Collaboration

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 5800 – Other Services (Consultants; Field Trip Admissions, etc)
2500.00	

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

MHS will provide staffing / safety equipment to ensure the campus can be adequately monitored by campus supervision, administrators and teachers

Monitoring Effectiveness
How will this activity be monitored during the year?

Panorama survey data

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)
2000.00	0500 - Supplemental 4400 - Equipment (under $5,000) Campus golf cart / repairs
5000.00	3010 - Title I 1112 - Teacher Extended Day Additional supervision to provide students with more teacher contact time.

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

MHS will add an additional counselor to the staff

Monitoring Effectiveness
How will this activity be monitored during the year?

Panorama / Youth Truth Data

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)
121,998.27	0500 - Supplemental 1000-1999: Certificated Personnel Salaries Additional Counselor

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Contribute to the sound system in the gym for student assemblies, SEL activities and award ceremonies.

Monitoring Effectiveness
How will this activity be monitored during the year?

Youth Truth and Panorama Data

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)
5000.00	0500 - Supplemental 4400 - Equipment (under $5,000) Sound system

Annual Review

SPSA Year Reviewed: 2021-22

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.

On 5/24/2021, the SSC evaluated the overall effectiveness of the 2020-21 Title I, Goal 2 Activities. The Title I Activity Evaluation of Programs document was used to ensure that the strategies/activities were effectively being implemented.

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

The main differences with the intended implementation of Goal 2 was the difficulty in working with community and student groups virtually. These activities were planned with the assumption we would be back to an in person schedule. Implementation was difficult due to the school being in virtual learning for most of the 2020-2021 school year. Therefore, some Title I Activities, such as staff PD and after school activities in Activity 2 were either eliminated or adjusted during the year. SSC met and approved all adjustments to Title I Activities.

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.

Changes in Goal 2 from 2020-21 to 2021-22 school year include the addition of Activities 3,4,5,6 and 7. The SSC determined the need to reword all Activities in Goal 2 which were part of the 20-21 SPSA. Our metrics have narrowed to local data and Youth Truth Survey results. Our annual outcomes for 21-22 will come from Youth Truth Survey data as well. Changes can be found in the 21-22 SPSA under Goal 2.

Goals, Strategies, & Proposed 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

a. MHS will create a system of metrics and monitoring to understand student achievement, areas of strength and areas of growth.

Montgomery will create new, authentic assessments. This will include benchmarks and summative assessments for students, and program measurements to understand efficacy. Programs (IB, AVID, etc) will be reviewed on a regular basis to ensure that the program continues to meet the needs of its students. Begin using a response to intervention within the tiered support model.

b. Augment and support the use of technology and professional development to enhance student achievement.

MHS will continue to analyze and strategize about the proper equipment and training needed to foster the best learning environment for students, staff and families. Mindful of the ever-evolving nature of technology, MHS needs to update its tech resources as they become outdated. MHS needs to continue to be reflective about prioritizing training teachers on how technology can be best integrated into the classroom instruction while teaching and training students how to manage the technology that will be expected of them once in college and in the marketplace.

Identified Need

MHS needs to update its tech resources that are outdated. MhS also needs to prioritize relevant site specific professional development to keep teachers up to date.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey Data	Staff responded 2.94 on a scale of 1 to 5 whether they strongly agree to the question: I have the necessary resources to do my job well.	Meet or exceed the district average

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Staff responded 3.38 on a scale of 1 to 5 whether they strongly agree to the question: My school supports me in implementing what I have learned in professional development. Both data points are below the district average	
NWEA MAP Assessment	Three benchmarks will be taken during the 22-23 school year	Meet or exceed the district average

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

Continue to update software, hardware and computer labs on campus.

Monitoring Effectiveness
How will this activity be monitored during the year?

Tech team will be developed and will draft a five year tech plan

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)
5000.00	3010 - Title I

	4412 - Hardware (under $5,000)
1000.00	3010 - Title I 4312 - Software
1000.00	0500 - Supplemental 4312 - Software
1000.00	0500 - Supplemental 4400 - Equipment (under $5,000)
8000.00	0500 - Supplemental 4412 - Hardware (under $5,000) 4312? Turn It In.Services
5000.00	3010 - Title I 5817 - Online Computing Services / Software Licenses
3001.50	0500 - Supplemental 5817 - Online Computing Services / Software Licenses
10400	3010 - Title I 4412 - Hardware (under $5,000) 2 chrome carts for targeted intervention with struggling students *
2400	3010 - Title I 4412 - Hardware (under $5,000) 10 chromebooks strictly for parent meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

MHS will provide Professional Development, Training and Conferences to support pedagogical leadership and innovation

Monitoring Effectiveness
How will this activity be monitored during the year?

Qualitative data - Reflection from teachers and presentation to staff during Learning Strands

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)
3806.81	0500 - Supplemental 5215 - Staff Travel & Conferences Conferences including Learning Forward, PBIS, UbD, Project Based Learning and Blended Learning
2000.00	3010 - Title I 5215 - Staff Travel & Conferences Conferences including Learning Forward, PBIS, UbD, Project Based Learning and Blended Learning
2000.00	3010 - Title I 5800 – Other Services (Consultants; Field Trip Admissions, etc) Consultants for Project Based Learning Professional Development

Annual Review

SPSA Year Reviewed: 2021-22

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.

Goal 3 is in the first year of implementation for the 2021-22 school year. Therefore, an analysis will be implemented for the 2022-23 SPSA.

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

Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Senior High Tech II in main office (3 hours per day times 180). Duties include counselor support, parent student communication.	.375 FTE clerical classified	0500 - Supplemental	24860.1	Goal 1 - Activity 1
Support for ALD/ELD sections	ALD/ELD teacher	0500 - Supplemental	66083	Goal 1 - Activity 1
After School tutoring - 2 staff - 2 hours a day 150 days	After school tutoring	3010 - Title I	19081.50	Goal 1 - Activity 2
Coordinating MTSS activities	MTTS Coordinator	3010 - Title I	39,140.27	Goal 1 - Activity 3
Support for AVID	.2 Avid Teacher	3010 - Title I	22,101.9	Goal 1 - Activity 4
Support for AVID	AVID coordinator stipend	0500 - Supplemental	3,180.25	Goal 1 - Activity 4
Tier 1 college and career ready support	Testing Center Attendant	0500 - Supplemental	6,284.33	Goal 1 - Activity 3

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

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	$131,910.36
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$326,130.98

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	$119,144.15

Subtotal of additional federal funds included for this school: $119,144.15

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 ($)
	$2,500.00
0500 - Supplemental	$204,486.83

Subtotal of state or local funds included for this school: $206,986.83

Total of federal, state, and/or local funds for this school: $326,130.98

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
0500 - Supplemental	210,043.19	5,556.36
3010 - Title I	131,910.36	12,766.21

Expenditures by Funding Source

Funding Source	Amount
	2,500.00
0500 - Supplemental	204,486.83
3010 - Title I	119,144.15

Expenditures by Budget Reference

Budget Reference	Amount
	2,500.00
1000-1999: Certificated Personnel Salaries	125,178.52
1112 - Teacher Extended Day	13,500.00
1122 - Teacher Release Time	1,500.00
1xxx – FTE Certificated Salaries	20,140.27
2913 – Classified Extra Duty (Childcare-parent engagement)	2,000.00

4200 - Books - Other than Textbooks	2,260.05
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	52,143.83
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	16,500.00
4311 - Instructional Materials (Non-Consumables)	1,000.00
4312 - Software	2,000.00
4316 – Food – Ind-District Meetings	800.00
4400 - Equipment (under $5,000)	11,500.00
4412 - Hardware (under $5,000)	25,800.00
5215 - Staff Travel & Conferences	18,306.81
5800 – Other Services (Consultants; Field Trip Admissions, etc)	22,000.00
5817 - Online Computing Services / Software Licenses	8,001.50
5901 - Postage	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		2,500.00
1000-1999: Certificated Personnel Salaries	0500 - Supplemental	125,178.52
1112 - Teacher Extended Day	0500 - Supplemental	5,500.00
1122 - Teacher Release Time	0500 - Supplemental	1,500.00
4200 - Books - Other than Textbooks	0500 - Supplemental	1,000.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	0500 - Supplemental	6,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	7,000.00

4311 - Instructional Materials (Non-Consumables)	0500 - Supplemental	1,000.00
4312 - Software	0500 - Supplemental	1,000.00
4400 - Equipment (under $5,000)	0500 - Supplemental	9,000.00
4412 - Hardware (under $5,000)	0500 - Supplemental	8,000.00
5215 - Staff Travel & Conferences	0500 - Supplemental	16,306.81
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	20,000.00
5817 - Online Computing Services / Software Licenses	0500 - Supplemental	3,001.50
1112 - Teacher Extended Day	3010 - Title I	8,000.00
1xxx – FTE Certificated Salaries	3010 - Title I	20,140.27
2913 – Classified Extra Duty (Childcare-parent engagement)	3010 - Title I	2,000.00
4200 - Books - Other than Textbooks	3010 - Title I	1,260.05
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	3010 - Title I	46,143.83
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	3010 - Title I	9,500.00
4312 - Software	3010 - Title I	1,000.00
4316 – Food – Ind-District Meetings	3010 - Title I	800.00
4400 - Equipment (under $5,000)	3010 - Title I	2,500.00
4412 - Hardware (under $5,000)	3010 - Title I	17,800.00
5215 - Staff Travel & Conferences	3010 - Title I	2,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	3010 - Title I	2,000.00
5817 - Online Computing Services / Software Licenses	3010 - Title I	5,000.00

| 5901 - Postage | 3010 - Title I | 1,000.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	121,724.40
Goal 2	159,798.27
Goal 3	44,608.31

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

2 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

1 Secondary Students

Name of Members	Role
Adam Paulson	Principal
Katie Boyd	Parent or Community Member
Matt Byrne	Parent or Community Member
Mary Horton	Parent or Community Member
Tyler Ahlborn	Other School Staff
April Santos	Classroom Teacher
Jeremy HaHn	Classroom Teacher
Miriam Landau-Camarillo	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 5/25/22.

Attested:

Principal, Adam Paulson on
SSC Chairperson, Katie Boyd on

Instructions

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

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.

Stakeholder 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.]

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

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

[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.

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.]

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 Stakeholder 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 (Stakeholder 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/guidanceuseseinvestment.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 (Stakeholder 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/guidanceuseseinvestment.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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