

School Year:

2023-24

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Maria Carrillo High School	49 70920 4930244	May 23, 2023	June 8, 2023

**Contact Person:** Monique Luke

**Position:** Principal

**Phone Number:** 707-890-3820

**Address:** 6975 Montecito Ave  
Santa Rosa, CA 95409

**E-mail Address:** mluke@srcs.k12.ca.us

## 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

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.

Maria Carrillo High School's plan for Student achievement is three-fold. In partnership with all stakeholders, we strive to develop our students into Powerful Producers, Universal Citizens, Masterful Communicators, and Active Learners. (PUMA). Daily, we aim to strengthen classroom practices overall with an increased focus on culturally responsive pedagogy that supports student engagement, a growth mindset, self-efficacy, and active learning for all students such that they graduate ready for college and careers.

Additionally, we will aim to increase the understanding and relevance of our graduate profile for students and parents, with a lens toward equity.

Providing teachers with the tools to support all students we will adopt a universal design for learning strategies and culturally responsive pedagogy. Providing equitable support to all learners, providing quality education, and improving achievement for all students including an intentional focus on our historically underserved populations such as SED, Learning Disabled, Foster Youth, AA, Latin X, Indigenous, AAPI.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The 2023-2024 SPSA was shared with the MCHS Site Council on two occasions. On May 8, 2023, Principal Luke shared a draft with the SSC prior to discussing the SPSA at a public meeting. On 5/21/23 Principal shared a final draft with SSC for reviewing. Goal 3 was discussed with the school's Principal Advisory Committee made up of all department chairs, leadership teachers, the parent association president, Associated Student Body President, the Senior Class President. The draft was also shared with the State and Federal Programs Administrator.

## **Resource Inequities – Required for CSI / ATSI**

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.39%	0.38%	4	6	6
African American	1.8%	1.88%	1.7%	27	29	27
Asian	10.2%	9.45%	8.99%	153	146	143
Filipino	1.7%	1.88%	1.63%	26	29	26
Hispanic/Latino	26.1%	26.54%	26.9%	390	410	428
Pacific Islander	0.8%	1.10%	1.32%	12	17	21
White	52.8%	51.59%	52.04%	789	797	828
Multiple/No Response	6.3%	6.54%	6.79%	94	101	108
	<b>Total Enrollment</b>			1,495	1,545	1591

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	444	404	427
Grade 10	392	430	382
Grade 11	344	380	418
Grade 12	315	331	364
<b>Total Enrollment</b>	1,495	1,545	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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	34	38	39	2.3%	2.5%	2.5%
Fluent English Proficient (FEP)	387	389	404	25.9%	25.2%	25.4%
Reclassified Fluent English Proficient (RFEP)	4	304	308	11.8%	88.9%	88.8%

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1,545</b>	<b>23.0</b>	<b>2.5</b>	<b>0.1</b>
Total Number of Students enrolled in Maria Carrillo High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	2.5
Foster Youth	2	0.1
Homeless	5	0.3
Socioeconomically Disadvantaged	356	23.0
Students with Disabilities	135	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	1.9
American Indian	6	0.4
Asian	146	9.4
Filipino	29	1.9
Hispanic	410	26.5
Two or More Races	101	6.5
Pacific Islander	17	1.1
White	797	51.6

**Conclusions based on this data:**

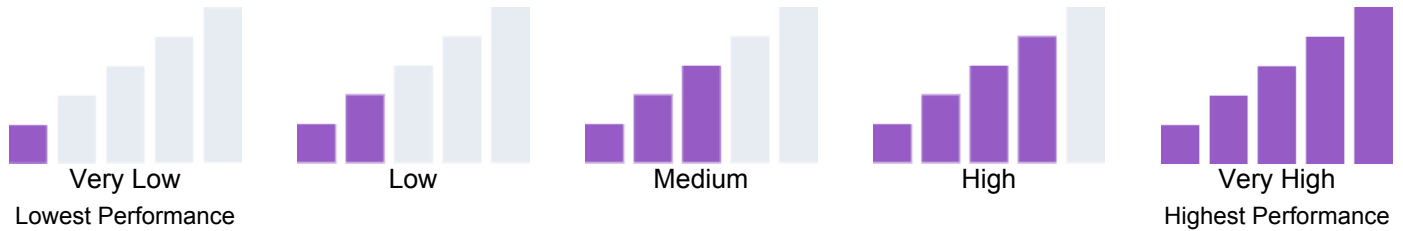
1. While there is a large population that identifies as white, Maria Carrillo has a very diverse population as the remaining percentage is very diverse.
2. Maria Carrillo has seen an increase in the numbers of students who are socioeconomically disadvantaged

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  High	<b>Graduation Rate</b>  High	<b>Suspension Rate</b>  Medium
<b>Mathematics</b>  Medium		
<b>English Learner Progress</b>  No Performance Level		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

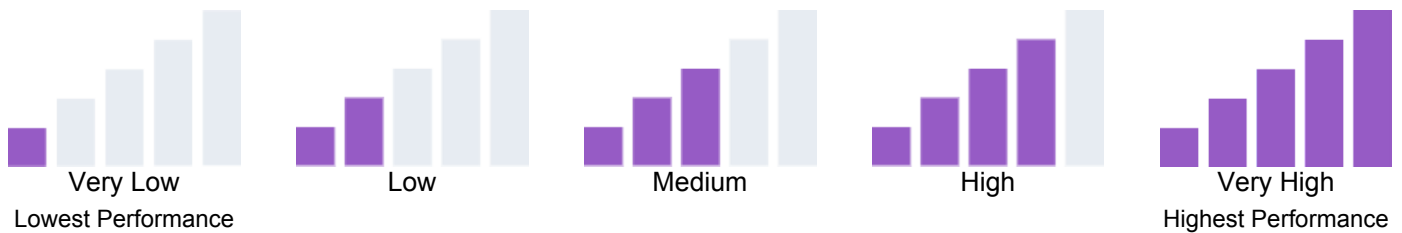
1. The majority of our students in the eleventh grade are at grade - level in English Language Arts and over half of our 11th graders tested near or at grade level standards in Math.
2. There has been an increase in our suspension rate since returning from distance learning
3. Our graduation rate remains high

# School and Student Performance Data

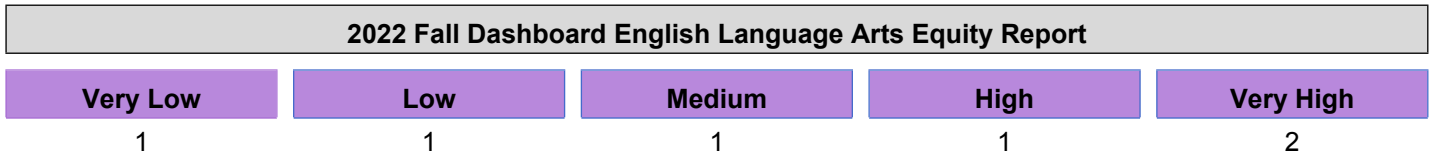
## Academic Performance English Language Arts

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

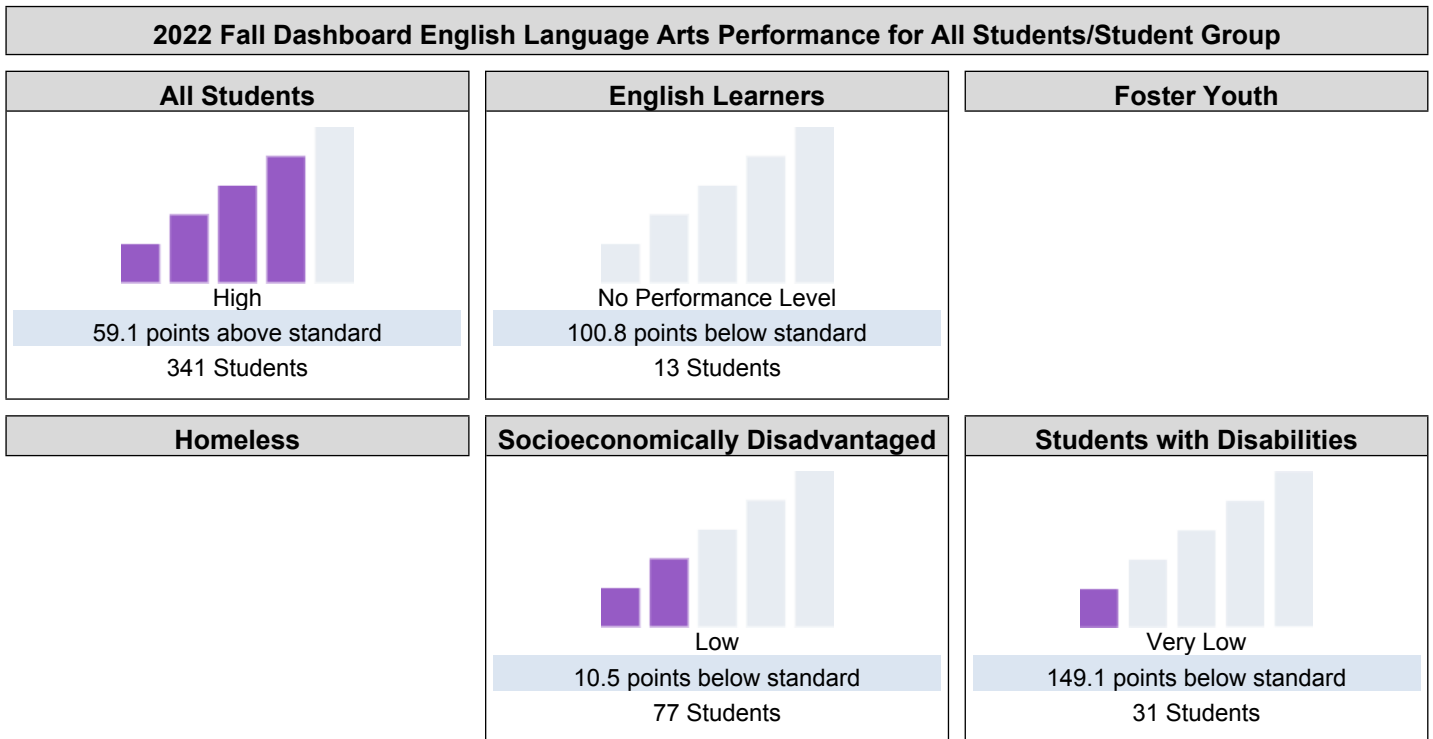
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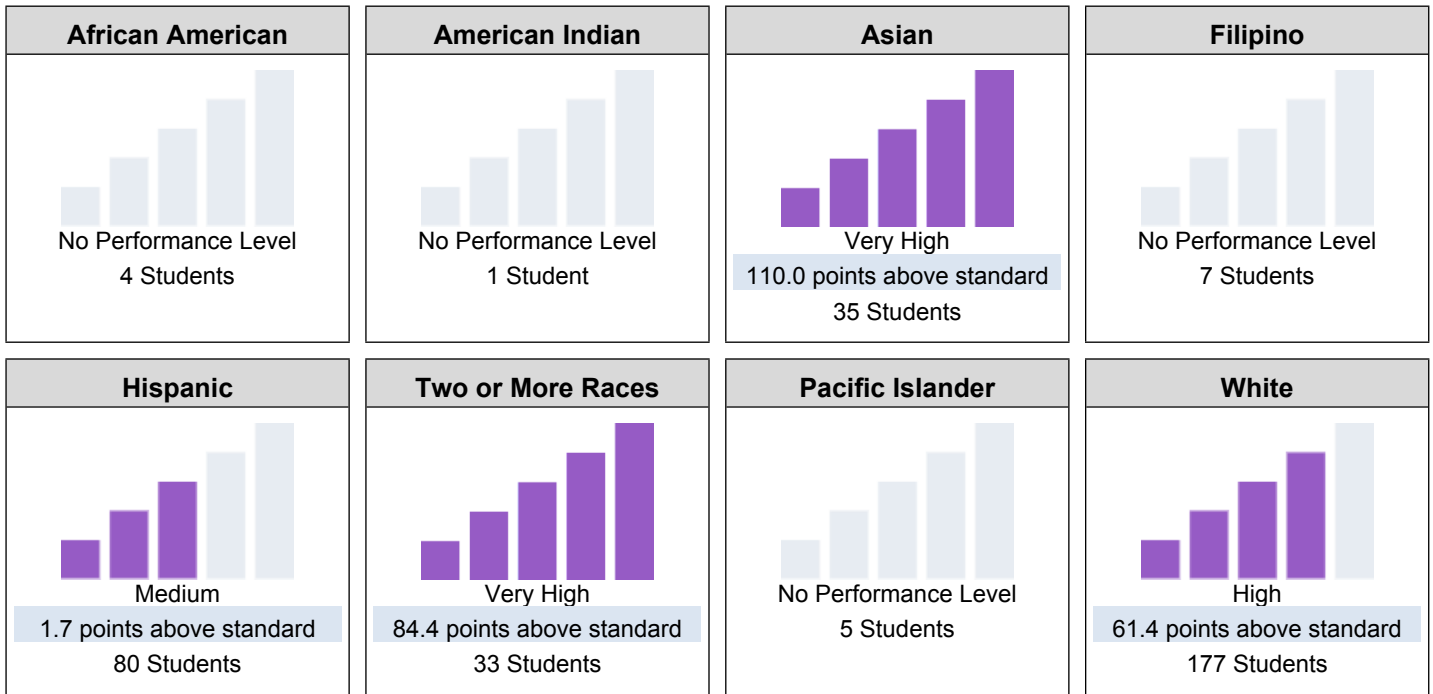
This section provides number of student groups in each level.



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



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



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

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

Current English Learner	Reclassified English Learners	English Only
1 Student	98.6 points below standard 12 Students	65.1 points above standard 250 Students

**Conclusions based on this data:**

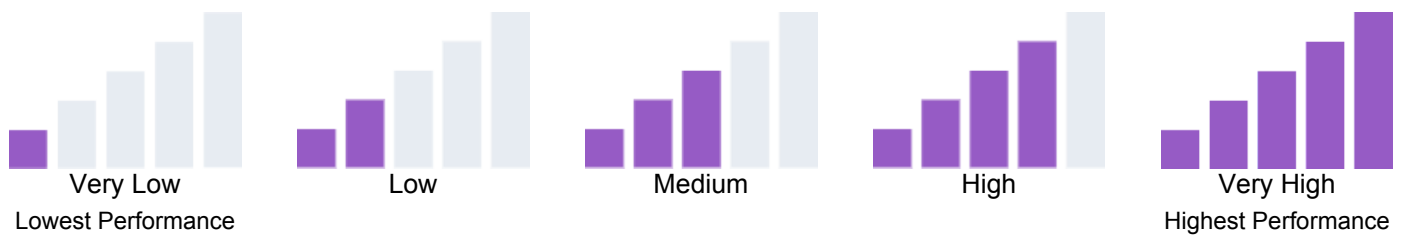
- The majority of our 11th grade student population performed at and above grade level standards in English Language Arts.
- Our Students with disabilities and students who are economically disadvantage are slightly below grade level in English Language Arts.

# School and Student Performance Data

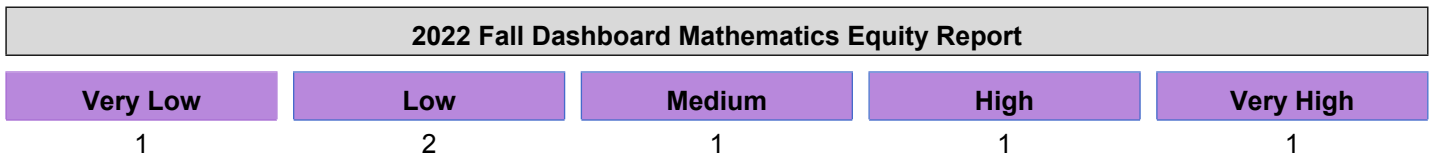
## Academic Performance Mathematics

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

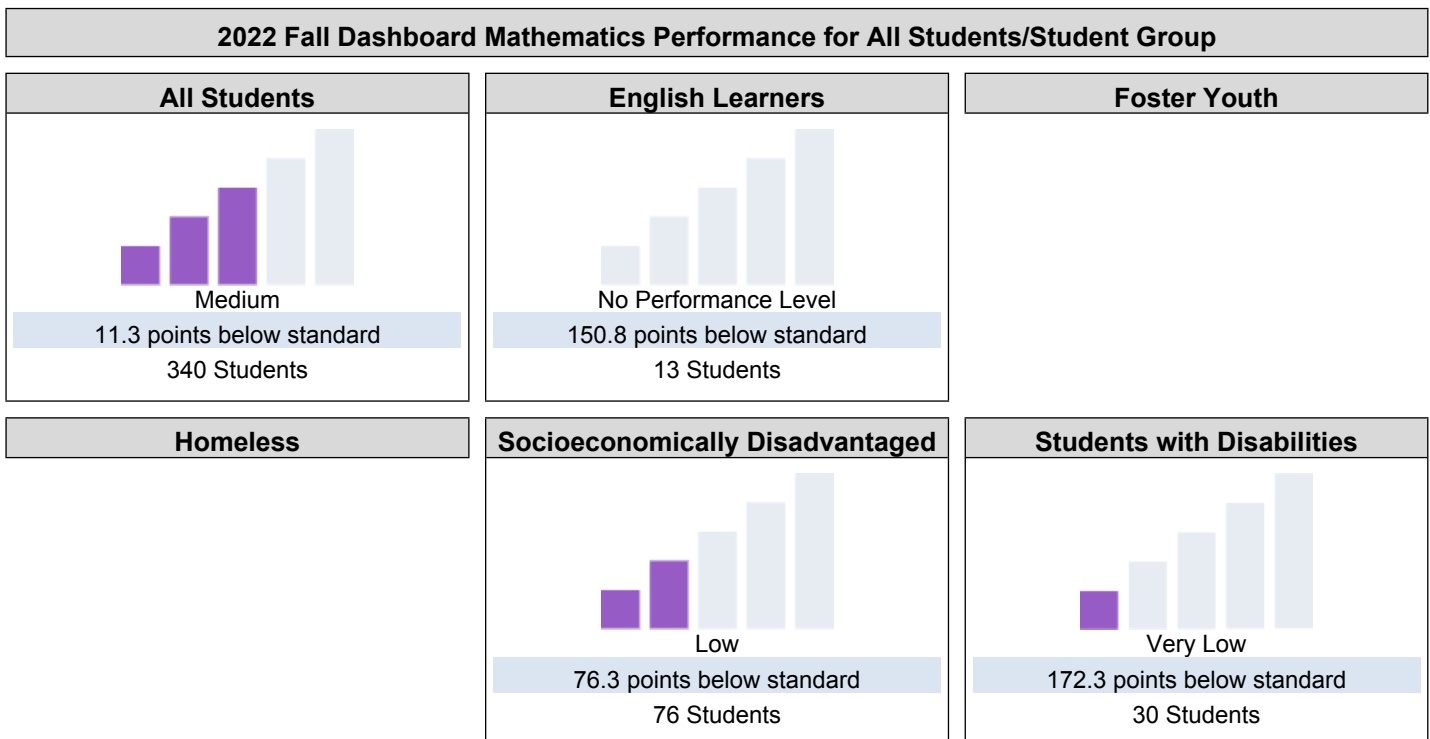
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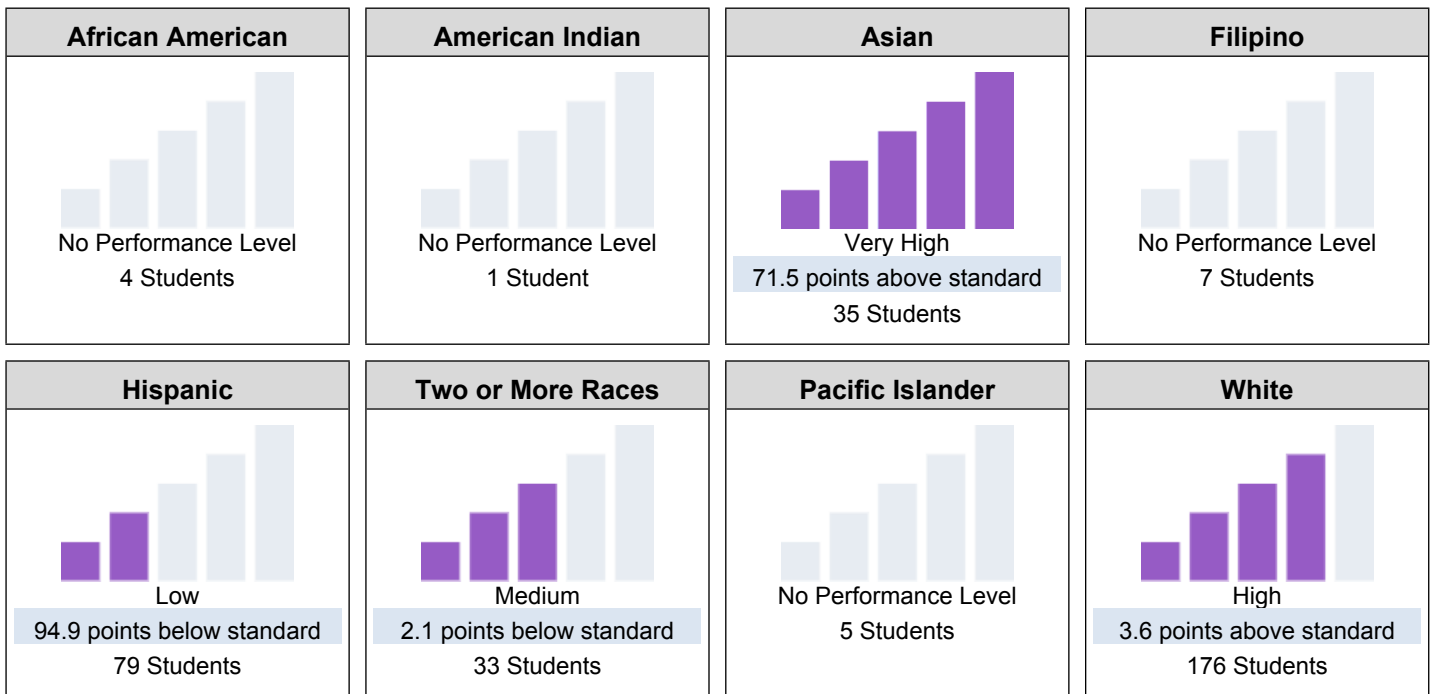
This section provides number of student groups in each level.



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



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



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

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

Current English Learner	Reclassified English Learners	English Only
1 Student	<p>142.4 points below standard 12 Students</p>	<p>3.5 points above standard 249 Students</p>

**Conclusions based on this data:**

1. While the majority of students who identify as White and Asian are performing at or above standards in Math, students identifying as Hispanic, Two or more races, SWD, and SED are performing below grade level in Math.

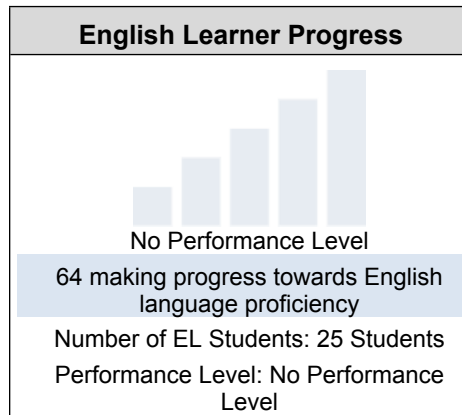
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.0%	24.0%	0.0%	64.0%

#### Conclusions based on this data:

1. Most of our EL population at 64% are showing progress in acquiring English.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

- 1.

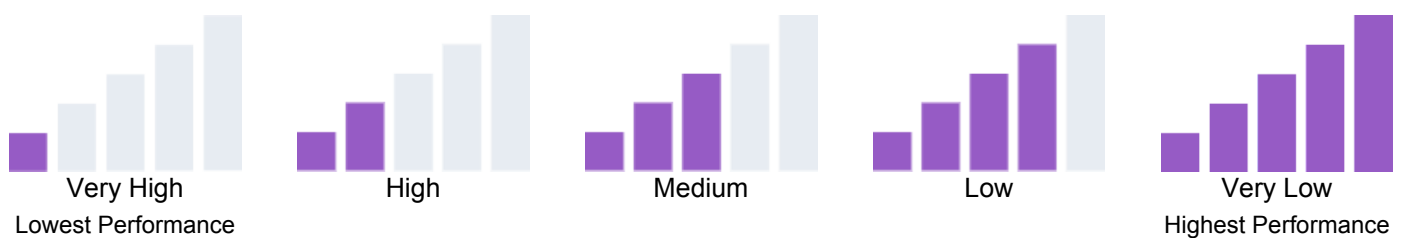
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

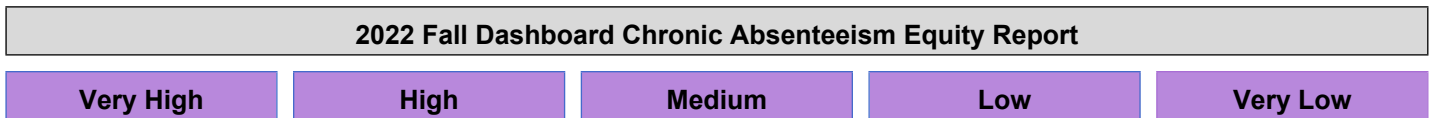
Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

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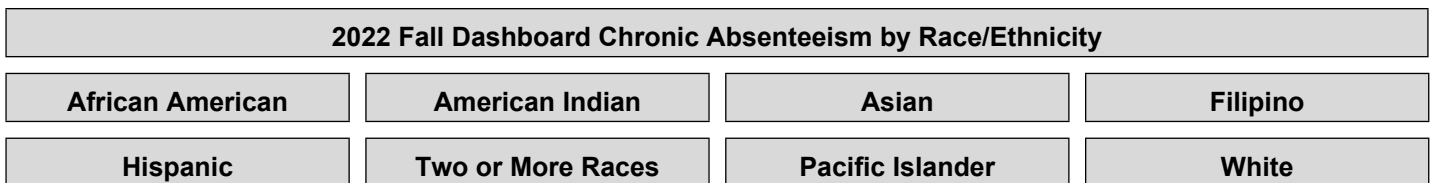
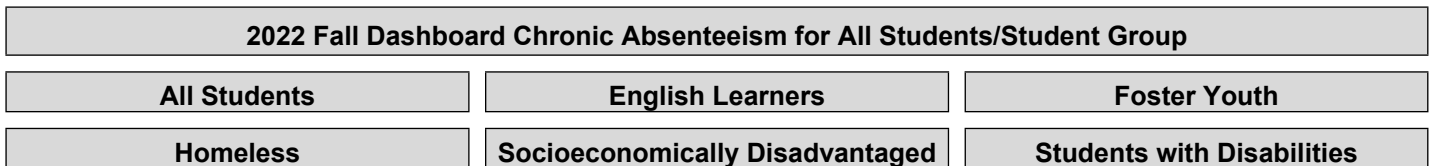
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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



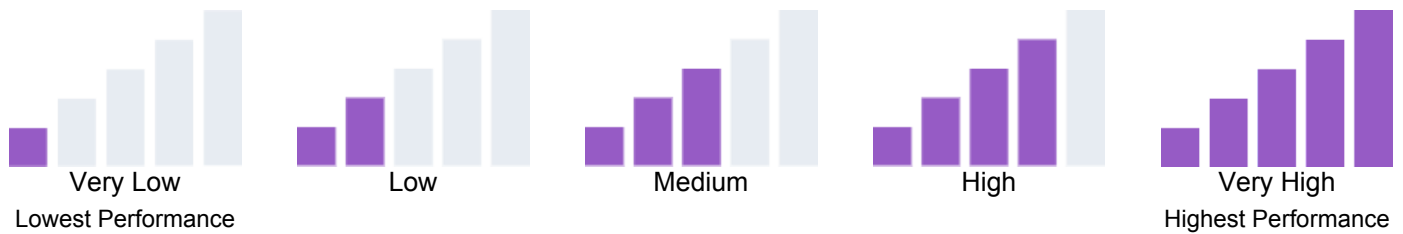
### Conclusions based on this data:

- 1.

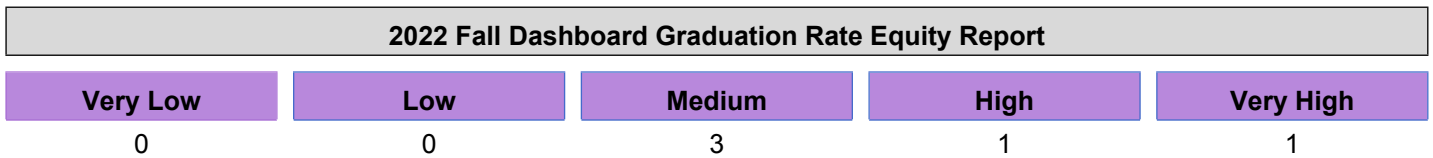
# School and Student Performance Data

## Academic Engagement Graduation Rate

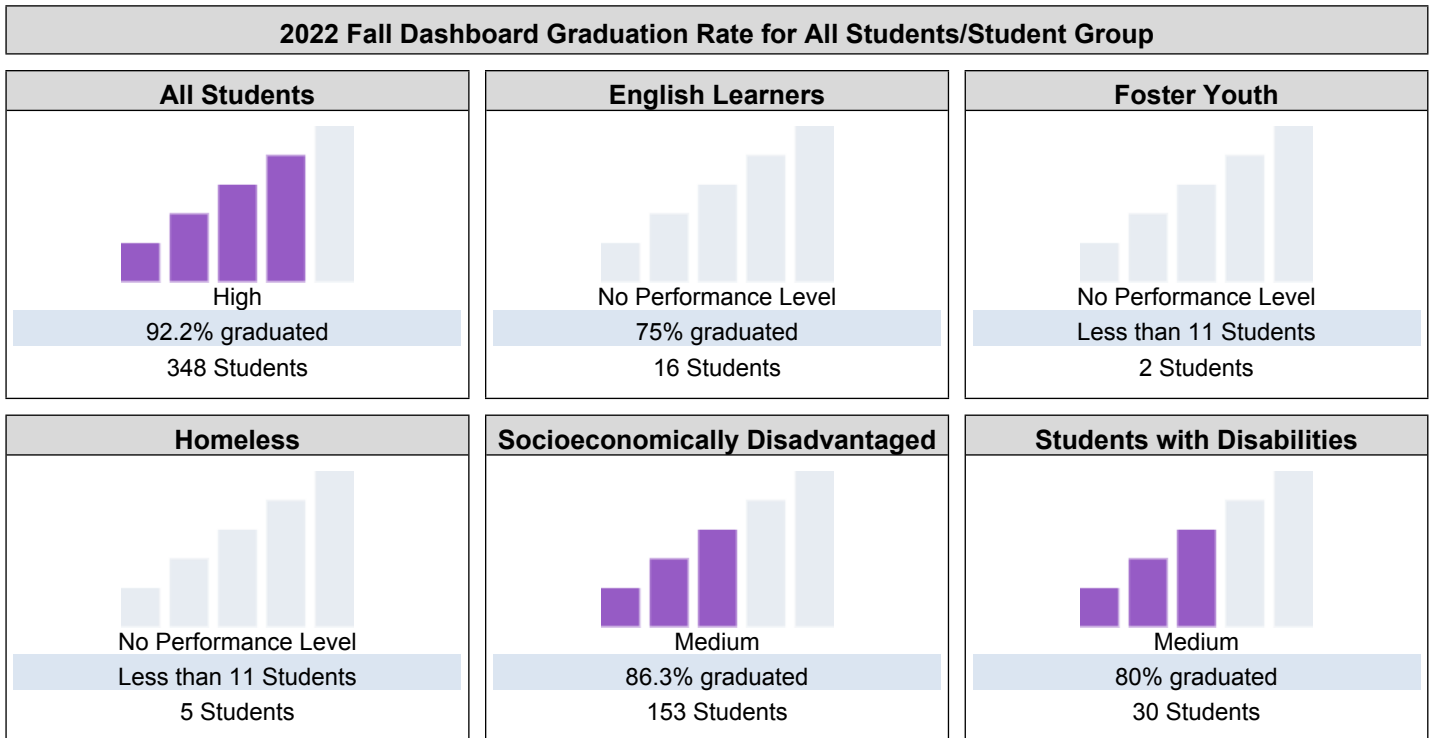
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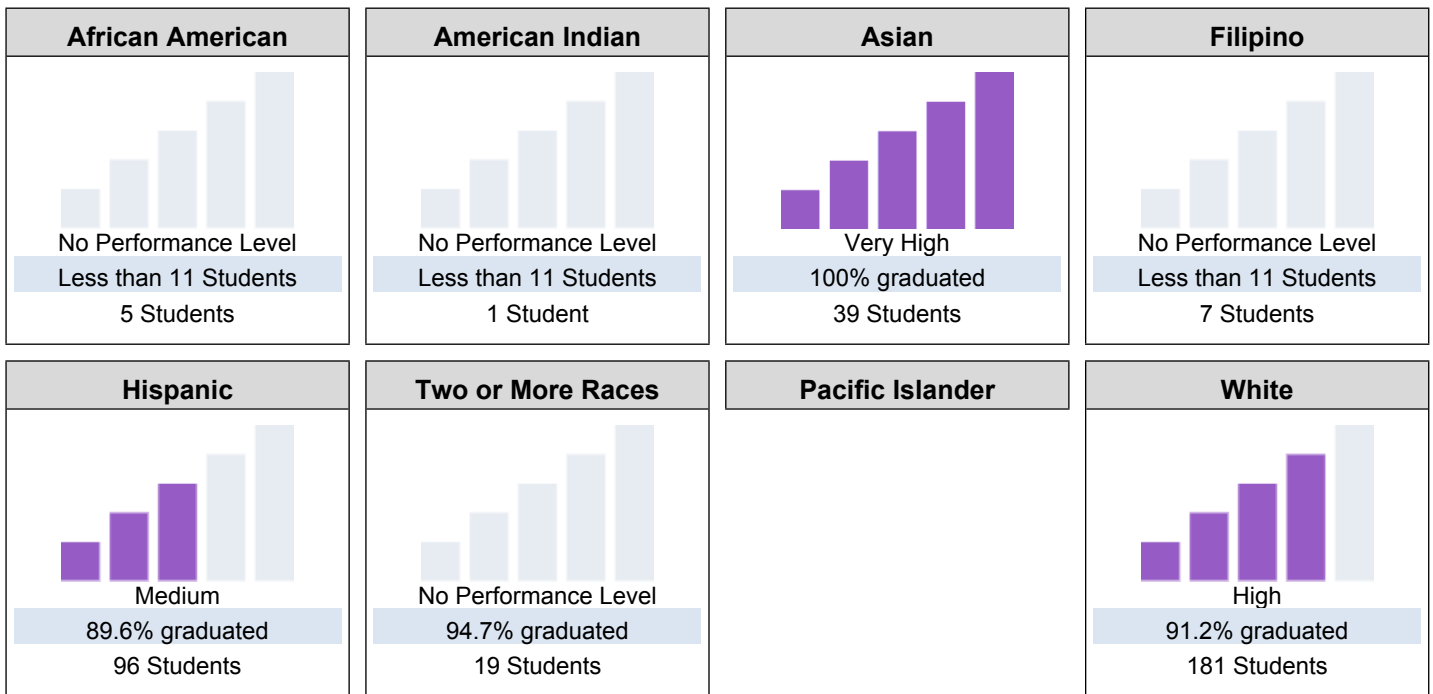
This section provides number of student groups in each level.



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



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



**Conclusions based on this data:**

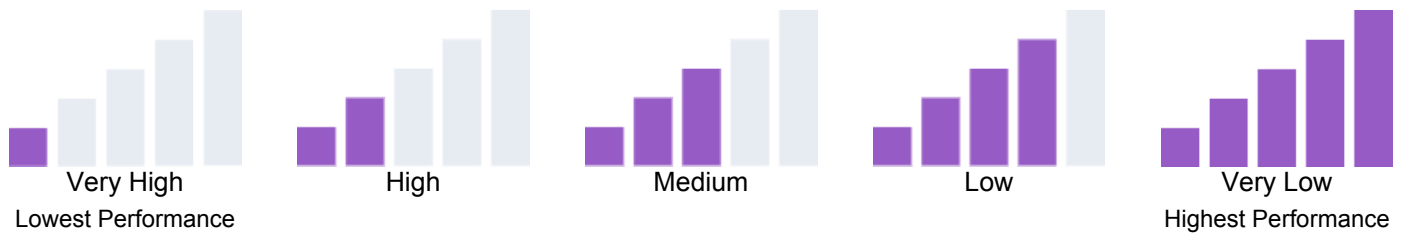
1. The number of SED students graduating has stayed the same
2. There is a decline in graduation rates for Hispanic students

# School and Student Performance Data

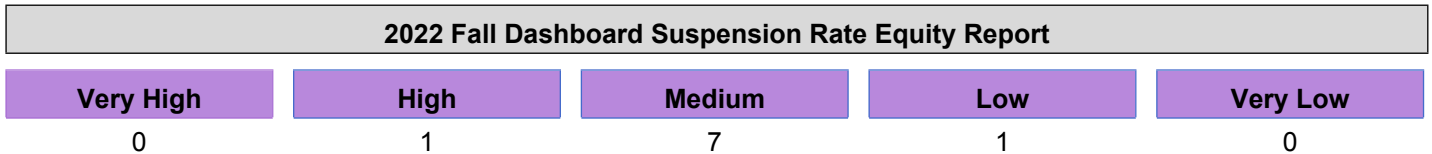
## Conditions & Climate Suspension Rate

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

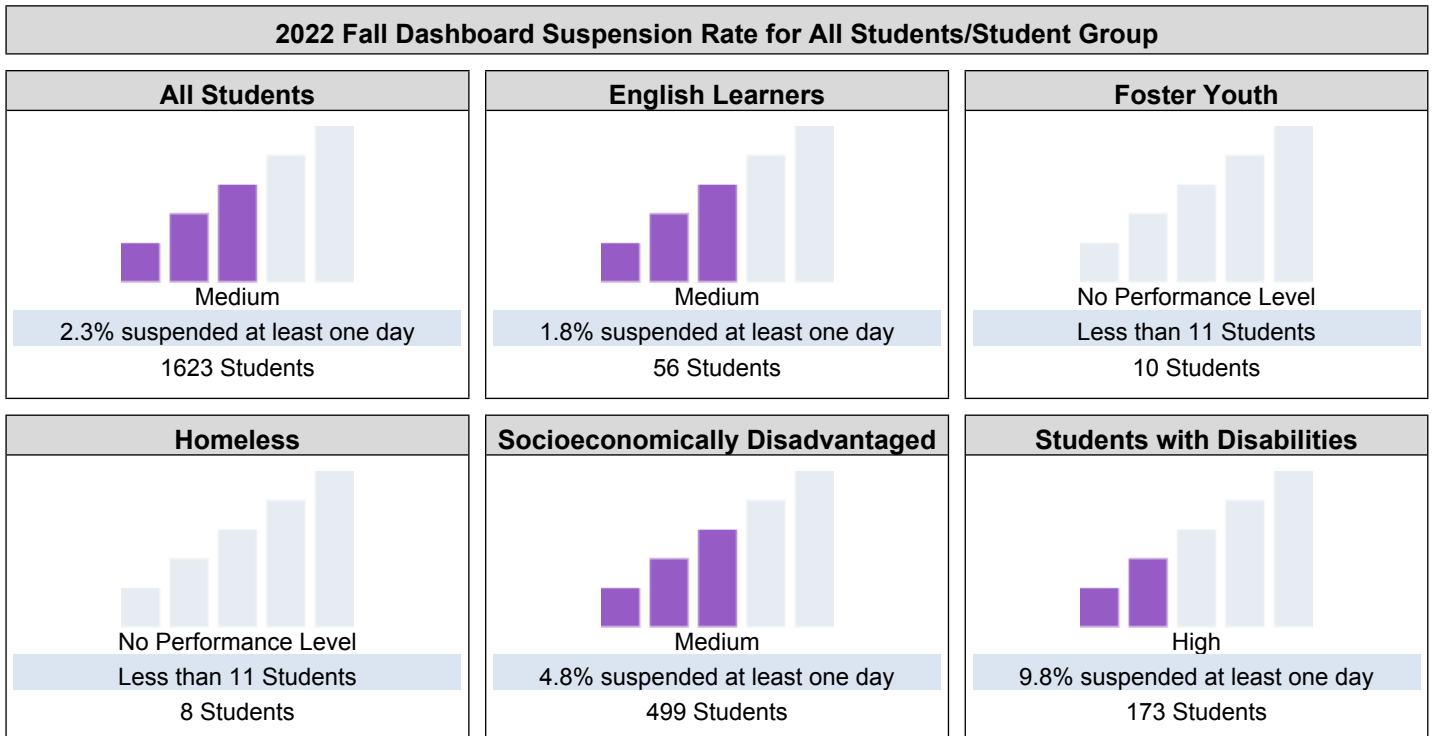
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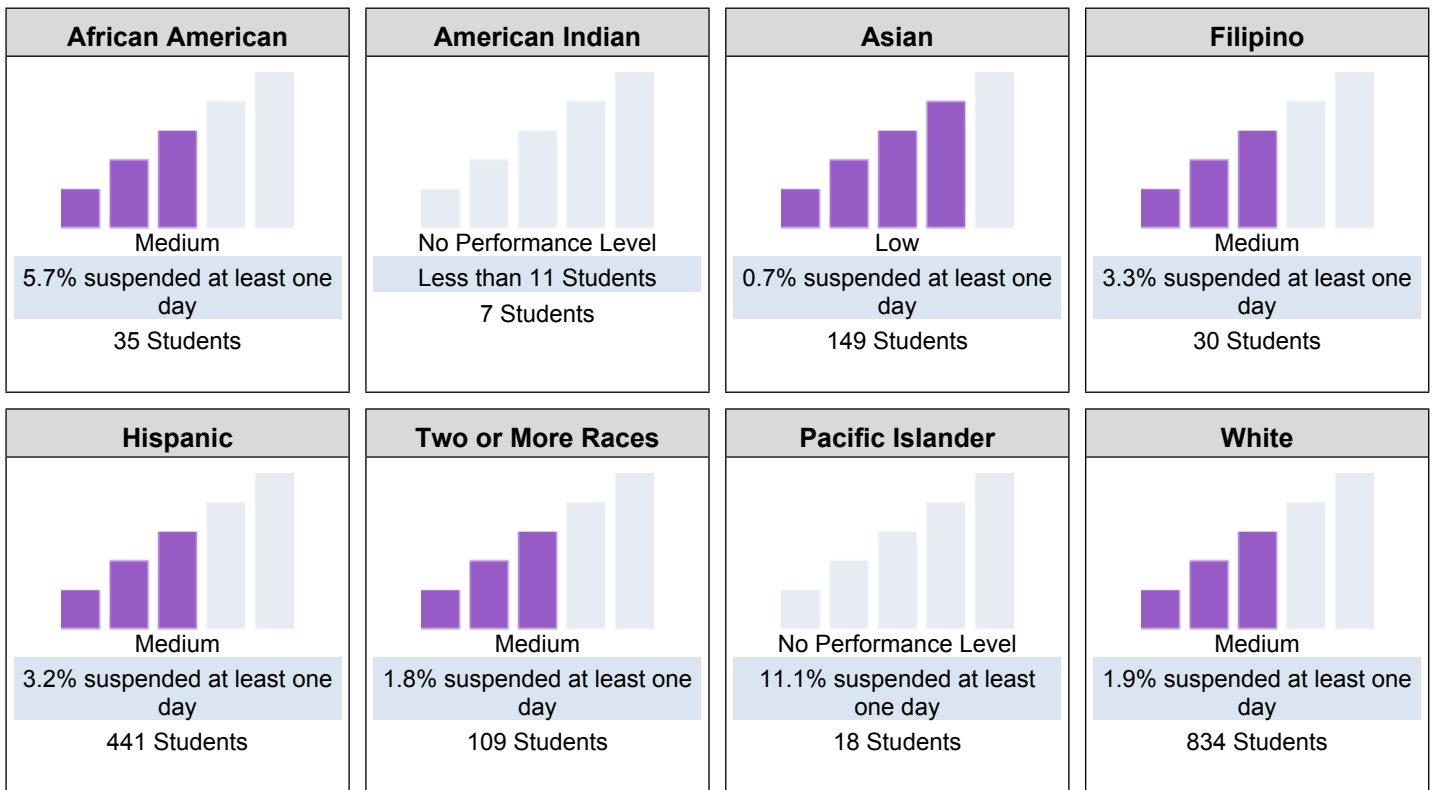
This section provides number of student groups in each level.



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



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



**Conclusions based on this data:**

1. Suspension rate has increased since returning from distance learning.
2. There is a high number or percentage of suspensions showing amongst AA, PI, and Hispanic students

# School and Student Performance Data

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	329	366		0	332		0	331		0.0	90.7	
All Grades	329	366		0	332		0	331		0.0	90.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2655.			45.32			29.00			14.50			11.18	
All Grades	N/A	N/A	N/A		45.32			29.00			14.50			11.18	

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

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

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

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

**Conclusions based on this data:**

1.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	329	364		0	316		0	316		0.0	86.8	
All Grades	329	364		0	316		0	316		0.0	86.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2635.			30.70			23.42			20.57			25.32	
All Grades	N/A	N/A	N/A		30.70			23.42			20.57			25.32	

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

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

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

Conclusions based on this data:

1.



# School and Student Performance Data

## 2022 Fall Dashboard Summary Data Points

The tables below are a summary of the 2022 Fall Dashboard data by student group.

Demographic Percentages								
The total number of students enrolled on Fall Census Day in the local educational agency or school as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).								
Total Enrollment	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
1,545	23.0	8.7	2.5	0.3	0.1	26.5	51.6	1.9

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

Suspension Percentages								
The Suspension Rate state indicator shows the percentage of students who were suspended for at least one cumulative day in a given school year.								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
2.3% suspended at least one day	4.8% suspended at least one day	9.8% suspended at least one day	1.8% suspended at least one day	Less than 11 Students	Less than 11 Students	3.2% suspended at least one day	1.9% suspended at least one day	5.7% suspended at least one day

**Math Percentages**

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

<b>All Students</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>	<b>English Learners</b>	<b>Homeless</b>	<b>Foster Youth</b>	<b>Hispanic</b>	<b>White</b>	<b>African American</b>
11.3 points below standard	76.3 points below standard	172.3 points below standard	150.8 points below standard			94.9 points below standard	3.6 points above standard	

**ELA Percentages**

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

<b>All Students</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>	<b>English Learners</b>	<b>Homeless</b>	<b>Foster Youth</b>	<b>Hispanic</b>	<b>White</b>	<b>African American</b>
59.1 points above standard	10.5 points below standard	149.1 points below standard	100.8 points below standard			1.7 points above standard	61.4 points above standard	

# 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

Maria Carrillo High School will increase the number of students able to synthesize information through inquiry and investigation. Resulting in students being able to make connections between taught subjects and real-life situations. Students will also demonstrate the ability to communicate their thinking and learning verbally and in writing.

## Identified Need

58% of our students find the work they do makes them think and find it meaningful and necessary to be college and career ready. We want to increase the number of students reporting the work they do makes them think.

2022 Dashboard Data indicates MCHS absenteeism has increased since 2022.

## Annual Measurable Outcomes

Metric/Indicator

Youth Truth Survey Data  
22-23 CAASPP Results  
Street Data - Empathy Interviews  
Grades

Baseline/Actual Outcome

2022 indicates students in subgroups are performing below grade level in mathematics

Expected Outcome

We will increase achievement in mathematics for students in our subgroups by 5%  
Increase in student engagement, attendance, and achievement by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Current CASSPP Data indicates a high level of absenteeism overall for MCHS	
YT Data	58% Report the work they do makes they think 58% Report the work they do helps them to understand the subject better	increase the percentage by 5%

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

Professional Develop- PBL/Design Thinking/UDL  
 Collaborative Project Time- English/Social Science Counseling/SPED PAWS Program  
 Develop and deliver health curriculum in Science and PE.Math/Science create a common language and approach and make a transparent connection  
 Provide students with multiple opportunities to make connections between their coursework and real-life situations  
 Access supplemental instructional materials support for students to participate in classroom academic discourse  
 Student-created classroom norms  
 Identify barriers to educational advancement experienced by students with disabilities and students of color  
 Secure Project Development Time Inter and Intra departmental project collaboration  
 Create integrated projects at each grade level  
 Promote and scaffold frequent and expected classroom academic discourse between students  
 Provide students with multiple opportunities to make connections between their courses and real-life situations.  
 Common assessments for teachers to provide student feedback, peer feedback, and self-feedback  
 Develop formative common assessments for student work  
 Use student evidence protocol for course-alike teachers, to examine data  
 Build GP continuums for each characteristic  
 SBAC increase 1% per year; goal 80% English, Math 62%

Increase student initiated questions, student to student interactions, and student presentation time by 50% in the classroom  
 Increase the frequency of students using higher order thinking skills - measured by Youth Truth Survey  
 Youth Truth Student Survey Results: The work I do for my classes really makes me think (46% agree in 2019 goal 75% in 2024) self report from teachers, and Puma Snap Shots.  
 Updated

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Microdata analysis - Empathy Interview responses, Youth Truth Survey Results, Teacher Observations, and grades, Puma Snapshots, Walkthroughs

**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	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) Networking Event/Real World Projects
2761.00	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) Generation Citizen, Wayfinder
6000	0500 - Supplemental 1122 - Teacher Release Time Cross Curricular Projects/Culturally Responsive Teaching/Assessment/ UDL
4000	0500 - Supplemental 1112 - Teacher Extended Day After School Tutoring
2000	0500 - Supplemental 4200 - Books - Other than Textbooks

496.35
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Planners
0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

Students in need of Tier 1, Tier 2 and Tier 3 Intervention

**Strategy/Activity**

Maintain EL Clusters and provide quarterly releases for student conference  
 Implement an EL Cluster Coordinator to -track EL student progress, develop integrated & designated strategies for clusters, provide PD  
 Expand Co-teaching model by providing Directed Studies sections for RSP/SDC students in co-taught courses.  
 Establish ELA Intervention Coordinator providing coordination within departments to support students below grade level  
 Provide access to tutoring to students before, during, and after school  
 Design 2 sections dedicated to Math A-G Math Support  
 Increase parent/guardian outreach focused on how learning can continue in the home to further support students  
 RFEP support - track RFEP progress, provide support  
 SBAC increase 1% per year; goal 80% English, Math 62%  
 Increase student-initiated questions, student-to-student interactions, and student presentation time by 50% in the classroom  
 Increase the frequency of students using higher-order thinking skills - measured by Youth Truth Survey  
 Youth Truth Student Survey Results: The work I do for my classes really makes me think (46% agree in 2019 goal 75% in 2024) self-report from teachers, and Puma Snap Shots.  
 Updated

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Student grades, Teacher assessments, standardized assessments, growth assessments, teacher observations, Youth Truth Survey, student surveys, counseling observations, empathy interviews

**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)
9000	0500 - Supplemental 1112 - Teacher Extended Day Targeted Before, during and After School Tutoring for students with Ds and Fs
8000	0500 - Supplemental 1112 - Teacher Extended Day ELA MTSS Coordinator
1000	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Parent University, Tech Night, Network Event, Prospective Puma Night, ELAC Family Engagement
3416.96	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) MTSS, EL Cluster, ELA/Math Support, Study Spot
1500	0500 - Supplemental 1112 - Teacher Extended Day ELAC Faculty Support
7000	Other 1112 - Teacher Extended Day Language Acceleration Review Committee

# 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
- 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

Aligning with the MCHS vision and graduate profile Create opportunities for students to build relationships with all stakeholders demonstrating the attributes of the PUMA Graduate Profile resulting in a successful transition from high school to college and career.

## Identified Need

The staff recognizes students' inability to make connections between disciplines, school, and life. During our initial survey in the spring of 2017, 68% of the student population reported being unaware of the Graduate Profile. While staff has begun working on implementing the Graduate Profile, providing opportunities for students to expand their understanding of the Profile's relevance for college, career, and life are needed to increase student engagement. After reviewing the school programs, it is evident students lack a college and career plan and are unable to see the connection between school and future as demonstrated by the student survey results. Therefore, we will continue to make progress in Increasing the understanding and relevance of the graduate profile and its direct connection to a successful transition to college and careers.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Youth Truth Survey

The work that I do for my classes makes me really think.58% My teachers give me assignments that help me to better understand the subject.

Increasing the number of student reporting assignments make them think and helps them understand the subject by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Survey, Student Surveys, Empathy Interviews	My school has helped me develop the skills and knowledge I will need for college level classes. 53%	Increase the percentage reporting that the school has helped.

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

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Create a system to identify where a student is in the process of mastering the Graduate Profile. Promote students' connections to school and the Graduate Profile through various student groups and school-wide activities

- Safe School Ambassadors
- Puma Peers
- Leadership
- Collaboration and planning time for staff to work with Puma Peers
- School Climate and Culture (positive messages) Positive behavior incentives, Positive Behavior Supports
- Wellness festival, Martin Luther King Jr. Day, Student Voices, Multicultural Extravaganza
- School Culture Coordinator
- Parent Meetings and Training
- Student engagement strategies
- Family Engagement Strategies
- Increase the use of the GP language to recognize and apply it within the teaching and learning on campus
- Create updated Graduate Profile materials
- Identify target languages and promote to all stakeholders
- Provide Parent Workshops to involve parents in the development and implementation of the GP
- Improve communication system for staff, students, parents
- Revise language to make it user-friendly for all stakeholders (staff, students, families/parents)

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

Youth Truth Data, Student Surveys, Minga Tracking, 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)
10,120.00	0500 - Supplemental 1112 - Teacher Extended Day Teacher Preparation and coordination with Puma Peers for weekly activities
1500	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) Puma Peers, Weekly Activities
2000	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Prospective Puma Night, Real World Project
2500	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) Banners, Multicultural Extravaganza, Wellness Festival, MLK, Student Voices
22000	0500 - Supplemental 1000-1999: Certificated Personnel Salaries School Culture Coordinator
3500	0500 - Supplemental 4312 - Software Minga (Student Engagement Tracking and Prevention Strategies around Safety)
600	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)

2500

0500 - Supplemental  
1122 - Teacher Release Time

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Puma Peer Coordinators conducted an all day training with Puma Peers who prepared for an extensive welcoming for our freshmen which included a welcome tunnel of teachers, community building activities, a campus tour, introduction to their assigned Puma Pe

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

It has been over seven years since the implementation of Puma Peers, however, this was the second year after COVID. The Freshmen Welcome and Orientation was a huge success, however, we were still in need of more adult support.

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.

This year we will have the welcome and orientation during the first three days of school. Puma Peers, Leadership Students, and Teachers all on board to kick off the first three days of the 2023-2024 school year.

# 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

Goal 3: Provide teachers with multiple opportunities to collaborate by providing release time with grade alike, subject alike colleagues. Provide access to relevant professional development to include but not limited to Culturally Responsive Pedagogy, Universal Design for Learning, Depth of Knowledge (rigour), and Micro Data Analysis.

## Identified Need

Youth Truth Survey Data indicates a need for meaningful Professional Development, time for teachers to collaborate and implement strategies gained from professional development and time to reflect.

## Annual Measurable Outcomes

Metric/Indicator

Classroom walkthroughs, reflections, Common Planning Time Notes, YT Data

Baseline/Actual Outcome

Baseline 30% and 31% - Meaningful PD/Improved Practice

Expected Outcome

Teachers Implement one or more strategies from each category - Data Analysis, Growth Mindset (9th Grade Math1P/9th Grade Earth Science) Universal Design for Learning, and Culturally Responsive Teaching and Learning

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**

Data Protocols, Common Planning Time, Department Evidence Protocols, SRCS Professional Development, ILT, Pumas Snapshots

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Post workshop surveys, YT Surveys, Teacher Reflections, student progress, grade reporting 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)
10000	0500 - Supplemental 1112 - Teacher Extended Day Data Team/Universal Design for Learning
6000	0500 - Supplemental 1122 - Teacher Release Time Student Engagement Strategies Training, Puma Snapshots, Walkthroughs, ILT, Common Assessments
3000	0500 - Supplemental 5215 - Staff Travel & Conferences UDL, Engagement Strategies, Culturally Responsive Teaching, ETHS
2000	0500 - Supplemental 4200 - Books - Other than Textbooks Professional Development Curriculum

3000	0500 - Supplemental 4412 - Hardware (under \$5,000) Administrator Professional Development
1000	0500 - Supplemental 2213 – Classified Overtime (Family Mentor, Tech Assist etc.) Professional Development Parent Meetings Intervention - parent University

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$116,894.31

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

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

State or Local Programs	Allocation (\$)
0500 - Supplemental	\$109,894.31
Other	\$7,000.00

Subtotal of state or local funds included for this school: \$116,894.31

Total of federal, state, and/or local funds for this school: \$116,894.31

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

## Expenditures by Funding Source

**Funding Source**

**Amount**

0500 - Supplemental

109,894.31

Other

7,000.00

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

1000-1999: Certificated Personnel Salaries

22,000.00

1112 - Teacher Extended Day

49,620.00

1122 - Teacher Release Time

14,500.00

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

1,000.00

4200 - Books - Other than Textbooks

4,000.00

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

3,000.00

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

600.00

4311 - Instructional Materials (Non-Consumables)

12,177.96

4312 - Software

3,500.00

4412 - Hardware (under \$5,000)	3,000.00
5215 - Staff Travel & Conferences	3,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	496.35

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0500 - Supplemental	22,000.00
1112 - Teacher Extended Day	0500 - Supplemental	42,620.00
1122 - Teacher Release Time	0500 - Supplemental	14,500.00
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	0500 - Supplemental	1,000.00
4200 - Books - Other than Textbooks	0500 - Supplemental	4,000.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	0500 - Supplemental	3,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	600.00
4311 - Instructional Materials (Non-Consumables)	0500 - Supplemental	12,177.96
4312 - Software	0500 - Supplemental	3,500.00
4412 - Hardware (under \$5,000)	0500 - Supplemental	3,000.00
5215 - Staff Travel & Conferences	0500 - Supplemental	3,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	496.35
1112 - Teacher Extended Day	Other	7,000.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,174.31
Goal 2	44,720.00
Goal 3	25,000.00

# School Site Council Membership

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

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

Name of Members	Role
Monique Luke	Principal
Jordyn Henry	Classroom Teacher
Margaret Brady Long	Classroom Teacher
Stephanie Contreras	Classroom Teacher
Nicole Rosaschi	Parent or Community Member
Tiffany Jahnke	Parent or Community Member
James Cory Hakola	Parent or Community Member
Ricardo Bolanos Lopez	Secondary Student
Justin Sullivan	Secondary Student
Jazmine Herrera Diaz	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**

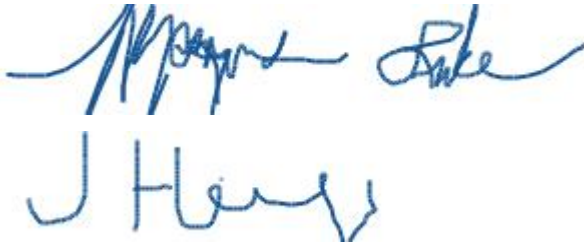
Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/8/23.

Attested:



Principal, Monique Luke on

SSC Chairperson, Jordan Henry 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.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

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

## Resource Inequities

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

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

## Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

### Goal

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

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

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

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

### Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## Students to be Served by this Strategy/Activity

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

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

## Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## **Budget Summary**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## **Budget Summary**

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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