

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
Hilliard Comstock Middle School	49 70920 6068977	4/19/22	June 8, 2022

Contact Person: Laura Hendrickson
Position: Principal
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Santa Rosa, Ca. 95403
E-mail Address: lhendrickson@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

We have been identified as a CSA school based on 2022 data.

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.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Site Council oversees budget allocation and synthesizes input. ELAC and site council provide input every February on the 8 state priorities for school achievement. Input from Faculty occurs during May Faculty meeting as we finalize the plan.

Student Focus Group Questions for LCAP REVIEW School Year to provide input for 2023-2024. The focus was on building literacy through their English department Accelerated Reader program.

ELAC & PFO Review: Feb 16, 2023

Site Council: March 28, 2023

Staff Review: March 15, 2023

1 Funds to provide TOSAs for Literacy and Technology Three TOSAs have been paid at the extended day pay rate to support distance learning technology needs of the entire staff: teachers and Instructional assistants. Each TOSA worked extensively in Aug, Sept and Oct and have been less in demand as staff achievement has increased. From administration and staff viewpoint, this was necessary support to prepare teachers for our ever changing environment especially with distance learning.

Since we have been identified as a CSI school, these funds can be redirected for professional learning teams to support improvement goals.

3 Provide a 1.0 counselor to support academic achievement and social emotional health

4 Fund 1 of 2 ECP classes to support student entry into ECM a Piner Very popular and well attended class that supports college & career entry after high School.

5 Supplies and materials, including software and equipment to supplement support for vulnerable students in meeting high academic standards. We have used this funding for software to support distance learning. This fund has also now been designated to provide incentives for student achievement for our vulnerable population.

6 Teacher Mentorship Stipends for struggling student lists We have been discussing mentorships to support our most vulnerable students to meet CSI goals.

7 Provide students with relevant support materials to supplement core curriculum including field trips for college and career readiness..

8 Increase online and hands on library choices. Continue monitoring reading and comprehension through the online Accelerated Reader program. We are in the process of identifying library titles to support

9 Professional Learning opportunities for staff to support implementation of goals. Administrators and teachers conferences, release

time and extended day to further PLC work, literacy initiatives, MTSS supports, etc. This fund is needed to pay teachers for needed after school work to support struggling students.

10 After school enrichment and training to support college and career readiness

11 Tech, digital, media support, instructional supplies & equipment . This fund is available to provide support to students and staff in implementing goals tied to CSI and our problem of practice.

"District LCAP GOAL 2: 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"

SITE SPSA GOAL 2: Continue to develop a strong school culture through community engagement and activities. Promote engagement, inclusion and student leadership.

1 "Parent Meetings

Support for parent registration, lunch forms, student academic achievement, student safety. Our parents have difficulty using online platforms and require a lot of our time to teach them. Time from staff and support materials vary each year to this endF

2 Provide translation and support services after hours. Many of our parents are Spanish speaking and need translation support on zoom meetings. Due to the distance platform, we have not used this funding up to this po

3. Provide materials, supplies, consultants for community building and social emotional awareness..

SITE SPSA GOAL 3

Continue to look for meaningful professional development for staff to meet our goals.

Resource Inequities – Required for CSI / ATSI

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

CDE Data Dashboard shows the need for rigorous work to increase performance in English and Math and improvement for English learners. Data collected from D/F list and assessments shows that English Learners and Students with Disabilities are failing to meet challenging academic standards. Resource inequities could include inability to access meaningful intervention activities including after school tutoring, and reading interventio. support. These performance levels indicate a need to focus on developing supports and instructional practices to reach all students. Comstock SSC has determined a need to increase professional learning opportunities for staff in order to provide more effective instructional support in the classroom to meet the diverse needs of our at-risk students during the school day. Our English learners are unable to have enrichment electives due to the required academic language development class. We are using our funding to provide enrichment during breaks, lunch and after school. Further high absenteeism and suspension as well as data from YouthTruth and Panorama surveys supports the need for more counseling and SEL work.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

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

Student Enrollment Enrollment By Grade Level

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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

School and Student Performance Data

Student Population

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
418	59.8	32.5	0.2
Total Number of Students enrolled in Hilliard Comstock Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	136	32.5
Foster Youth	1	0.2
Homeless	4	1.0
Socioeconomically Disadvantaged	250	59.8
Students with Disabilities	89	21.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.2
American Indian	5	1.2
Asian	9	2.2
Filipino	5	1.2
Hispanic	347	83.0
Two or More Races	14	3.3
Pacific Islander	2	0.5
White	27	6.5

Conclusions based on this data:

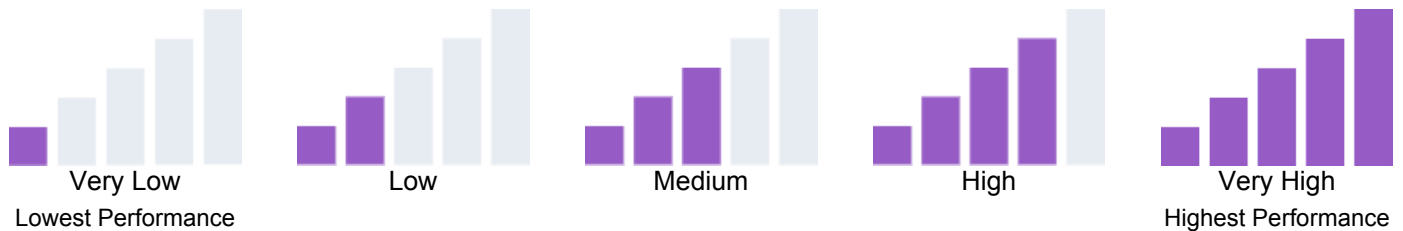
1. Data frozen due to COVID-19 school closures. Tests were not conducted in 2019-2020. Students need support in academic English.
2. Designated and Integrated EL instruction is important.
3. Social emotional services and community involvement is key for socioeconomically disadvantaged population.

School and Student Performance Data

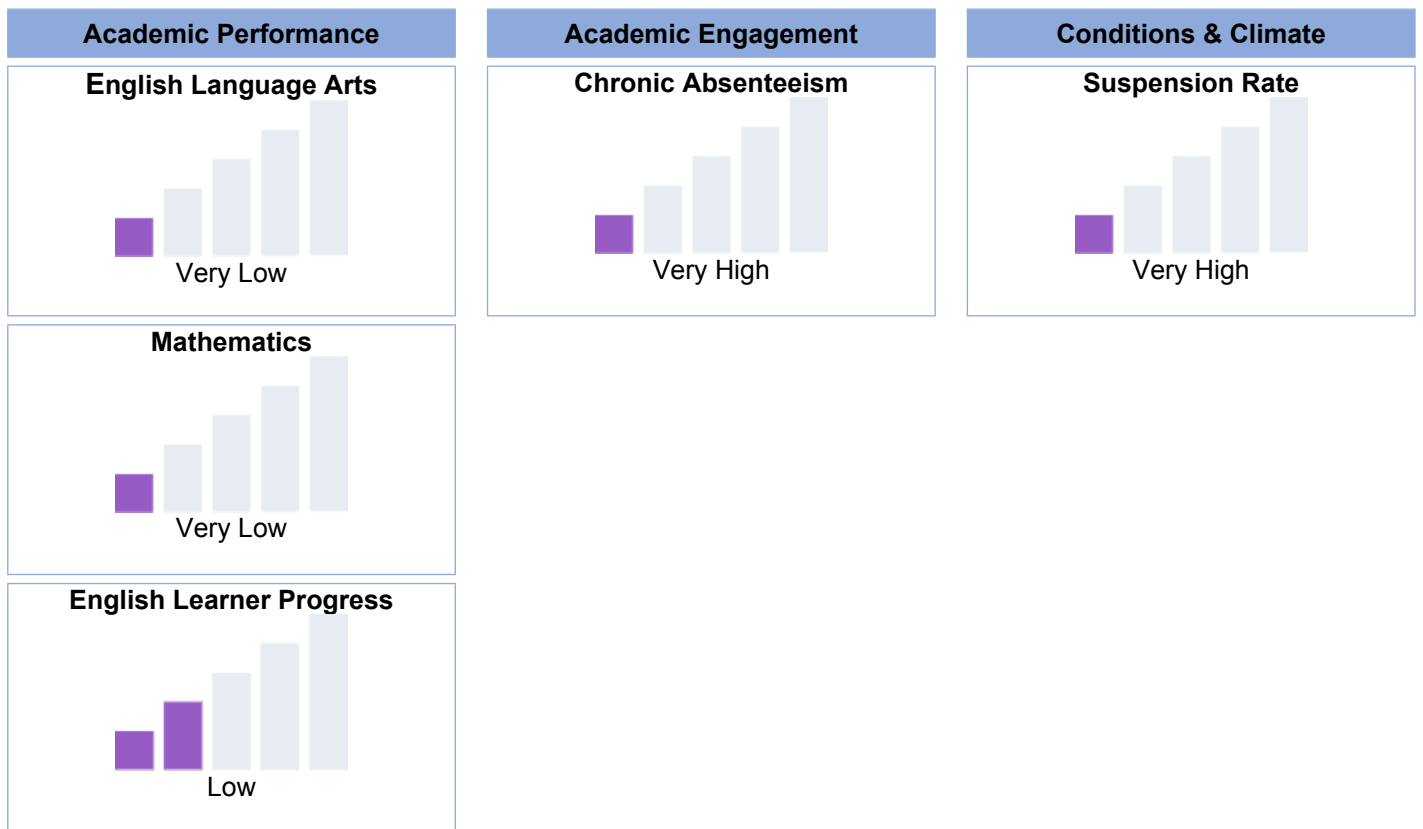
Overall Performance

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



Conclusions based on this data:

- (BASED ON DATA FROZEN FROM 2018-2019 DUE TO SCHOOL CLOSURES DUE TO COVID-19 in Spring 2019-2020.
Continue to work with Restorative practices and restorative resource specialist to lower suspensions; provide parent education and support; empower BESTPlus team to create processes for positive behavior interventions

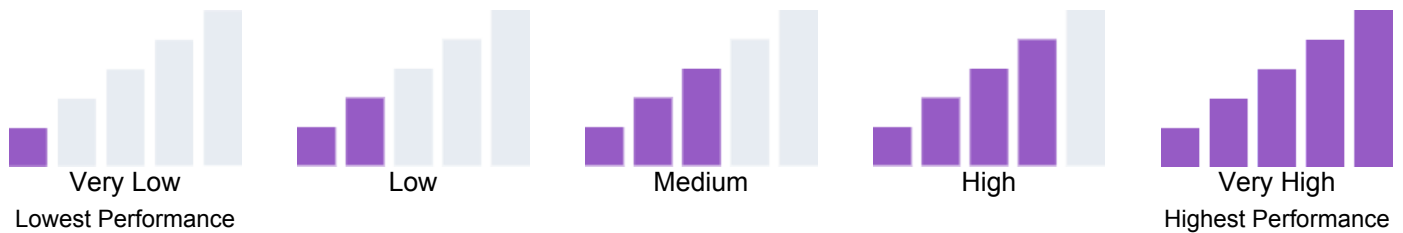
2. Continue to work with School Leadership Team and InnovateEd consultant on building academic vocabulary and writing
3. Provide PLC time for teachers to develop evidence based instructional practices

School and Student Performance Data

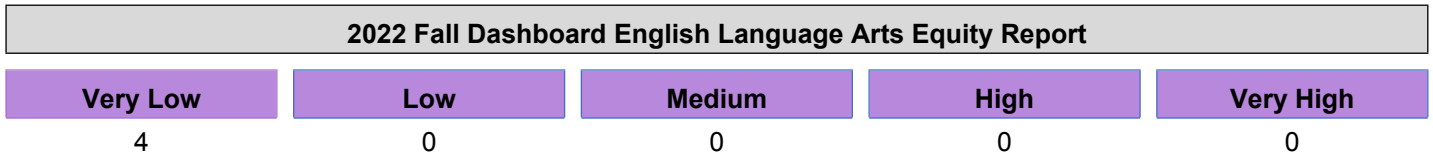
Academic Performance English Language Arts

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](#).

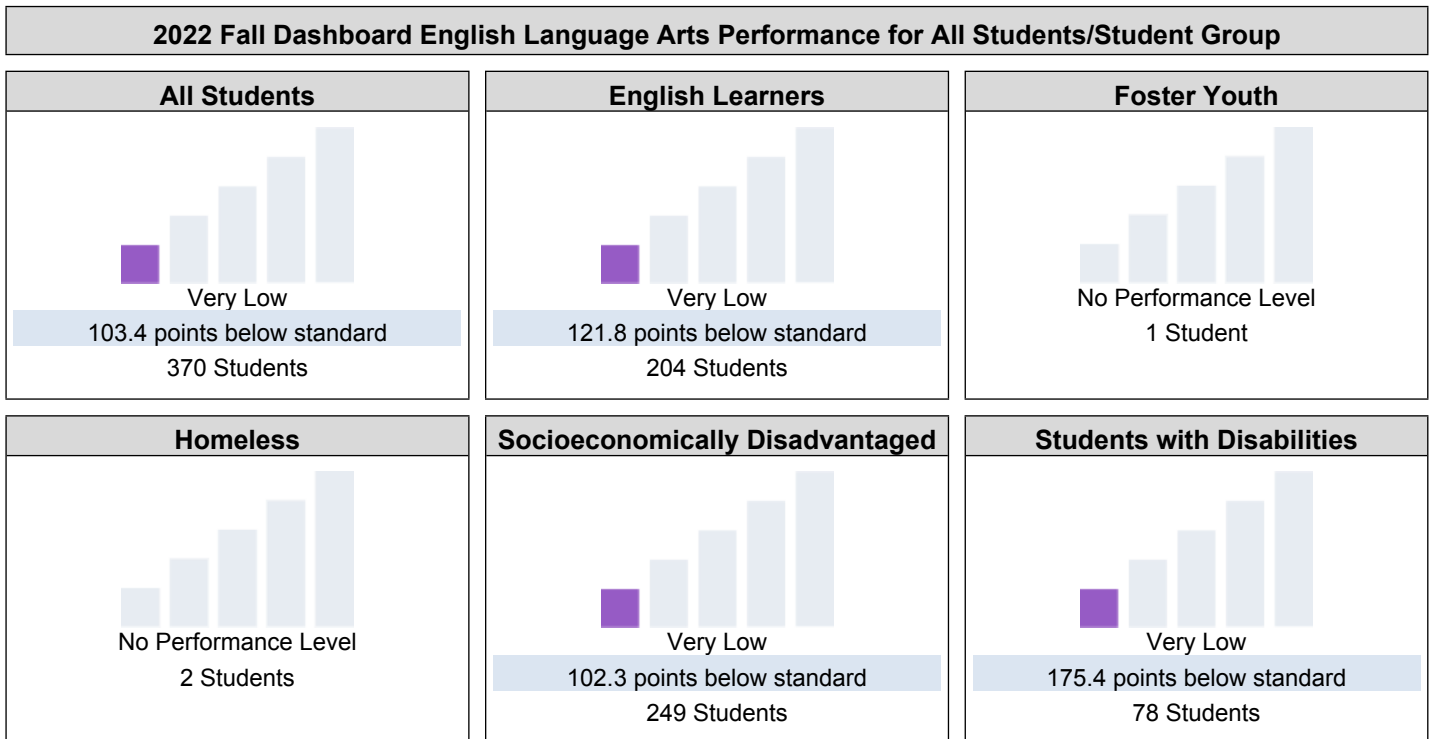
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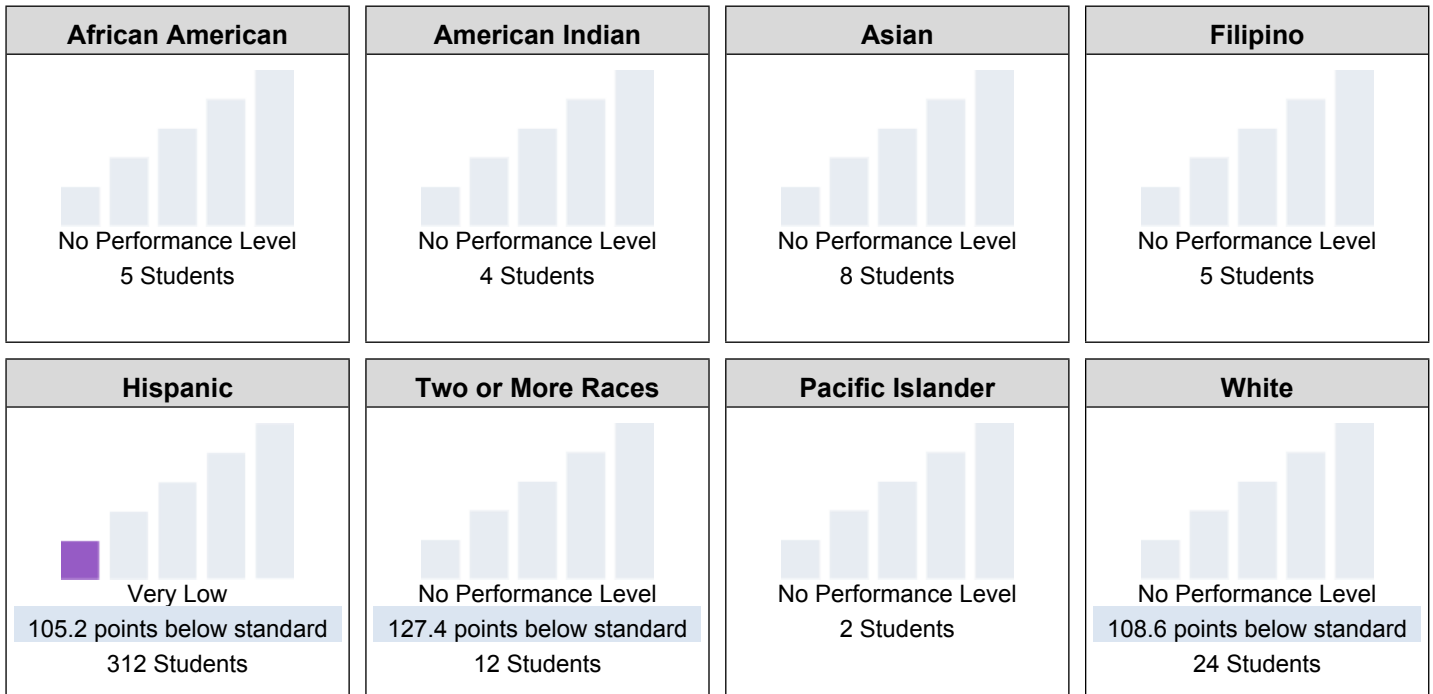
This section provides number of student groups in each level.



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
159.1 points below standard	79.4 points below standard	101.4 points below standard
111 Students	94 Students	90 Students

Conclusions based on this data:

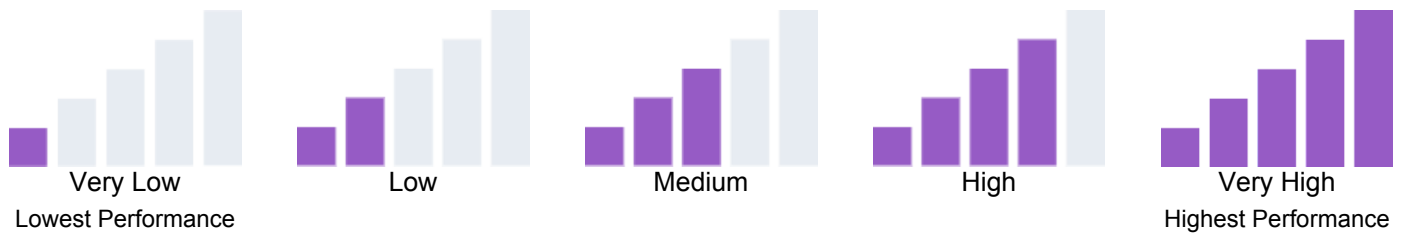
1. Include Special Education English teachers into ELA meetings and use TOSA to support their implementation of CER and SERP.
2. Continue to use our Restorative and Wellness center to support low socio-economic families
3. Data frozen from 2018-2019.

School and Student Performance Data

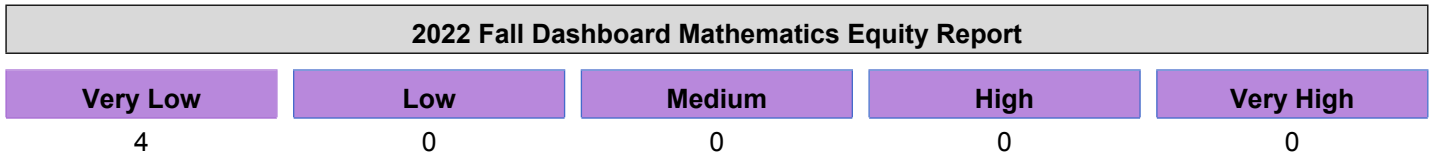
Academic Performance Mathematics

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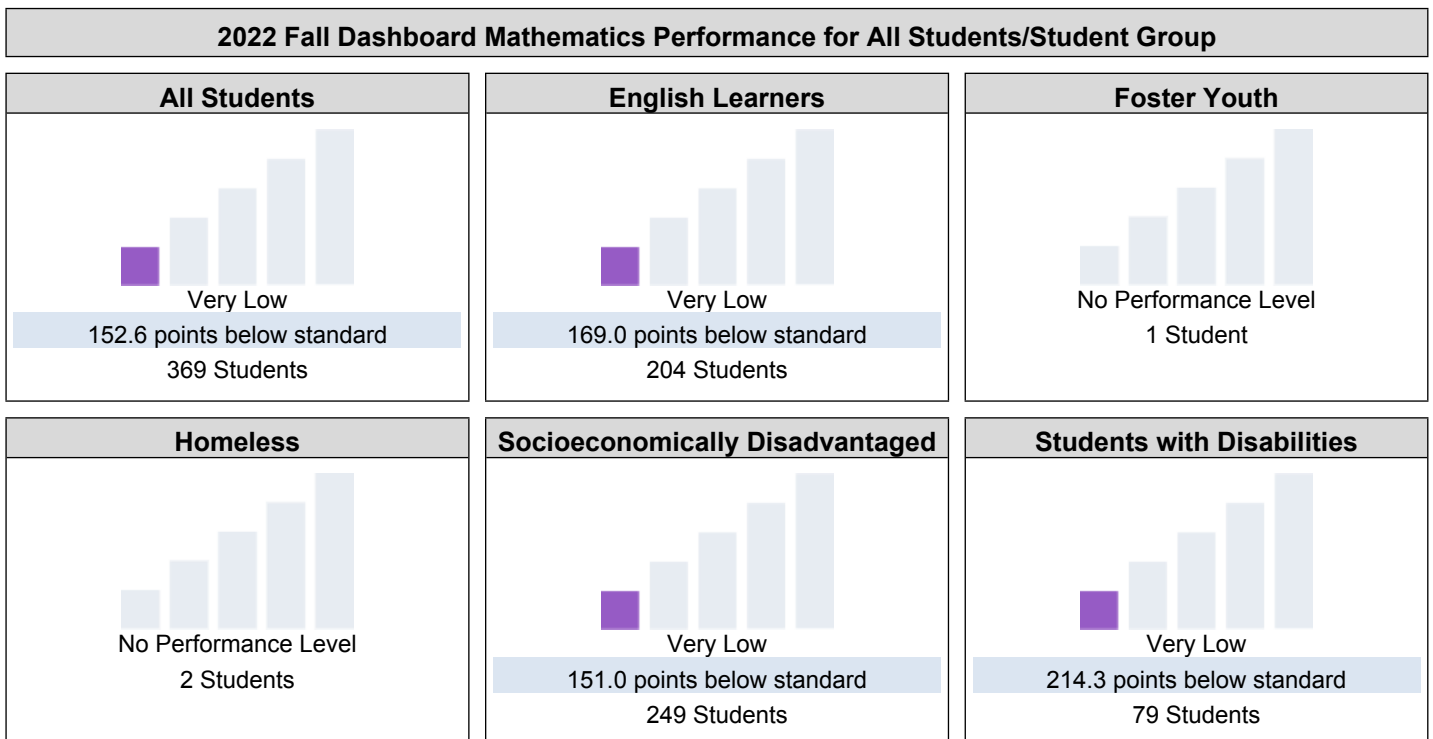
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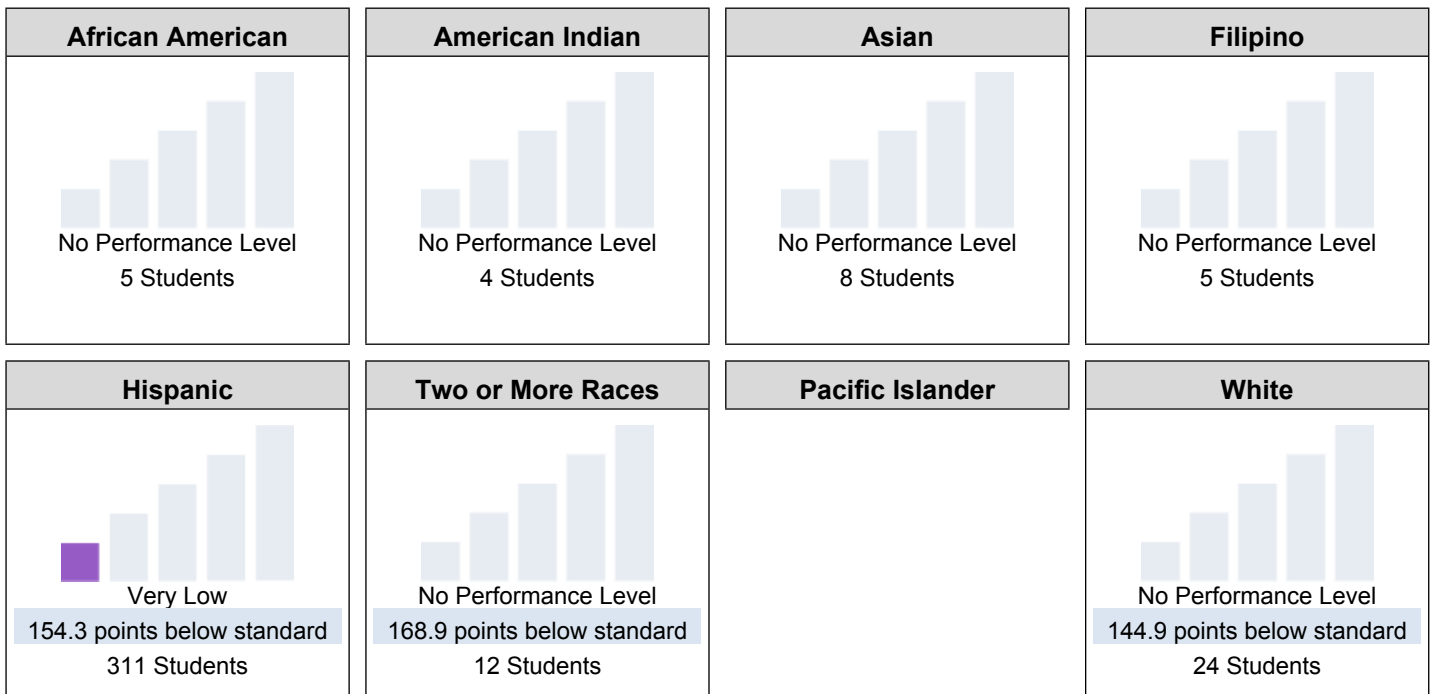
This section provides number of student groups in each level.



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
<p style="background-color: #e6f2ff;">196.2 points below standard</p> <p>111 Students</p>	<p style="background-color: #e6f2ff;">138.9 points below standard</p> <p>95 Students</p>	<p style="background-color: #e6f2ff;">160.7 points below standard</p> <p>90 Students</p>

Conclusions based on this data:

1. Data frozen from 2018-2019. English Learners has increase as well as our Socioeconomically disadvantaged due to core subject area work on literacy. Continue
2. Also increases come from CPM curriculum and training. Continue to provide teachers with this time
3. SWD teachers need more co-teaching and training as content teachers.

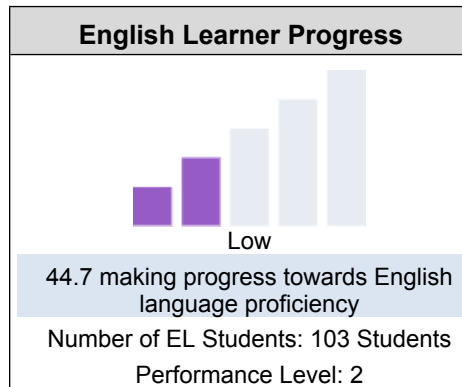
School and Student Performance Data

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
18.4%	36.9%	0.0%	44.7%

Conclusions based on this data:

1. One third of our students are designated as ELs and we are continuing to prioritize helping students RFEP who are capable so that we can target support to students who need it
2. Continue School-wide vocabulary and writing teams with SERP using formative assessments (CER Rubric; Let's Go Learn) and summative state assessments to determine growth. This will be done annually.
3. Work with district to develop curriculum and courses to address EL needs which will be implemented and monitored next year.

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.

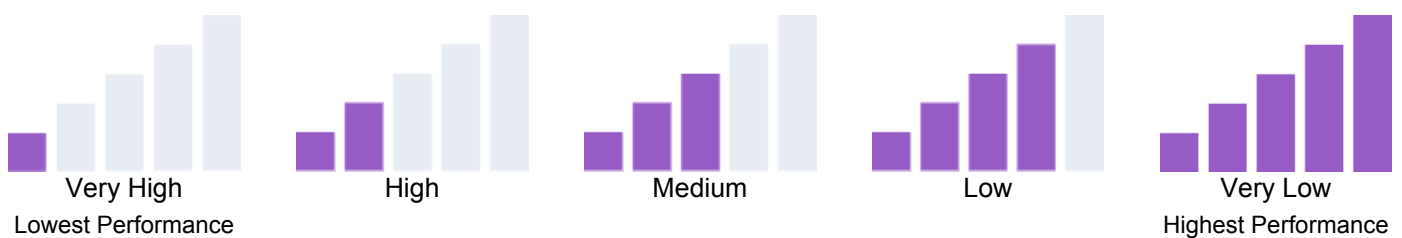
School and Student Performance Data

Academic Engagement Chronic Absenteeism

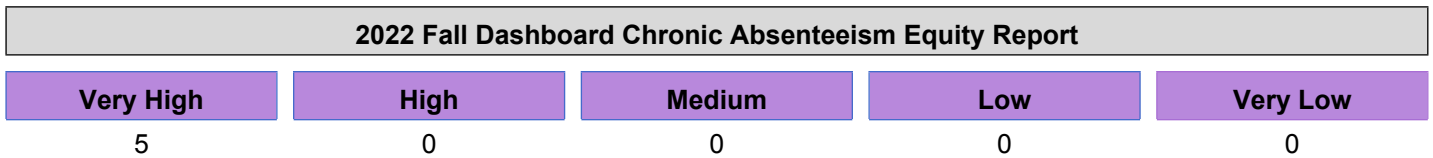
Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

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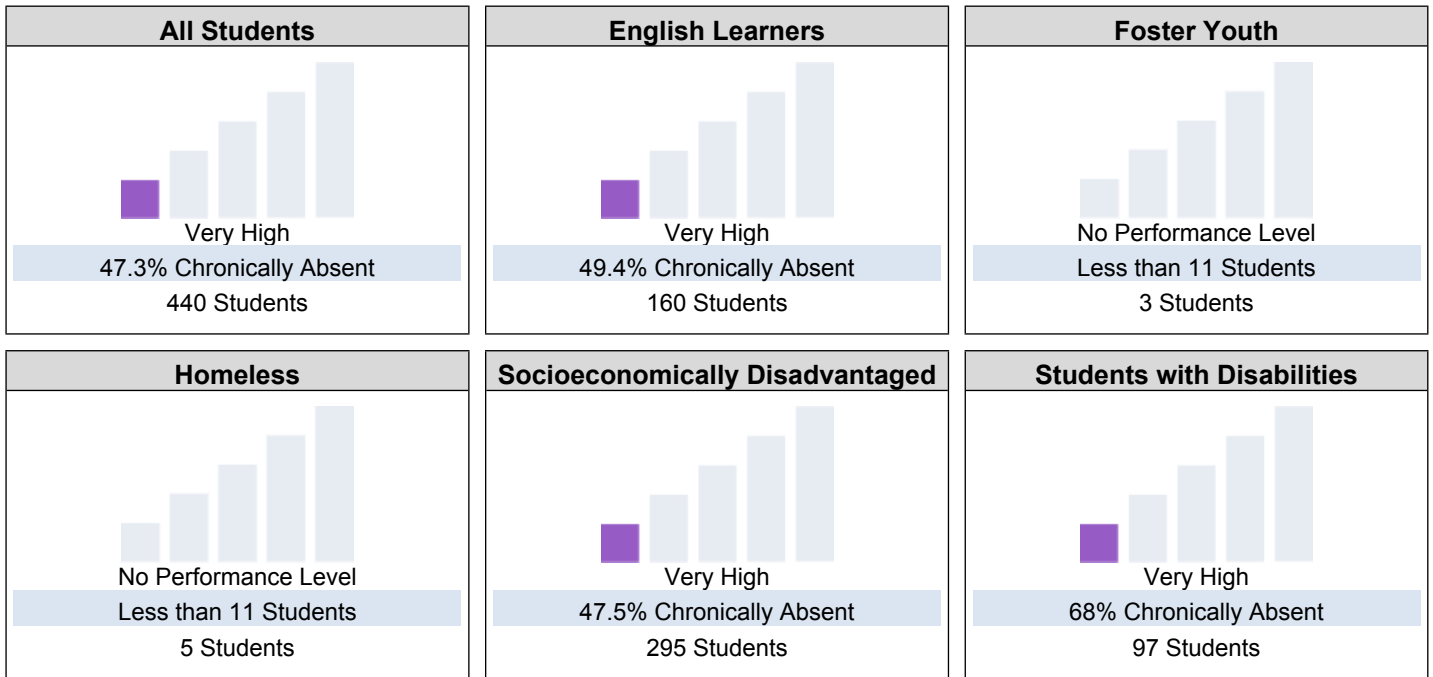


This section provides number of student groups in each level.

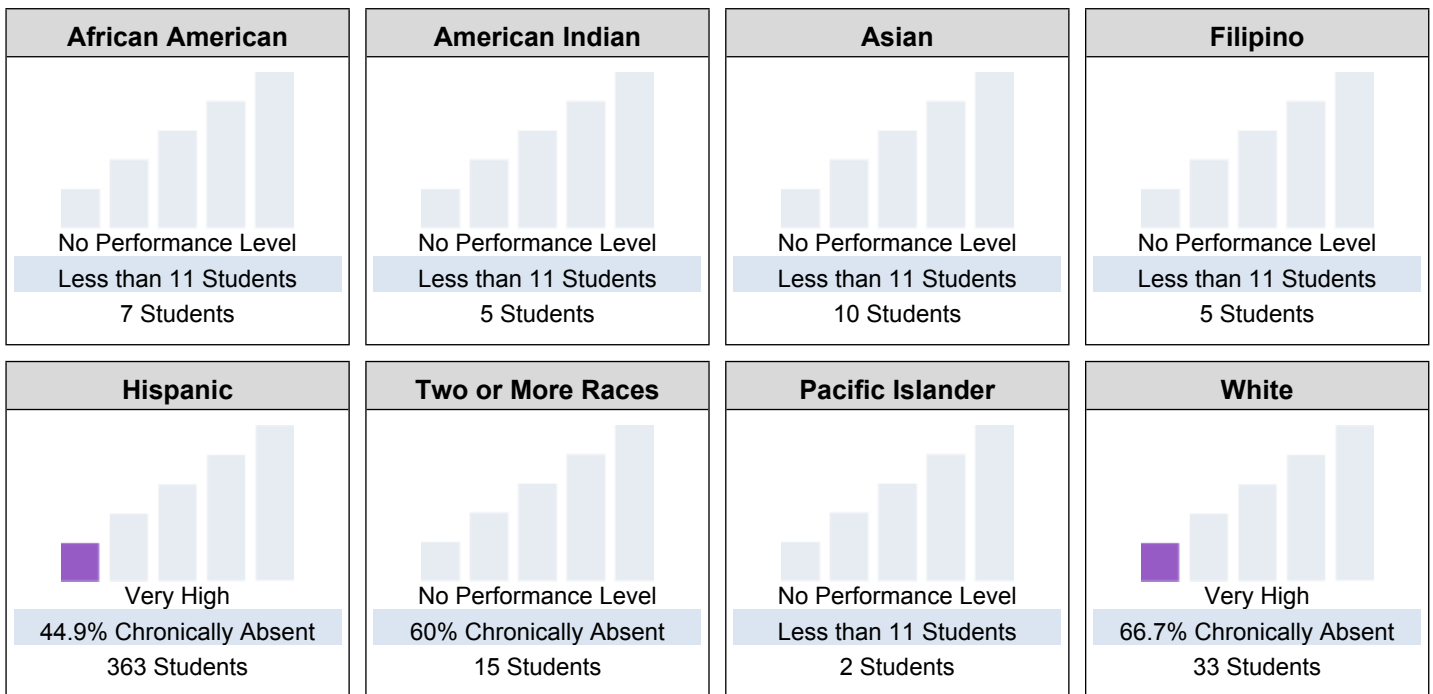


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



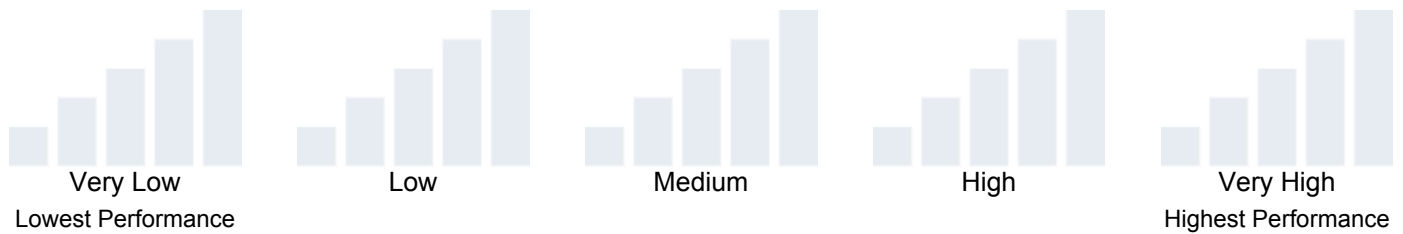
Conclusions based on this data:

1. Parents need continuous education on reporting absences.
2. Parents need continuous education on the importance of good attendance.
3. Families need access to good health care.

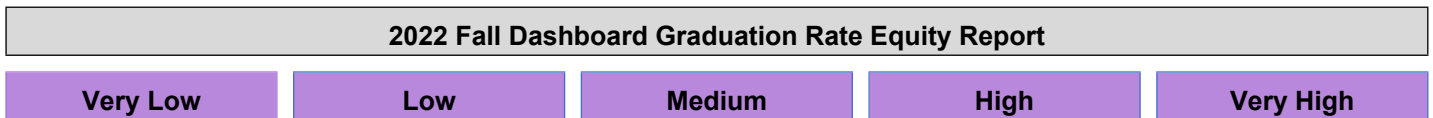
School and Student Performance Data

Academic Engagement Graduation Rate

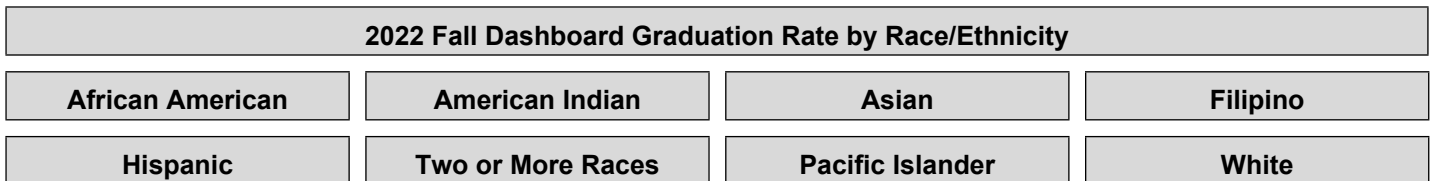
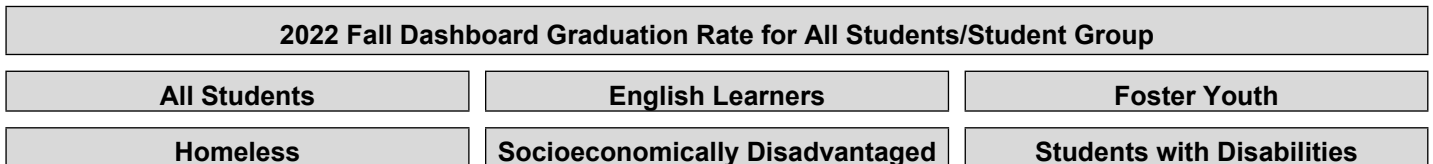
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This section provides number of student groups in each level.



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



Conclusions based on this data:

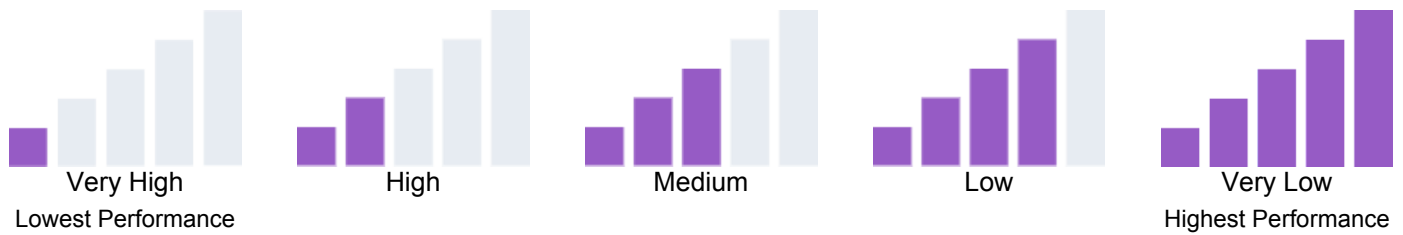
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School and Student Performance Data

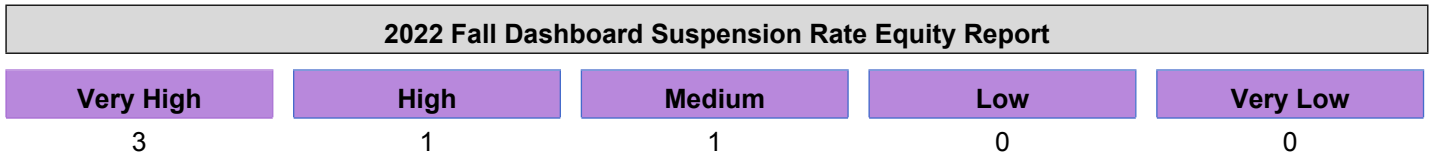
Conditions & Climate Suspension Rate

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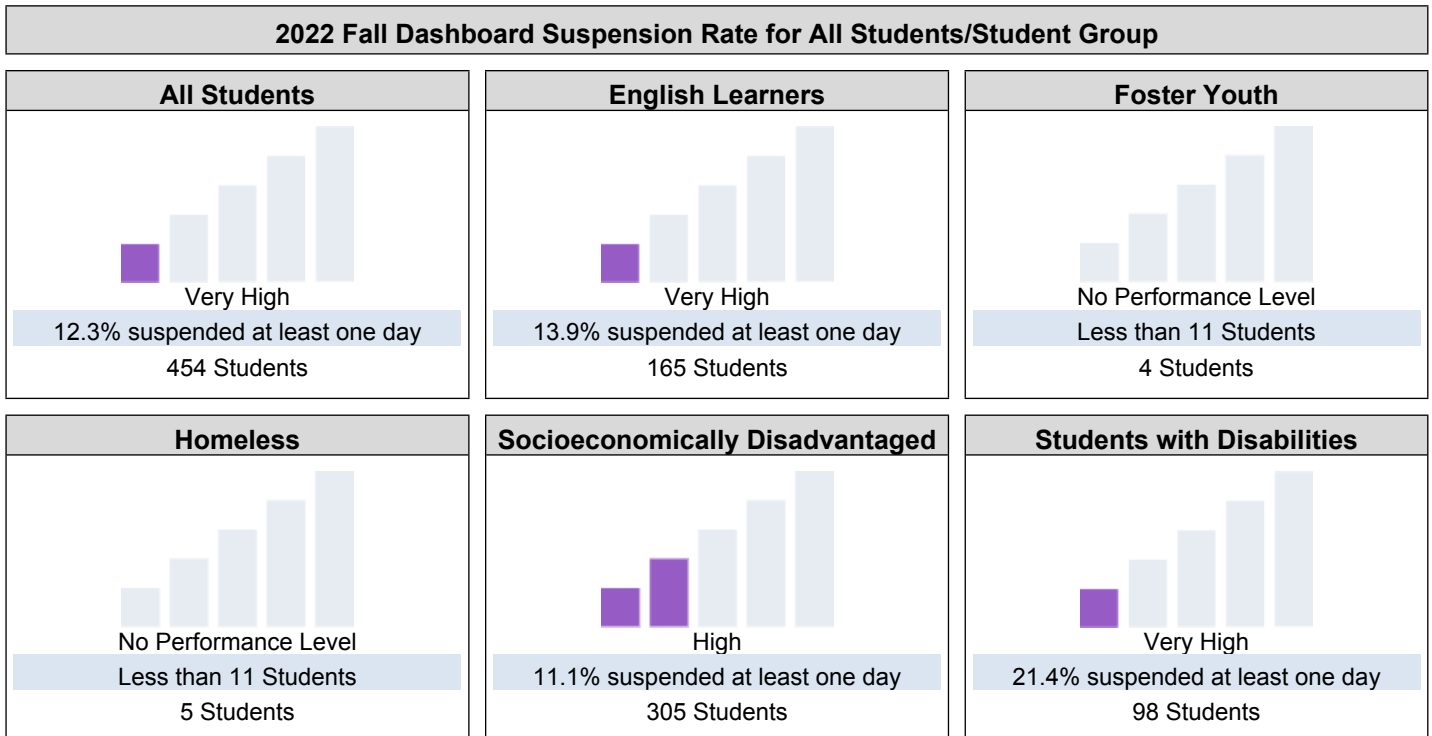
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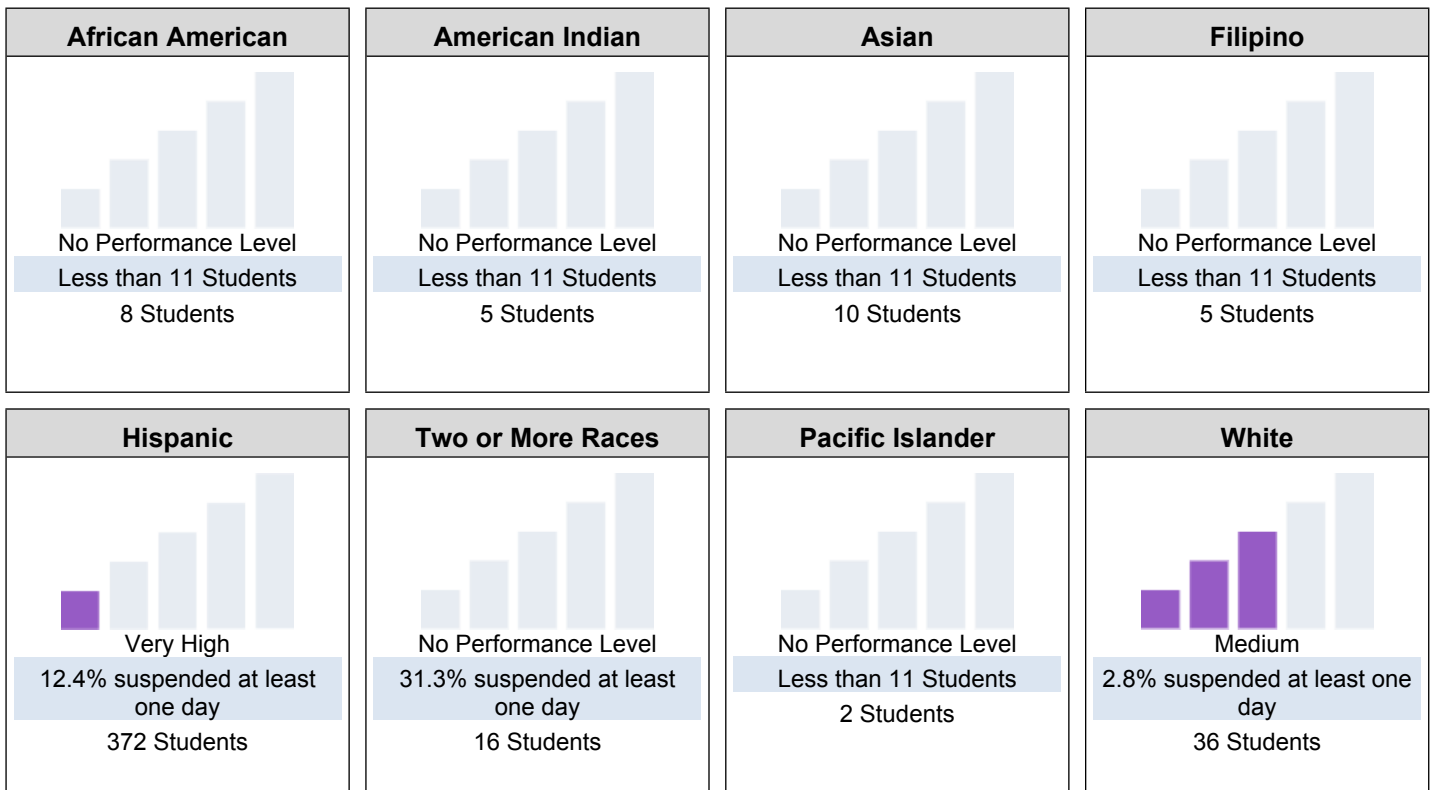
This section provides number of student groups in each level.



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. Continue to work with Restorative practices and restorative resource specialist to lower suspensions;
2. provide parent education and support;
3. empower BESTPlus team to create processes for positive behavior interventions

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	219	195		0	172		0	168		0.0	88.2	
Grade 8	228	211		0	180		0	178		0.0	85.3	
All Grades	447	406		0	352		0	346		0.0	86.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2471.			2.38			20.24			20.24			57.14	
Grade 8		2474.			1.69			18.54			23.03			56.74	
All Grades	N/A	N/A	N/A		2.02			19.36			21.68			56.94	

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6.71			34.90			58.39	
Grade 8		3.95			33.33			62.71	
All Grades		5.21			34.05			60.74	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.48			67.27			24.24	
Grade 8		5.08			71.75			23.16	
All Grades		6.73			69.59			23.68	

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

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 7	219	195		0	173		0	172		0.0	88.7	
Grade 8	228	211		0	189		0	188		0.0	89.6	
All Grades	447	406		0	362		0	360		0.0	89.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2422.			1.16			8.14			16.86			73.84	
Grade 8		2435.			1.06			1.60			20.74			76.60	
All Grades	N/A	N/A	N/A		1.11			4.72			18.89			75.28	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		1.74			27.33			70.93	
Grade 8		0.53			32.45			67.02	
All Grades		1.11			30.00			68.89	

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

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

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
418	59.8	21.3	32.5	1.0	0.2	83.0	6.5	1.2

Chronic Absenteeism Percentages								
The Chronic Absenteeism state indicator shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend. Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at https://dq.cde.ca.gov/dataquest/ .								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
47.3% Chronically Absent	47.5% Chronically Absent	68% Chronically Absent	49.4% Chronically Absent	Less than 11 Students	Less than 11 Students	44.9% Chronically Absent	66.7% Chronically Absent	Less than 11 Students

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
12.3% suspended at least one day	11.1% suspended at least one day	21.4% suspended at least one day	13.9% suspended at least one day	Less than 11 Students	Less than 11 Students	12.4% suspended at least one day	2.8% suspended at least one day	Less than 11 Students

Math Percentages

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

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
152.6 points below standard	151.0 points below standard	214.3 points below standard	169.0 points below standard			154.3 points below standard	144.9 points below standard	

ELA Percentages

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

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
103.4 points below standard	102.3 points below standard	175.4 points below standard	121.8 points below standard			105.2 points below standard	108.6 points below 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

HCMS will provide a comprehensive instructional program that supports college and career readiness and enrichment. We will also provide support to cultivate measurable student growth in literacy and mathematics. The goal in ELA is to increase student's grade level proficiency in reading comprehension by 1.5 grade level. In math, the goal is to increase proficiency by 1.0 grade level as measured by STAR and MAP assessments. Work with district TOSAs (Math) , PLCs, learning rounds, and training will be supported. Students will be supported by a intervention counselor for academics and for SEL and engagement by increased counseling as well.

Identified Need

Student growth in literacy and mathematics from the beginning to end of year as determined by the Site Lead

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA MAP Assessments, STAR Reading data	STAR data; MAP assessments for literacy and math; Accelerated Reader program data and incentives for student literacy; street data to evaluate reading comprehension reading and writing	Show 1 full year grade level increase in both ELA and math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	development for students; course tallies for master schedule.	

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

Upgrade equipment for enrichment courses such as Culinary to provide clear pathway into CTE college and career readiness activities at the high school.

Monitoring Effectiveness

How will this activity be monitored during the year?

The use of materials in arts pathways: Art, Culinary, Project Make to lead into CTE courses with Piner HS.

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)
2407.51	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables)
0	0500 - Supplemental None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Support students who are at risk of failing.

Strategy/Activity

Employ a 1.0% intervention counselor to work with Tier 2 students at the middle school. Site funds will cover .60; district will fill in the remaining .40.

Monitoring Effectiveness

How will this activity be monitored during the year?

Reports and data provided by the school counselor; log.

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)
31614.17	3010 - Title I 1xxx – FTE Certificated Salaries
2145.41	3010 - Title I 3000 – Certificated FTE Benefits
31614.17	0500 - Supplemental 1xxx – FTE Certificated Salaries
19240.99	0500 - Supplemental 3000 – Certificated FTE Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

College & Career TOSA

Strategy/Activity

Extended day pay for TOSA to support students and families enrolling in Early College Magnet at Piner, Upward Bound and Academic Talent search. Field Trips to college campuses

Monitoring Effectiveness

How will this activity be monitored during the year?

Student participation in the 9th grade Early College Magnet course at Piner High School. Field trips to colleges for college and career awareness

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	0500 - Supplemental 1112 - Teacher Extended Day
1000	0500 - Supplemental 3000 – Certificated FTE Benefits
2000.00	0500 - Supplemental 5832 - Field Trip Transportation
1000.00	0500 - Supplemental 1122 - Teacher Release Time
1400.00	3010 - Title I 5832 - Field Trip Transportation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students in cores subjects will be supported in literacy & mathematics

Strategy/Activity

Support TOSA activities on an extended day rate for literacy support and mathematics development

Monitoring Effectiveness

How will this activity be monitored during the year?

Pre & Post assessments administered by instructor; TOSA Logs, professional development implementation 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)
3678.15	0500 - Supplemental 1112 - Teacher Extended Day
1254.3	0500 - Supplemental 3000 – Certificated FTE Benefits
4847.63	3010 - Title I 1112 - Teacher Extended Day

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Monitoring Effectiveness

How will this activity be monitored during the 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)
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0500 - Supplemental
1112 - Teacher Extended Day

0500 - Supplemental
3000 - Certificated Hourly Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Monitoring Effectiveness

How will this activity be monitored during the 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)

0

0500 - Supplemental
2xxx – FTE Classified Salaries

0

0500 - Supplemental
3000- Classified FTE Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

To support all students with supplemental materials, equipment including software and needed hardware.

Strategy/Activity

Supplemental materials & supplies to support academic program

Monitoring Effectiveness

How will this activity be monitored during the year?

Improvement in the number of students passing courses.

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)
10000.00	3010 - Title I 4311 - Instructional Materials (Non-Consumables)
2300.00	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings
7119.75	3010 - Title I 5817 - Online Computing Services / Software Licenses
4500.00	3010 - Title I 4400 - Equipment (under \$5,000)
0	3010 - Title I 4412 - Hardware (under \$5,000)
0	3010 - Title I 5901 - Postage
7775.84	0500 - Supplemental 4300 - Materials/Supplies (Consumables, snacks for parent meetings)
0	0500 - Supplemental 4312 - Software

	0500 - Supplemental 4412 - Hardware (under \$5,000)
	0500 - Supplemental 5817 - Online Computing Services / Software Licenses

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

Add to Accelerated Reader Library

Monitoring Effectiveness

How will this activity be monitored during the year?

Students reading entries in AR software monitored by English department

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	0500 - Supplemental 4200 - Books - Other than Textbooks
4000	3010 - Title I 4200 - Books - Other than Textbooks

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

PLCs

Strategy/Activity

Teachers will engage in professional learning communities to work on academic achievement and student well being.

Monitoring Effectiveness

How will this activity be monitored during the 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)
4800.00	0500 - Supplemental 1112 - Teacher Extended Day
1400.00	0500 - Supplemental 3000 – Certificated FTE Benefits

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.

Implementing supplemental courses and materials to support core subjects, technology development and academic advancement is important to support our full Title 1 school. Students need opportunities for enrichment as well as academic and social emotional support.

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

Monies were used for intended courses, as well as creating supportive online restorative practices and changing grading practices to help students be more successful in this new school environment. Teachers learned about Standards Based Grading & Learning and helped students learn online platforms.

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.

We will continue with additional courses, TOSAs to support technology, literacy and math. As per above; counselor is Activity 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 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

Develop a strong school culture through community engagement and activities

Continue and improve social emotional plans put in motion last year

Work with community partners for enrichment and connection

Increase positive relationships among all stakeholders to support student and staff achievement and health

Identified Need

Increase positive relationships among students, teachers, families, and staff to support student achievement

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Youth Truth Survey Data; Panorama Data

Families responded 3.68 on a scale of 1 to 5 whether they strongly agree to the question:
Teachers and students care about each other. This is below the district average.
Families responded 3.84 on a scale of 1 to 5 whether they strongly agree to the question:

Meet or exceed the district average

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	I feel comfortable approaching teachers about my child's progress. This is below 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)

Community Building Activities; PBIS and MTSS Support; Promotion activities involving families and community

Strategy/Activity

School Garden, Building Connection Days, Promotion, Trainings for MTSS/PBIS, school spirit activities and materials

Monitoring Effectiveness

How will this activity be monitored during the year?

Attendance at activities; Support for Tier 1 and Tier 2 monitoring by activity

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)
7500	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)
2600	0500 - Supplemental 1122 - Teacher Release Time

460	0500 - Supplemental 3000 – Certificated FTE Benefits
0	3010 - Title I 5800 – Other Services (Consultants; Field Trip Admissions, etc)
0	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc)
0	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)

All students

Strategy/Activity

SEL Support programs Safe School Ambassadors and monthly assemblies

Monitoring Effectiveness

How will this activity be monitored during the year?

Pre and Post surveys

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)
2200	0500 - Supplemental 1122 - Teacher Release Time
0	3010 - Title I

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Serves all students

Strategy/Activity

Clerical support for parent meetings

Monitoring Effectiveness

How will this activity be monitored during the year?

Parent attendance at meetings and school activities

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)

2200

3010 - Title I
2xxx – FTE Classified Salaries

3010 - Title I
3000- Classified FTE Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Serves all students

Strategy/Activity

Postage for mailers

Monitoring Effectiveness

How will this activity be monitored during the year?

Record of mailers sent throughout the 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)

650.00

3010 - Title I
5901 - Postage

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Provide a safe school environment

Strategy/Activity

PLCs with staff regarding safety; purchases of needed equipment for EOC

Monitoring Effectiveness

How will this activity be monitored during the year?

Monthly drills and reviews by safety committee

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

3010 - Title I
4400 - Equipment (under \$5,000)

1800.00

0500 - Supplemental
1112 - Teacher Extended Day

600.00

0500 - Supplemental 3000 – Certificated FTE Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Campus beautification and community projects

Strategy/Activity

Leadership class to identify projects around campus and work together with parents and school

Monitoring Effectiveness

How will this activity be monitored during the year?

Pre and Post

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)

1200

0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)
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3010 - Title I

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.

Provide support for parent/guardian, student community as well as the social emotional needs of students.

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

We are planning to develop a speaker series for students and parents/guardians to support SEL and academic for the coming year as well as continue outreach to community groups to support parents and provide enrichment.

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.

No changes in metrics. We will work towards full in-person use of funding for speaker series, social emotional support and parent meetings, education and support.

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

Support staff by providing time to implement classroom platforms and strategies for faculty and instructional assistants; training implementation for classified staff as needed.

Identified Need

Staff has identified that they need additional time to process and implement professional development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey Data	Staff survey results: My school supports me in implementing what I have learned in professional development.* HCMS - scaled 3.5 on scale of 1 to 5, which is below district average	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)

Serves all students

Strategy/Activity

Extended day pay for teacher implementation activities

Monitoring Effectiveness

How will this activity be monitored during the year?

Meeting minutes

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
1112 - Teacher Extended Day

0

3010 - Title I
1112 - Teacher Extended Day

0

3010 - Title I
3000 – Certificated FTE Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Serves all students

Strategy/Activity

Materials, Supplies, travel, conferences and dues for teacher professional development

Monitoring Effectiveness

How will this activity be monitored during the year?

Minutes and ledgers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables)
1500.00	0500 - Supplemental 5215 - Staff Travel & Conferences
250.00	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc)

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.

Due to all the additional prep to return from Hybrid, professional development opportunities were put on hold. Some gatherings occurred with our leadership team and volunteer groups to determine a new mission/vision and identify needed PD for next year. We anticipate more vigorous opportunities for training and collaboration.

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

None

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.

We have used input from parents and staff to begin to flesh out a PD plan for next year.

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	\$65929.33
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$175,057.92

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	\$70,776.96

Subtotal of additional federal funds included for this school: \$70,776.96

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	\$104,280.96

Subtotal of state or local funds included for this school: \$104,280.96

Total of federal, state, and/or local funds for this school: \$175,057.92

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
3010 - Title I	70,776.96	0.00
0500 - Supplemental	104,280.96	0.00

Expenditures by Funding Source

Funding Source	Amount
0500 - Supplemental	104,280.96
3010 - Title I	70,776.96

Expenditures by Budget Reference

Budget Reference	Amount
1112 - Teacher Extended Day	20,125.78
1122 - Teacher Release Time	5,800.00
1xxx – FTE Certificated Salaries	63,228.34
2xxx – FTE Classified Salaries	2,200.00
3000 – Certificated FTE Benefits	26,100.70
3000- Classified FTE Benefits	0.00
4200 - Books - Other than Textbooks	8,000.00

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	2,300.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	16,475.84
4311 - Instructional Materials (Non-Consumables)	13,407.51
4312 - Software	0.00
4400 - Equipment (under \$5,000)	4,500.00
4412 - Hardware (under \$5,000)	0.00
5215 - Staff Travel & Conferences	1,500.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	250.00
5817 - Online Computing Services / Software Licenses	7,119.75
5832 - Field Trip Transportation	3,400.00
5901 - Postage	650.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1112 - Teacher Extended Day	0500 - Supplemental	15,278.15
1122 - Teacher Release Time	0500 - Supplemental	5,800.00
1xxx – FTE Certificated Salaries	0500 - Supplemental	31,614.17
2xxx – FTE Classified Salaries	0500 - Supplemental	0.00
3000 – Certificated FTE Benefits	0500 - Supplemental	23,955.29
3000- Classified FTE Benefits	0500 - Supplemental	0.00
4200 - Books - Other than Textbooks	0500 - Supplemental	4,000.00

4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	16,475.84
4311 - Instructional Materials (Non-Consumables)	0500 - Supplemental	3,407.51
4312 - Software	0500 - Supplemental	0.00
5215 - Staff Travel & Conferences	0500 - Supplemental	1,500.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	250.00
5832 - Field Trip Transportation	0500 - Supplemental	2,000.00
None Specified	0500 - Supplemental	0.00
1112 - Teacher Extended Day	3010 - Title I	4,847.63
1xxx – FTE Certificated Salaries	3010 - Title I	31,614.17
2xxx – FTE Classified Salaries	3010 - Title I	2,200.00
3000 – Certificated FTE Benefits	3010 - Title I	2,145.41
4200 - Books - Other than Textbooks	3010 - Title I	4,000.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	3010 - Title I	2,300.00
4311 - Instructional Materials (Non-Consumables)	3010 - Title I	10,000.00
4400 - Equipment (under \$5,000)	3010 - Title I	4,500.00
4412 - Hardware (under \$5,000)	3010 - Title I	0.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	3010 - Title I	0.00
5817 - Online Computing Services / Software Licenses	3010 - Title I	7,119.75
5832 - Field Trip Transportation	3010 - Title I	1,400.00
5901 - Postage	3010 - Title I	650.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	151,097.92
Goal 2	19,210.00
Goal 3	4,750.00

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

Name of Members	Role
Laura Hendrickson	Principal
Melissa Jenkins	Other School Staff
Brett Ainsworth	Classroom Teacher
Julile Grange	Classroom Teacher
Renee Clay	Other School Staff
Bridget Joy	Other School Staff
Jessica House	Parent or Community Member
Marguerita Guerrero	Parent or Community Member
Maria Vasquez	Parent or Community Member
Landon Williams	Secondary Student
Estrella Beltran	Secondary Student
Kaylie Arata	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 4/19/23.

Attested:



Principal, Laura Hendrickson on April 19, 2023

SSC Chairperson, Melissa Jenkins on April 19, 2023

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.

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019