

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

**Contact Person:** Laurie Fong  
**Position:** Principal  
**Phone Number:** 707-890-3830  
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**E-mail Address:** apaulson@srcs.k12.ca.us

## Purpose and Description

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

Schoolwide Program  
Comprehensive Support and Improvement

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

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

## **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**

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

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

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

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.2%	1.32%	0.95%	19	21	15
African American	2.9%	3.21%	3.12%	47	51	49
Asian	4.2%	3.83%	3.5%	68	61	55
Filipino	1.7%	1.76%	1.65%	28	28	26
Hispanic/Latino	50.4%	51.16%	53.56%	818	814	842
Pacific Islander	1.4%	1.19%	1.4%	23	19	22
White	35.4%	33.88%	31.42%	575	539	494
Multiple/No Response	2.8%	3.58%	4.39%	46	57	69
	<b>Total Enrollment</b>			1,624	1,591	1572

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	414	387	399
Grade 10	424	411	387
Grade 11	403	413	393
Grade 12	383	380	393
<b>Total Enrollment</b>	1,624	1,591	1,572

# 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	156	145	147	9.6%	9.1%	9.4%
Fluent English Proficient (FEP)	557	564	588	34.3%	35.4%	37.4%
Reclassified Fluent English Proficient (RFEP)	6	530	554	3.8%	78.5%	79.0%

# 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
<b>1,591</b>	<b>39.2</b>	<b>9.1</b>	<b>0.7</b>
Total Number of Students enrolled in Montgomery 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
<b>English Learners</b>	145	9.1
<b>Foster Youth</b>	11	0.7
<b>Homeless</b>	9	0.6
<b>Socioeconomically Disadvantaged</b>	623	39.2
<b>Students with Disabilities</b>	278	17.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	51	3.2
<b>American Indian</b>	21	1.3
<b>Asian</b>	61	3.8
<b>Filipino</b>	28	1.8
<b>Hispanic</b>	814	51.2
<b>Two or More Races</b>	57	3.6
<b>Pacific Islander</b>	19	1.2
<b>White</b>	539	33.9

**Conclusions based on this data:**

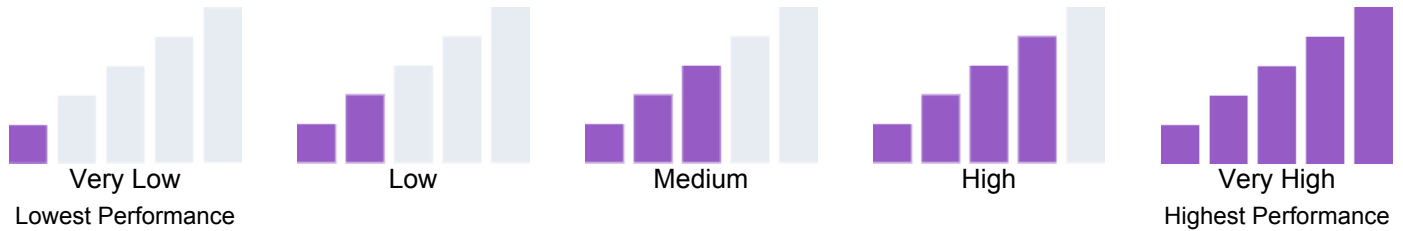
1. IB instructional program- IB School Wide, AVID School Wide, A-G completion rates, and School-Wide Instructional Framework. Still need to improve on going Course enrollment data by subgroups Ongoing grade data, ongoing teacher collaborative work to support EL students
2. Increase the number of students successfully completing A-G courses with a C or better in all grade levels, with a special emphasis on 9th and 10th graders. Montgomery will continue to extend and refine current student supports, investigating and collating possible new supports, and deciding on and implementing new interventions for students who are struggling. A specific emphasis will be placed on engaging the staff in considering a bell schedule change to create embedded tutoring and academic support for all students. As part of implementing supports, the staff will also be engaged in considering a school-wide instructional framework and their impacts on student performance. Montgomery will also include the IB learner profile and AVID for all students

# School and Student Performance Data

## Overall Performance

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>  Very Low	<b>Graduation Rate</b>  Medium	<b>Suspension Rate</b>  Medium
<b>Mathematics</b>  Very Low		
<b>English Learner Progress</b>  Low		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

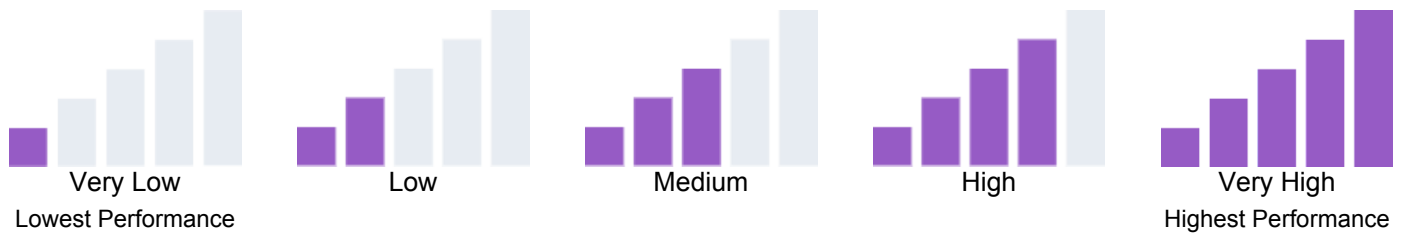
1. Increase the number of students successfully completing A-G courses with a C or better in all grade levels, with a special emphasis on 9th and 10th graders. Montgomery will continue to extend and refine current student supports, investigating and collating possible new supports, and deciding on and implementing new interventions for students who are struggling. A specific emphasis will be placed on engaging the staff in considering a bell schedule change to create embedded tutoring and academic support for all students. As part of implementing supports, the staff will also be engaged in considering a school-wide instructional framework and their impacts on student performance. Montgomery will also include the IB learner profile and AVID for all student
2. IB instructional program- IB School Wide, AVID School Wide, A-G completion rates, and School-Wide Instructional Framework. Still need to improve on going Course enrollment data by subgroups Ongoing grade data, ongoing teacher collaborative work to support EL students
3. No new data for this year as the CAASPP test was not administered in 19-20 due to COVID pandemic

# School and Student Performance Data

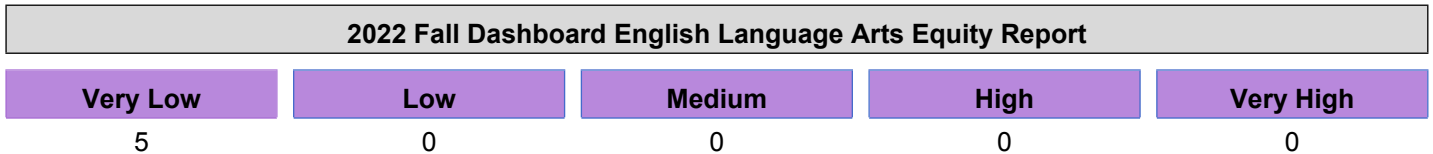
## Academic Performance English Language Arts

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](#).

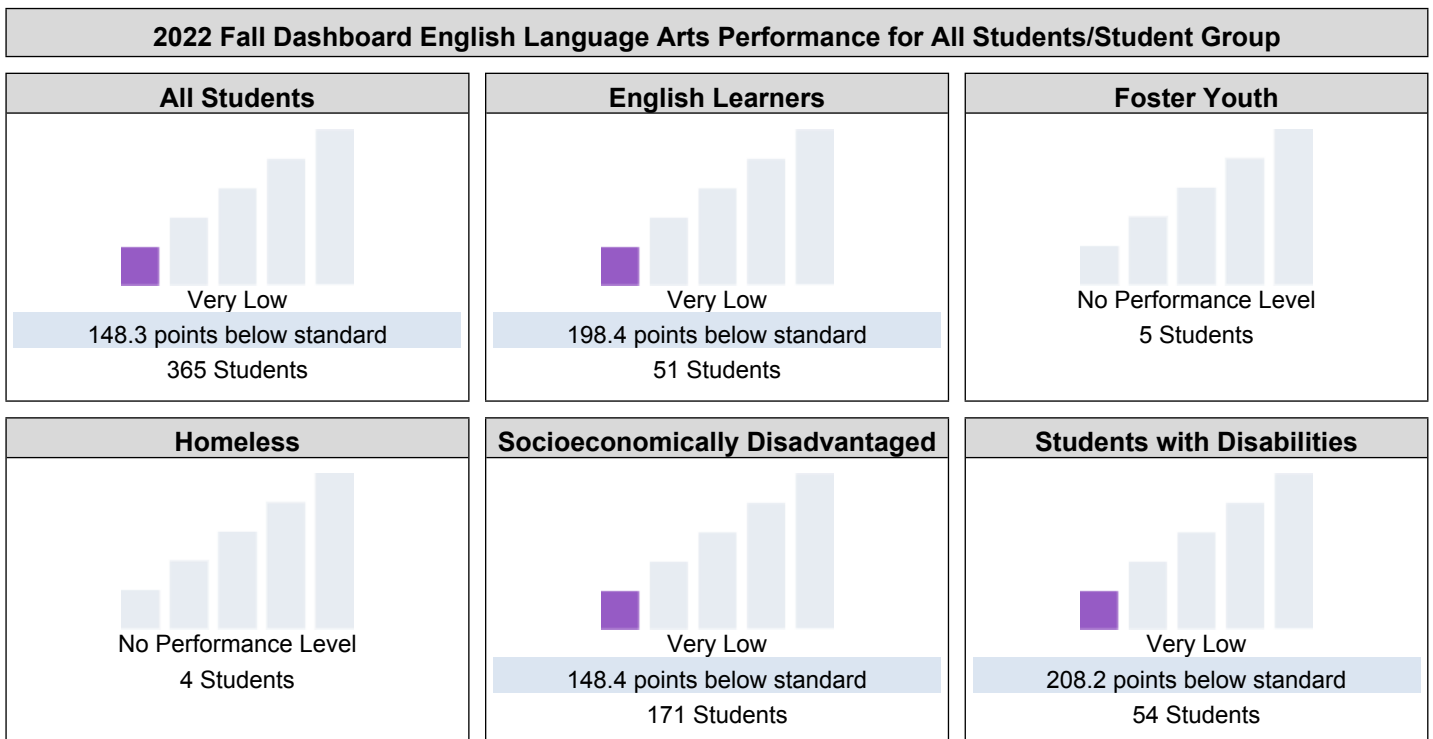
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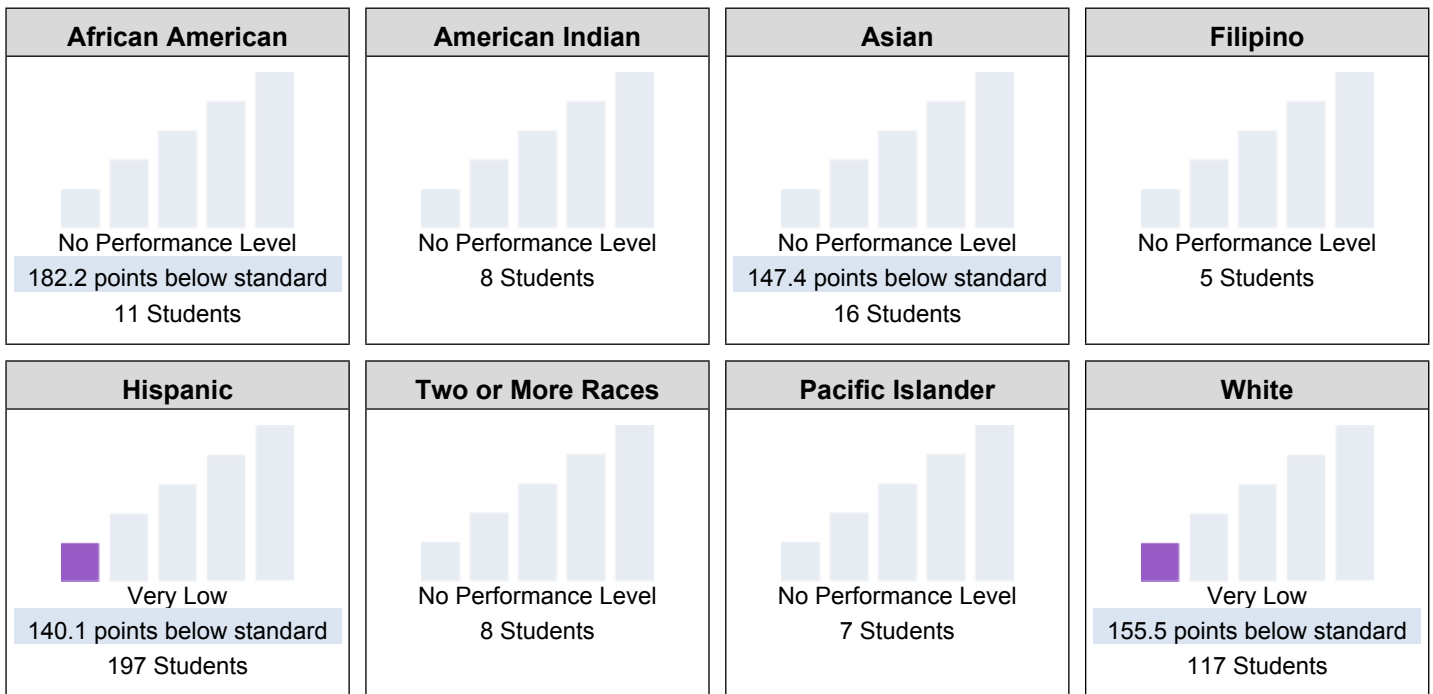
This section provides number of student groups in each level.



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
237.6 points below standard	173.1 points below standard	154.2 points below standard
20 Students	31 Students	197 Students

#### Conclusions based on this data:

1. IB instructional program- IB School Wide, AVID School Wide, A-G completion rates, and School-Wide Instructional Framework. Still need to improve on going Course enrollment data by subgroups Ongoing grade data, ongoing teacher collaborative work to support EL students
2. Increase the number of students successfully completing A-G courses with a C or better in all grade levels, with a special emphasis on 9th and 10th graders. Montgomery will continue to extend and refine current student supports, investigating and collating possible new supports, and deciding on and implementing new interventions for students who are struggling. A specific emphasis will be placed on engaging the staff in considering a bell schedule change to create embedded tutoring and academic support for all students. As part of implementing supports, the staff will also be engaged in considering a school-wide instructional framework and their impacts on student performance. Montgomery will also include the IB learner profile and AVID for all student
3. Montgomery still needs to provide academic and real-world support for ELs, ELD Support Lab: provided to students with ELPAC 1-2 levels, and newcomers. ELD Support Lab: provided to students with ELPAC 3-4 and LTELs levels. EL materials and supplies; this includes LTELs and monitored RFEPs.

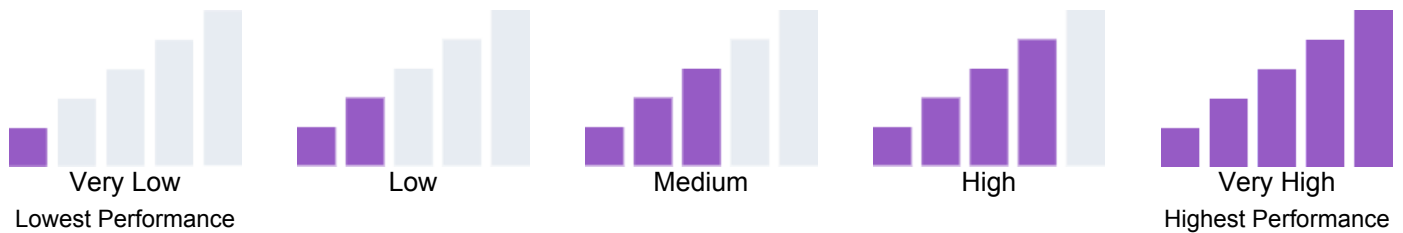
No new data for this year as the CAASPP test was not administered in 19-20 due to COVID pandemic  
We expect CAASPP data fro the 21-22 school year

# School and Student Performance Data

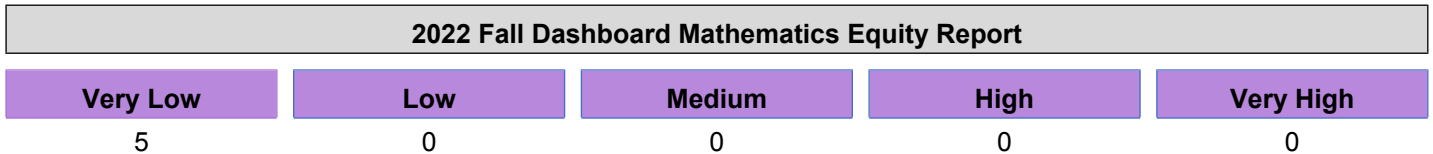
## Academic Performance Mathematics

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](#).

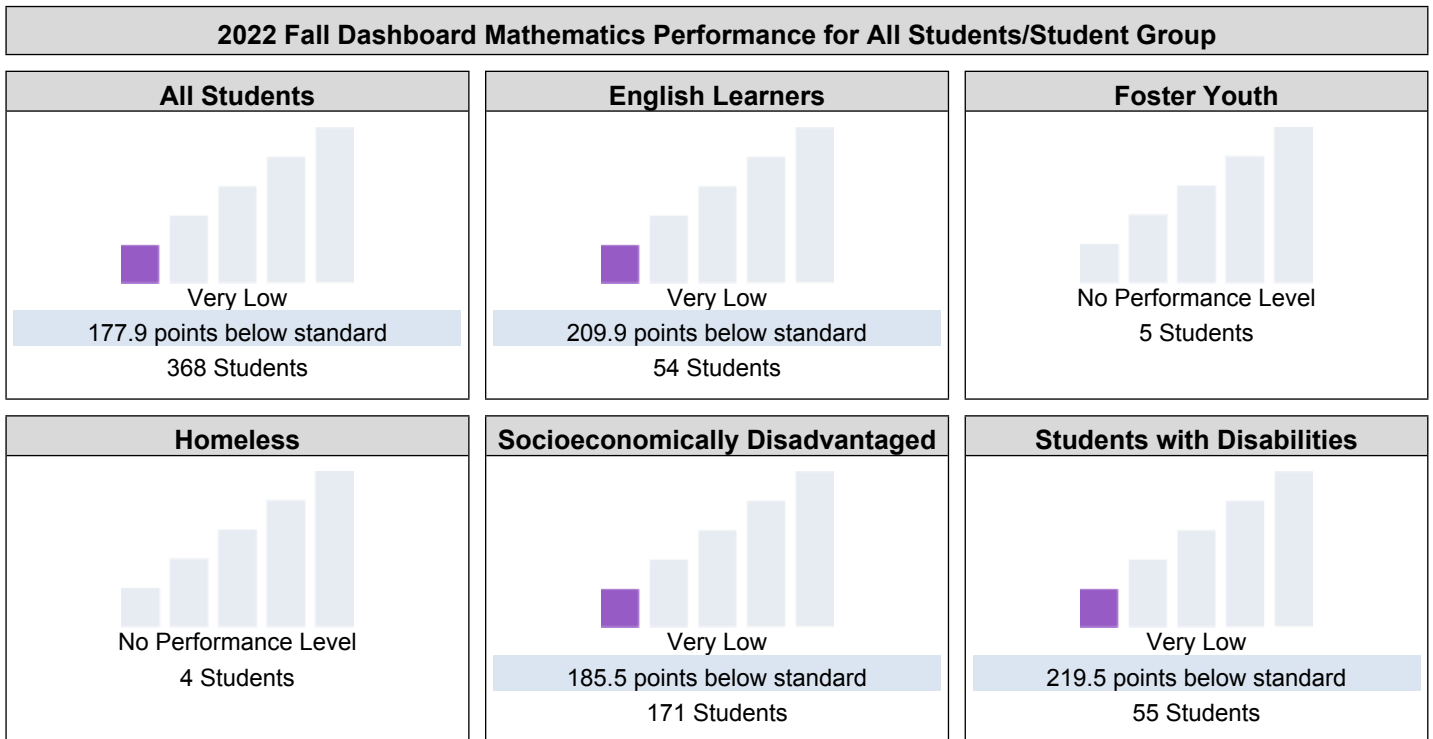
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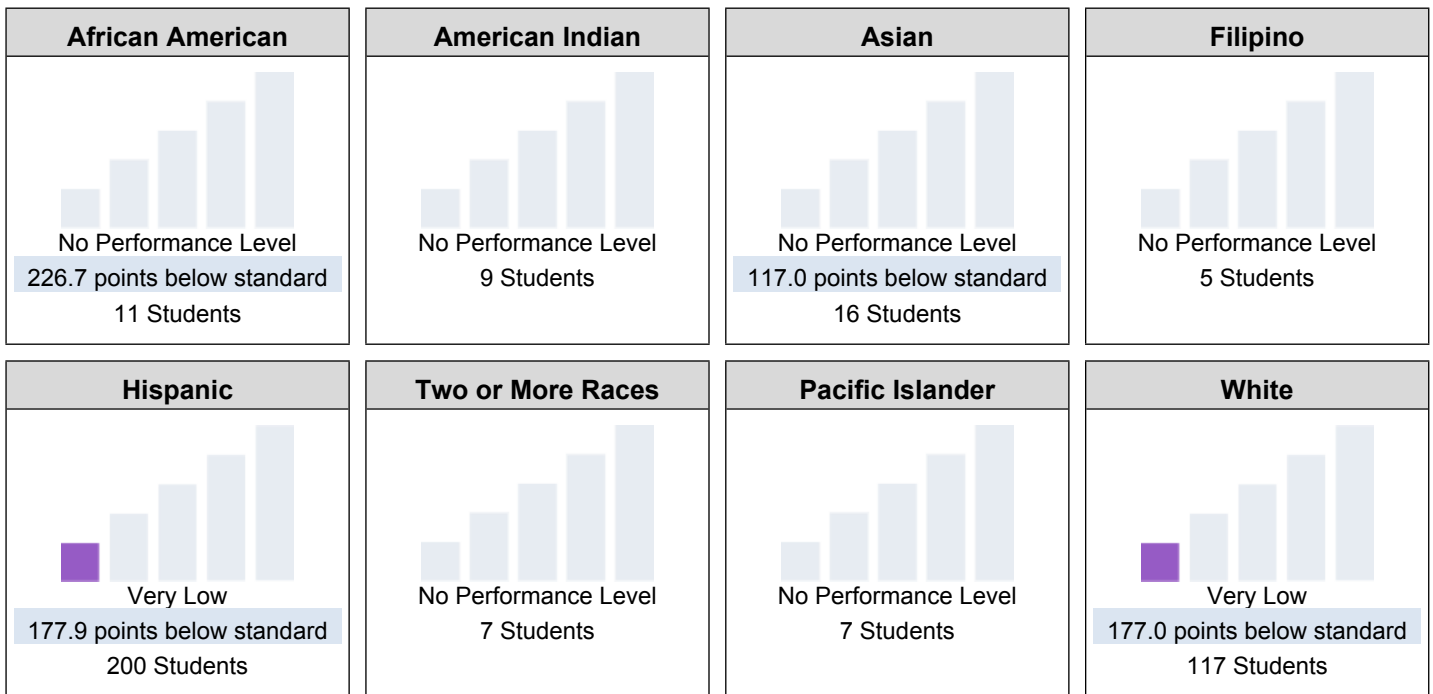
This section provides number of student groups in each level.



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
<p style="background-color: #e6f2ff;">233.6 points below standard</p> <p>23 Students</p>	<p style="background-color: #e6f2ff;">194.0 points below standard</p> <p>32 Students</p>	<p style="background-color: #e6f2ff;">174.0 points below standard</p> <p>196 Students</p>

**Conclusions based on this data:**

1. Montgomery will continue to extend and refine current student supports, investigating and collating possible new supports, and deciding on and implementing new interventions for students who are struggling. A specific emphasis will be placed on engaging the staff in considering a bell schedule change to create embedded tutoring and academic support for all students. As part of implementing supports, the staff will also be engaged in considering a school-wide instructional framework and their impacts on student performance. Montgomery will also include the IB learner profile and AVID for all student
2. No new data for this year as the CAASPP test was not administered in 19-20 due to COVID pandemic

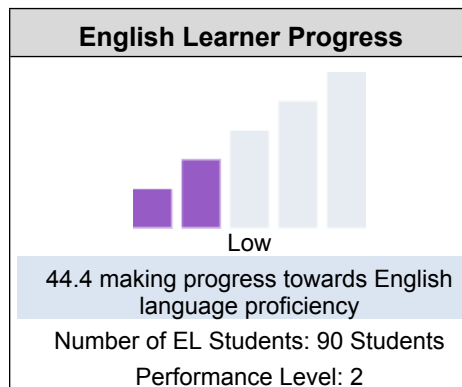
# School and Student Performance Data

## Academic Performance English Learner Progress

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
20.0%	35.6%	0.0%	44.4%

#### Conclusions based on this data:

- Montgomery will continue to extend and refine current student supports, investigating and collating possible new supports, and deciding on and implementing new interventions for students who are struggling. A specific emphasis will be placed on engaging the staff in considering a bell schedule change to create embedded tutoring and academic support for all students. As part of implementing supports, the staff will also be engaged in considering a school-wide instructional framework and their impacts on student performance. Montgomery will also include the IB learner profile and AVID for all student
- No new data for this year as the CAASPP test was not administered in 19-20 due to COVID pandemic

# School and Student Performance Data

## Academic Performance College/Career 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. Montgomery will continue to extend and refine current student supports, investigating and collating possible new supports, and deciding on and implementing new interventions for students who are struggling. A specific emphasis will be placed on engaging the staff in considering a bell schedule change to create embedded tutoring and academic support for all students. As part of implementing supports, the staff will also be engaged in considering a school-wide instructional framework and their impacts on student performance. Montgomery will also include the IB learner profile and AVID for all student
2. No new data for this year as the CAASPP test was not administered in 19-20 due to COVID pandemic

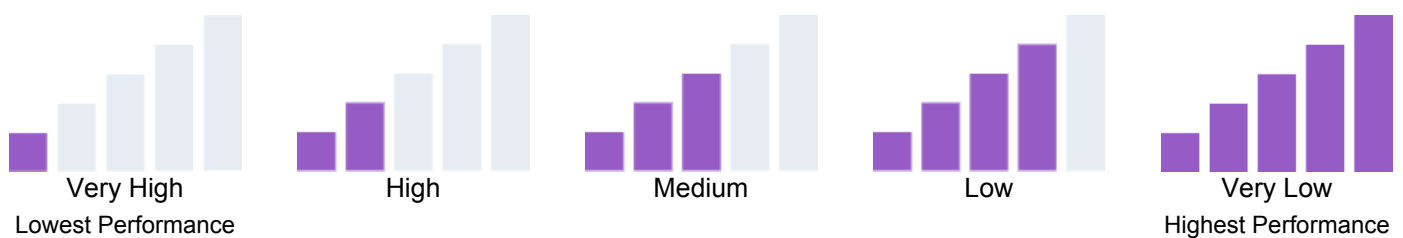
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

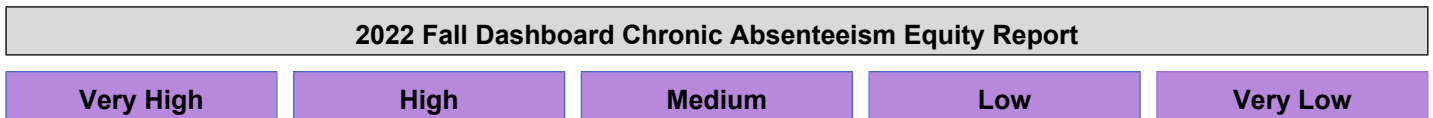
Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

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](#).

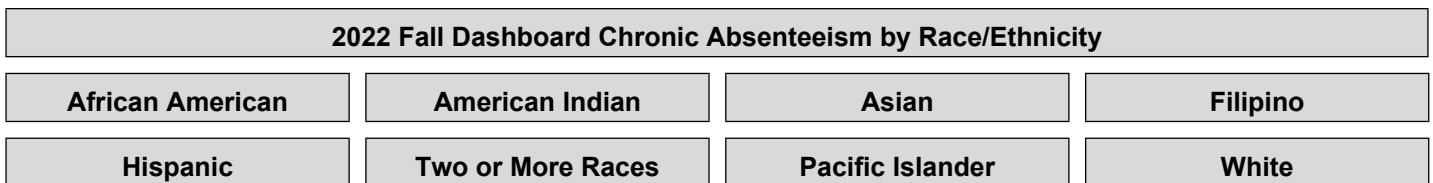
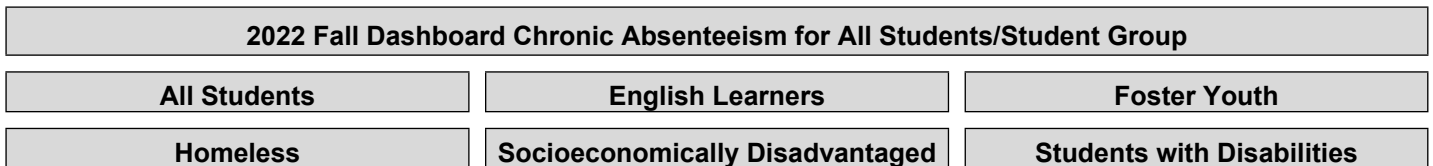
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



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.



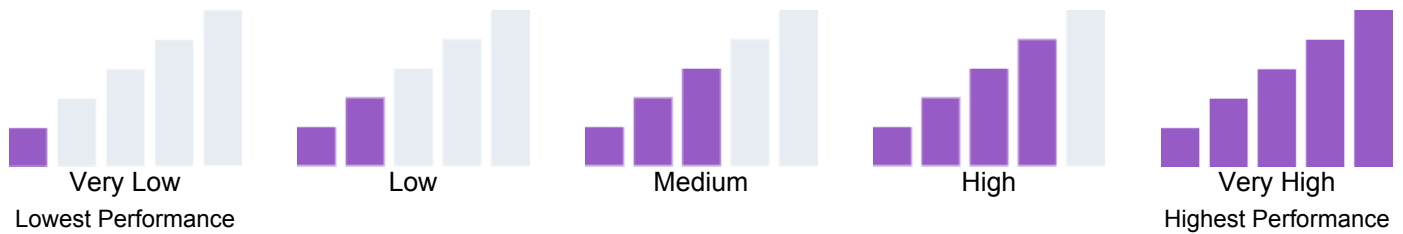
### Conclusions based on this data:

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

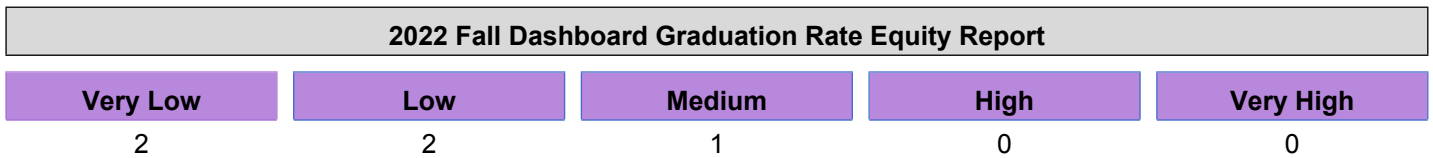
# School and Student Performance Data

## Academic Engagement Graduation Rate

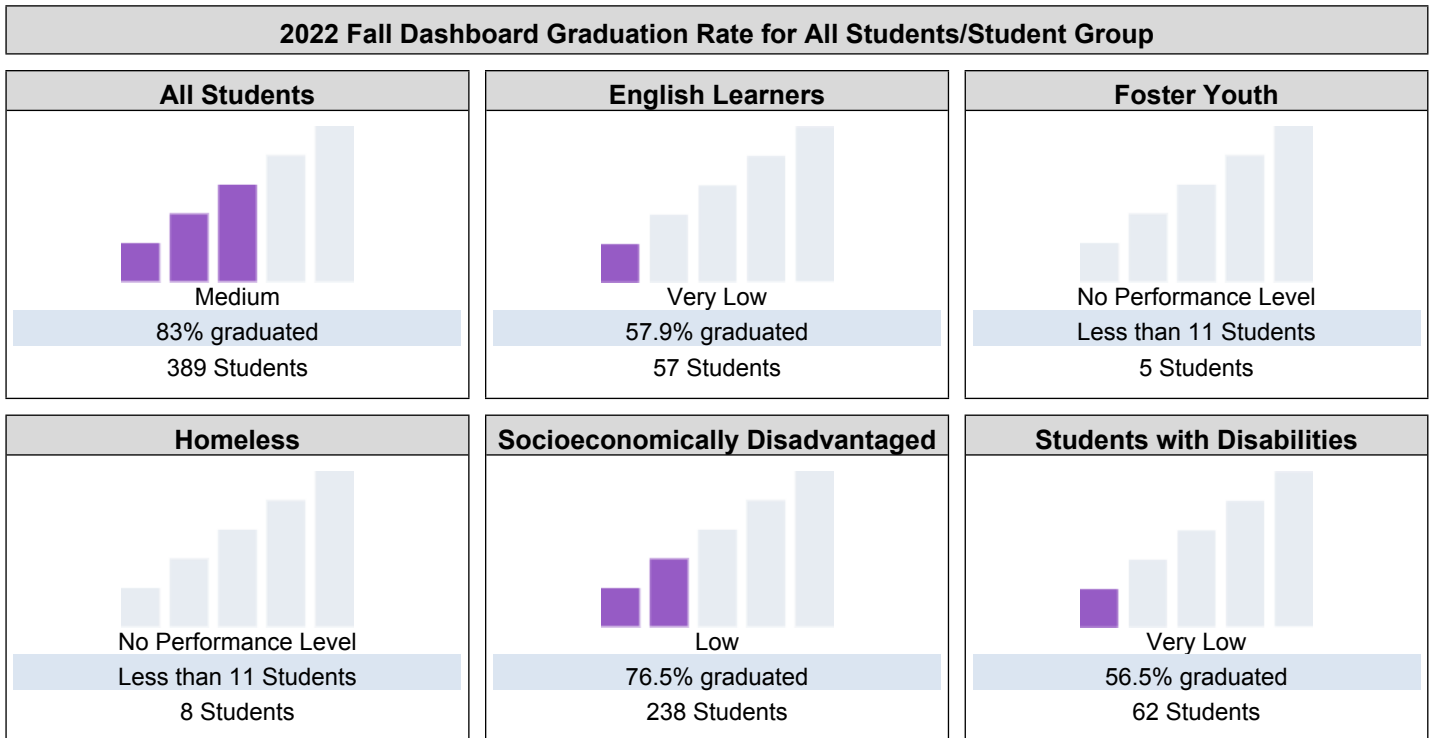
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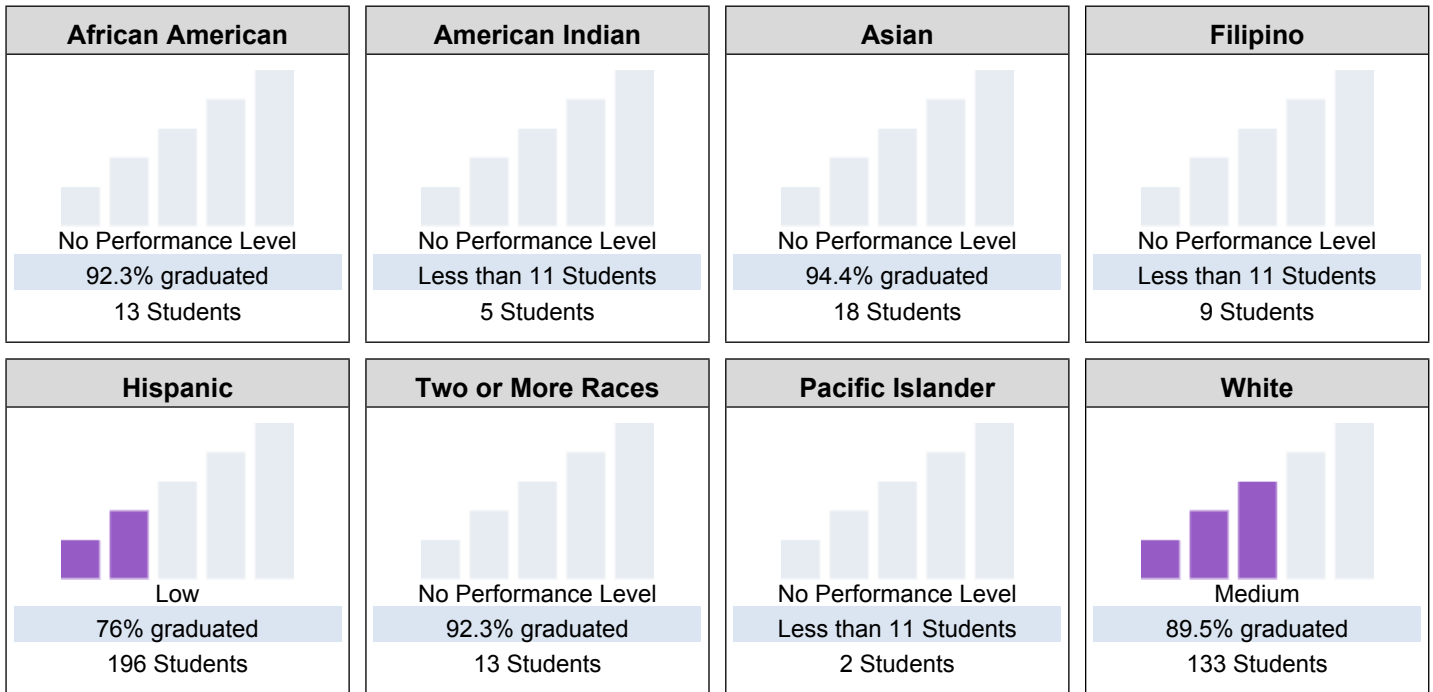
This section provides number of student groups in each level.



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:**

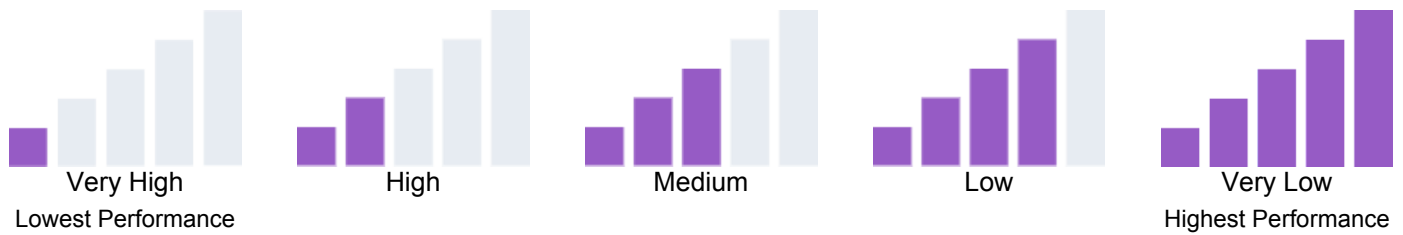
1. Increase the number of students successfully completing A-G courses with a C or better in all grade levels. Montgomery will continue to extend and refine current student supports, investigating and collating possible new supports, and deciding on and implementing more new interventions for students who are struggling
2. Dashboard data is frozen due to the global pandemic leading to school closure in the spring 2019

# School and Student Performance Data

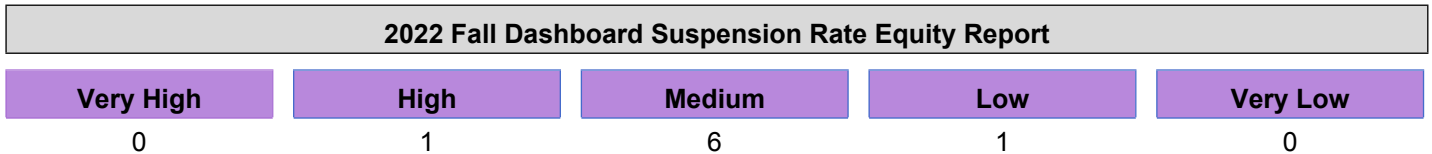
## Conditions & Climate Suspension Rate

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](#).

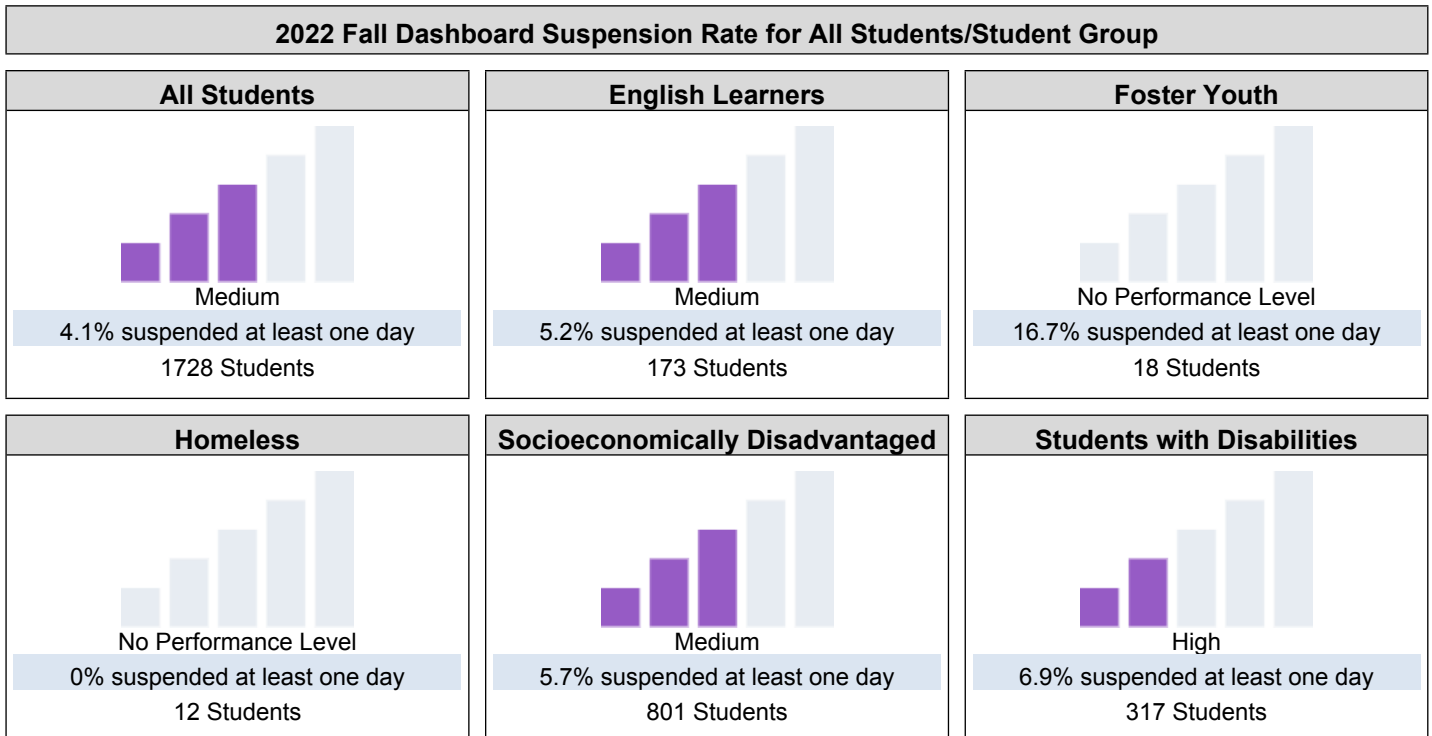
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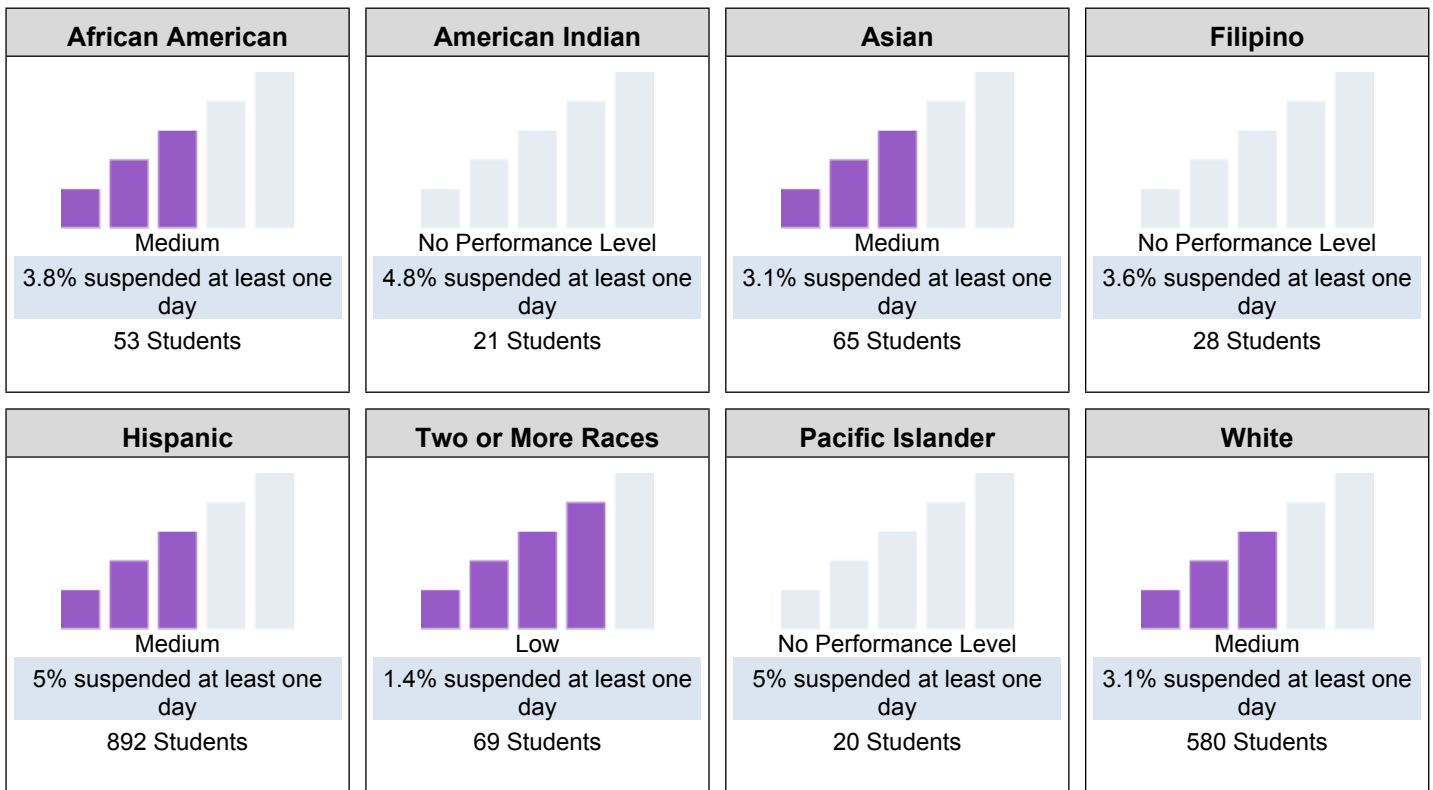
This section provides number of student groups in each level.



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. Work on lower suspension rates while supporting the whole child through restorative practices, SAY services, SOLL Counselors, BEST Plus, Safe School Ambassadors, Link Crew(fall 2020), and the College and Career Center
2. Dashboard data is frozen due to the global pandemic leading to school closure in the spring 2019

# 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	393	388		0	190		0	187		0.0	49.0	
All Grades	393	388		0	190		0	187		0.0	49.0	

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		2553.			11.76			30.48			31.55			26.20	
All Grades	N/A	N/A	N/A		11.76			30.48			31.55			26.20	

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		15.43			62.86			21.71	
All Grades		15.43			62.86			21.71	

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		14.20			59.66			26.14	
All Grades		14.20			59.66			26.14	

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		14.20			72.16			13.64	
All Grades		14.20			72.16			13.64	

<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>		13.11			69.95			16.94	
<b>All Grades</b>		13.11			69.95			16.94	

**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	393	387		0	197		0	196		0.0	50.9	
All Grades	393	387		0	197		0	196		0.0	50.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2508.			4.59			11.22			20.41			63.78	
All Grades	N/A	N/A	N/A		4.59			11.22			20.41			63.78	

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		5.10			33.16			61.73	
All Grades		5.10			33.16			61.73	

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		5.61			56.63			37.76	
All Grades		5.61			56.63			37.76	

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		6.12			61.22			32.65	
All Grades		6.12			61.22			32.65	

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
1,591	39.2	17.5	9.1	0.6	0.7	51.2	33.9	3.2

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 <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
4.1% suspended at least one day	5.7% suspended at least one day	6.9% suspended at least one day	5.2% suspended at least one day	0% suspended at least one day	16.7% suspended at least one day	5% suspended at least one day	3.1% suspended at least one day	3.8% 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>
177.9 points below standard	185.5 points below standard	219.5 points below standard	209.9 points below standard			177.9 points below standard	177.0 points below standard	226.7 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.

<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>
148.3 points below standard	148.4 points below standard	208.2 points below standard	198.4 points below standard			140.1 points below standard	155.5 points below standard	182.2 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 will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math.

## Goal 1

Montgomery's classes will be relevant to our diverse population of students and will provide students with real-world application and learning through Tier 1 teaching and learning in core classes.

## Identified Need

Deepen the implementation of Tier 1 interventions and begin to develop Project Based Learning activities which provide real-world, relevant learning opportunities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D and F reports	# grades by subgroup and by grade	Decrease the number of students with Ds and Fs by 8% across all sub groups
A-G completion rates by sub group	Current A-G completion rates by sub group	Increase A-G completion rate by 5%
Panorama - Student Efficacy, also student scores on engagement	This summary measure describes the degree to which students feel that they are able to do their coursework: 79% of them feel that they are somewhat to very confident they can do their classwork. 33% of them feel that they are engaged in their classes and classwork.	Meet or exceed district average
Youth Truth Data for student efficacy	This summary measure describes the degree to which students feel equipped to	Meet or exceed district average

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	pursue college and careers. MHS scored a 2.90 on a scale from 1-5.	

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

1.1 Schoolwide activities/lessons to open the school year to establish academic culture, support, and clear expectations for student engagement, behavior and effort. The entire school will spend the first five days on a common SEL curriculum provided by the school counselors, SBT and MTSS counselor.

Teach how to use planners (9th grade) (ordered for all 9th graders, with many for 10th graders who want it)

#### Monitoring Effectiveness

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

Quarterly assessment of how many SEL lessons were used during the new Homeroom period by teachers. This includes instruction for the 9th grade homerooms and 9th grade classes in the use of planners. Quarter grades will be monitored.

#### 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	0500 - Supplemental 1112 - Teacher Extended Day

	Supplementing curriculum that will further support students Social emotional needs; teacher collaboration for Homeroom activities/curriculum
3000	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Planners for 9th, some 10th graders
	Other None Specified

## 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

1.2 Teacher teams (grade level, course-alike, departmental, interdisciplinary) collaborate for project based units related to real-world application.

### Monitoring Effectiveness

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

Student grade performance as contrasted with the prior year/grading period. Are students more engaged in their learning, as shown by grades.

The number of teachers who participate in PBL training/collaboration will be baseline for 2023/24; each department will track the number of units/activities taught

Student grade data.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

0500 - Supplemental  
1122 - Teacher Release Time

	Teachers peer observe, co-teach for PBL learning/attend PBL training
5000	0500 - Supplemental 1122 - Teacher Release Time Project Based Learning training/consultant(s)
2000	0500 - Supplemental 1112 - Teacher Extended Day Project Based Learning training collaborative work

### Strategy/Activity 3

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

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

1.3 Materials, field trips, items to support real-world lessons/units / activity and for project-based learning. Includes VAPA transportation for real-world application/performances

Strategy/Activity

All Students

#### Monitoring Effectiveness

How will this activity be monitored during the year?

Quarterly/semester grades

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000	0500 - Supplemental 1112 - Teacher Extended Day Student field trips for PBL teacher release time for substitutes
2000	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings For PBL activities, trainings
2000	0500 - Supplemental

	1112 - Teacher Extended Day Teacher core curriculum planning
20,000	0500 - Supplemental 5832 - Field Trip Transportation VAPA busses
	Other None Specified
	Other None Specified
	Other None Specified
	Other None Specified
	Other None Specified
	Other None Specified

## 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.

On 5/30/23 the SSC evaluated the overall effectiveness of the 2022/23 Goal 1 Activities. The goal was to address learning loss by increasing A-G supports by 1-providing academic and SEL support for EL/ALD programs and RFEP students to support struggling readers, 2-Tier 2 supports, 3-Tier 1 supports for C&C readiness, including proper PE clothing for homeless students, 4-AVID support, 5-IB support. The A-G achievement rate for 2021 25% of the graduates completed their A-G, 2021-22 39% of graduates completed A-G. This shows an increase. AVID and IB were fully supported. There was more SEL support via an additional school counselor.

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

There were no major differences.

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.

The major changes for 2023/24 from 2022/23 for Goal 1 are a result of school data (grade/credit/SEL) that show poor student school connectedness and culture. Rather than specific A-G support, which was not specified as to how, Goal 1 now will support teaching and learning for real-world/relevant curriculum: this can include Project Based Learning, Blended Learning, and other pedagogies to more strongly link curriculum and pedagogy to students' lives.

# 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, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families, and staff.

## Goal 2

MHS students will increase self-efficacy in their ability to work, will feel welcomed and connected to school, and will feel respected by staff.

## Identified Need

The Social Emotional Social-Emotional Temperature at school shows:

Data in the positive aggregate show that 79% of our students feel that they have self-efficacy, from somewhat confident to extremely confident. 21% do not feel this.

33% of our students feel welcome at our school and have collaborative relationships with their classmates.

42% of our students in YT survey say "adults from my school treat students with respect." Typical YT school is 65%, SRCS average is 54%.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey Data response - College and Career Readiness	Families responded 2.72 on a scale of 1 to 5 whether they strongly agree to the question: "Teachers clearly communicate expectations for my child's progress" - This is below the district average.	Meet or exceed district average
Youth Truth Survey Data response - Engagement	This summary measure describes the degree to which students perceive themselves as engaged with their school and their education. MHS scored a 3.24 on a scale from 1-5.	Meet or exceed district average for all grade levels

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

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

2,1 Establish HOMEROOM, twice/week on block days for all students. HOMEROOM includes activities provided by Counseling Staff Provide advisory and common planning time per grade level groups in order to increase school connection.

#### Monitoring Effectiveness

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

Pre and post surveys, Panorama and Youth Truth data.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

0500 - Supplemental  
4200 - Books - Other than Textbooks  
curriculum for SEL in Homeroom

**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

2.2 Motivational assemblies related to efficacy, engagement and positive relationship building

**Monitoring Effectiveness**

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

Youth Truth Survey Data and Panorama: relationships, efficacy, school culture

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

5000.00

3010 - Title I  
5800 – Other Services (Consultants; Field Trip Admissions, etc)  
Guest speakers, motivational whole school

**Strategy/Activity 3**

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

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

All Students

Strategy/Activity

2.3 Safe School Ambassadors program development

**Monitoring Effectiveness**

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

Qualitative data - Reflection from teachers and presentation to staff, Administration feedback, reduction in incidents of bullying

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1500

0500 - Supplemental  
4316 – Food – Ind-District Meetings  
Student meetings; Lunches and snacks for the September 2023 training. Snacks and incentives for weekly or biweekly meetings will support student participation in program.

**Strategy/Activity 4**

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

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

Students in choir; and all students per public performances

Strategy/Activity

2.4 MHS will provide a Piano accompanist for live performances

**Monitoring Effectiveness**

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

Affective domain data: Panorama and Youth Truth per engagement, positive school culture, connectedness to school

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

4000.00

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

**Strategy/Activity 5**

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

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

2.5 Students identified for Tier 2 supports

**Strategy/Activity**

2.5 MHS will increase staff awareness/intervention for students on Tier 2 lists; more classified and certificated staff will actively participate in Tier 2 interventions

**Monitoring Effectiveness**

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

Affective domain data: Panorama and Youth Truth per engagement, positive school culture, connectedness to school; grade 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)

1000

3010 - Title I  
2913 – Classified Extra Duty (Childcare-parent engagement)  
Support Classified staff with training/collaboration/ to increase positive contact with students.

2000

0500 - Supplemental  
1122 - Teacher Release Time  
Teachers participate in Tier 2 interventions

**Strategy/Activity 6**

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

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

All students

**Strategy/Activity**

2.6 MHS will develop, create, and implement a new Wellness Center for student SEL support.

**Monitoring Effectiveness**

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

Counselors will monitor use through student and staff surveys (formative) and MHS will use the Panorama/YouthTruth survey data (summative).

**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)
13,000	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Supplies for the Wellness Center \$5000, Student incentives \$7k (Wellness and Restorative) (must be snacks not meals; giftcards must be specific (ex: not general Amazon or Safeway, could be Starbucks, Subway...))
3000	0500 - Supplemental 4400 - Equipment (under \$5,000) Wellness Center

**Strategy/Activity 7**

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

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

All Students

**Strategy/Activity**

2.7 MHS will provide parent outreach including ELAC, SSC, parent orientation nights, IB and AVID informational sessions.

**Monitoring Effectiveness**

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

Youth Truth Survey Data response: parent engagement

**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	Title I - Parent Participation 5901 - Postage Parent contact
1000	Title I - Parent Participation 4316 – Food – Ind-District Meetings Parent snacks for meetings
1000	Title I - Parent Participation 2913 – Classified Extra Duty (Childcare-parent engagement) Classified support for parent meetings, including translation

**Strategy/Activity 8**

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

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

English Language Learners/Newcomer Support

**Strategy/Activity**

2.8 MHS will develop a peer tutoring program to support the Newcomers / English Language Learners in their core classes

**Monitoring Effectiveness**

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

EL grade data

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
4000	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings For peer tutors: educational supplies/training support, SSA, New teacher, Restorative, ELAC....
5000	3010 - Title I 1112 - Teacher Extended Day Peer Tutor training and support stipend for teacher

## Strategy/Activity 9

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

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

All Students

### Strategy/Activity

2.9 Afterschool Tutoring

### Monitoring Effectiveness

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

Panorama / Youth Truth Data

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

16000

0500 - Supplemental  
1112 - Teacher Extended Day  
Teachers to provide after school tutoring 3x/week

1000

3010 - Title I  
4300 – Materials/Supplies (Consumables, snacks for parent meetings)  
After school tutoring support

## Strategy/Activity 10

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

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

All Students

### Strategy/Activity

2.10 English and math teachers in course-alike and/or grade level departments collaborate to assess student progress and identify student barriers to achievement towards standards. Strategize to implement actions to mitigate. Monthly and/or quarterly meetings. Use release time (if small group), stipends if larger group. Release time to peer-observe.

**Monitoring Effectiveness**

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

Metrics: English and math A-G grades increase. ALSO CAASPP

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

5000

0500 - Supplemental  
1112 - Teacher Extended Day  
Teacher collaboration for student progress, mitigate barriers, grading discussions

**Strategy/Activity 11**

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

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

All students

Strategy/Activity

2.11 Increased supervision by certificated staff during lunch, brunch for site security, student wellness/emotional support

**Monitoring Effectiveness**

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

Panorama and Youth Truth Data, pre/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)

4000

3010 - Title I  
1000-1999: Certificated Personnel Salaries  
teacher brunch and lunch duty

# 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.

On May 30, 2023, the SSC reviewed the 2022/23 Goal 2. It was to provide multiple pathways for students to connect with staff, and further SEL support. This included 1-monthly parent forums, 2-campus beautification, 3-conferences for inclusive school culture, [5-piano accompanist], 6-Main office and SSC furniture/supplies, 7-field trips/consultants for positive relationships, 8-staffing/safety equipment for campus supervision, 9-additional counselor, 10-Gym sound system. There is room for increased transparency and accountability of expenditures. The strategies must be more closely aligned with student need.

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

Expenditures were not able to be closely monitored by SSC and the correlation of spending and student benefit not as direct as it could be.

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.

The 2023-24 SPSA, Goal 2 is about student support for Goal 1 and for student wellness; it has added a Wellness Center, Peer Tutoring for EL Newcomers, Homeroom. This includes more schoolwide assemblies for student engagement and positive social development.

# 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

MHS will create new systems of pedagogy to support student engagement and achievement; this includes updated tech and flexible learning environments as part of the classroom.

(flexible learning environments can consist of ways for students to group for discussion, projects... outdoor learning spaces...time flexibility....) This supports Goal 1 with updated tech and flexible learning environments to enhance real world application via project-based learning.

## Identified Need

Provide relevant, culturally responsive teaching/learning for students for their increase engagement and achievement.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Youth Truth Survey Data/Panorama Survey Data

Staff responded 2.94 on a scale of 1 to 5 whether they strongly agree to the question: I have the necessary resources to do my job well.

Meet or exceed the district average

Staff responded 3.38 on a scale of 1 to 5 whether they strongly agree to the question: My school supports me in implementing what I have learned in professional development.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Both data points are below the district average	
Data in the positive aggregate show that 79% of our students feel that they have self-efficacy, from somewhat confident to extremely confident. 21% do not feel this.	We must work with the 21% who do not feel that they can complete their work and be successful.	Meet or exceed the district average

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

3.1 Continue to update software, hardware and tech tools on campus for student access to real-world learning. This includes regulating student access to social media at school.

#### Monitoring Effectiveness

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

Consult the five year site tech plan; also work with District on updated tech for 2023-24. Principal works with District and site tech team.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500.00

3010 - Title I

	4412 - Hardware (under \$5,000)
2000	0500 - Supplemental 4400 - Equipment (under \$5,000)
2000	0500 - Supplemental 4400 - Equipment (under \$5,000) Tools for Stagecraft
10,000	0500 - Supplemental 4412 - Hardware (under \$5,000) color printer for student use in library

## Strategy/Activity 2

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

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

All

### Strategy/Activity

3.2 MHS will provide Professional Development, Training and Conferences to support pedagogical leadership and innovation: all school and IB and AVID

### Monitoring Effectiveness

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

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000	0500 - Supplemental 5215 - Staff Travel & Conferences IB training Summer 2024
2000.00	0500 - Supplemental 5800 - Other Services (Consultants; Field Trip Admissions, etc)

	Conferences including Project Based Learning
2000.00	3010 - Title I 5800 – Other Services (Consultants; Field Trip Admissions, etc) Consultants for Project Based Learning Professional Development
6,000	0500 - Supplemental 5215 - Staff Travel & Conferences AVID training Summer 2024
5500	0500 - Supplemental 1122 - Teacher Release Time IB: end of year: grading, testing, English for all
6000	0500 - Supplemental 5215 - Staff Travel & Conferences General Ed
2000	3010 - Title I 5215 - Staff Travel & Conferences PBL support
4000	3010 - Title I 5215 - Staff Travel & Conferences Other departmental support

### Strategy/Activity 3

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

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

All students

#### Strategy/Activity

3.3 New teacher support group for teaching strategies, coaching, site peer support. Veteran teachers apply for stipend; after school stipends for all participating teachers, release time to observe other classes who are implementing real-world relevant curriculum.

#### Monitoring Effectiveness

How will this activity be monitored during the year?

Teacher feedback; improved evaluations of new teachers

**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	3010 - Title I 1112 - Teacher Extended Day Stipends or after school new teacher support: mentors and participating teachers
1000	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings New teacher support

**Strategy/Activity 4**

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

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

All students

**Strategy/Activity**

3.4. Staff / teacher leaders to build workshops for peers to enhance teaching for Goal 1.

**Monitoring Effectiveness**

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

Teacher feedback; student surveys (Panorama/ Youth Truth), student grade data

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2000	0500 - Supplemental 4200 - Books - Other than Textbooks

	Teacher education for PBL
1000	0500 - Supplemental 4200 - Books - Other than Textbooks Instructional materials for PBL, library
2000	0500 - Supplemental 1122 - Teacher Release Time PBL support for teachers
1000	0500 - Supplemental 1112 - Teacher Extended Day PBL support for teachers
1000	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Teacher education support for PBL

### Strategy/Activity 5

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

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

IB students, school wide IB

#### Strategy/Activity

3.5 IB Membership

#### 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)

6000	0500 - Supplemental  01-0500-0-1750-1000-5300-250-L125
------	--

IB membership: world and local CAWS (note: this fall short of needed funding which is \$11,200 total)

**Strategy/Activity 6**

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

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

AVID students

Strategy/Activity

3.6 AVID support: materials/supplies, substitutes for field trips

**Monitoring Effectiveness**

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

AVID 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)

1925	0500 - Supplemental 1122 - Teacher Release Time to cover trips
1000	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)

**Strategy/Activity 7**

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

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

All students

Strategy/Activity

3.7 field trips to support Goal 1

**Monitoring Effectiveness**

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

Panorama and Youth Truth pre/post Survey data

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

5000

3010 - Title I  
5832 - Field Trip Transportation  
to support Goal 1

**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

3.8. Provide additional .20 FTE for MTSS counselor, Lucy Lucchesi to provide support for Tier 2, Safe School Ambassadors, Homeroom and Wellness Center

**Monitoring Effectiveness**

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

Panorama and Youth Truth Survey Data, pre/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)

33982.67

3010 - Title I  
1000-1999: Certificated Personnel Salaries  
.20 FTE extra MTSS counselor

## Strategy/Activity 9

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

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

All studentss

### Strategy/Activity

3.9 Provide additional .375 FTE classified employee, Sonia Mojica to provide additional front desk and communication support.

### Monitoring Effectiveness

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

Panorama and Youth Truth Survey Data, pre/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)

25,014

3010 - Title I  
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)  
Sonia Mojica .375 FTE additional time

## Strategy/Activity 10

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

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

All Students

### Strategy/Activity

3.10. Release time/days for teacher support for Goals 1 and 2.

### Monitoring Effectiveness

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

Panorama and Youth Truth Data

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10000

3010 - Title I  
1122 - Teacher Release Time  
Supporting Goals 1 and 2

### Strategy/Activity 11

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

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

All students

Strategy/Activity

3.11 Materials/supplies for departments per section (@ \$50 section) except CTE.

#### 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)

34000

0500 - Supplemental  
4300 – Materials/Supplies (Consumables, snacks for parent meetings)  
@ \$50/section

## 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.

On May 30, 2023, the SSC reviewed the 2022-23 SPSA Goal 3. It was to create a system of metrics to understand student achievement (strength and growth) and monitoring of this. This was addressed through the WASC midterm visit in early Spring 2023; however no system of metrics was created.

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

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.

The 2023-24 SPSA Goal 3 entails support of the 2023-24 Goal 1: curricular and pedagogical support for relevant teaching and learning.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$252,921.67

## 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	\$107,996.67

Subtotal of additional federal funds included for this school: \$107,996.67

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	\$141,925.00
Title I - Parent Participation	\$3,000.00

Subtotal of state or local funds included for this school: \$144,925.00

Total of federal, state, and/or local funds for this school: \$252,921.67

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
0500 - Supplemental	210,043.19	68,118.19
3010 - Title I	131,910.36	23,913.69

## Expenditures by Funding Source

Funding Source	Amount
0500 - Supplemental	141,925.00
3010 - Title I	107,996.67
Title I - Parent Participation	3,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	37,982.67
1112 - Teacher Extended Day	42,000.00
1122 - Teacher Release Time	28,425.00
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	25,014.00
2913 – Classified Extra Duty (Childcare-parent engagement)	2,000.00
4200 - Books - Other than Textbooks	5,000.00

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	3,500.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	19,000.00
4316 – Food – Ind-District Meetings	2,500.00
4400 - Equipment (under \$5,000)	7,000.00
4412 - Hardware (under \$5,000)	11,500.00
5215 - Staff Travel & Conferences	24,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	13,000.00
5832 - Field Trip Transportation	25,000.00
5901 - Postage	1,000.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0500 - Supplemental	6,000.00
1112 - Teacher Extended Day	0500 - Supplemental	33,000.00
1122 - Teacher Release Time	0500 - Supplemental	18,425.00
4200 - Books - Other than Textbooks	0500 - Supplemental	5,000.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	0500 - Supplemental	3,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	14,000.00
4316 – Food – Ind-District Meetings	0500 - Supplemental	1,500.00
4400 - Equipment (under \$5,000)	0500 - Supplemental	7,000.00
4412 - Hardware (under \$5,000)	0500 - Supplemental	10,000.00

5215 - Staff Travel & Conferences	0500 - Supplemental	18,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	6,000.00
5832 - Field Trip Transportation	0500 - Supplemental	20,000.00
1000-1999: Certificated Personnel Salaries	3010 - Title I	37,982.67
1112 - Teacher Extended Day	3010 - Title I	9,000.00
1122 - Teacher Release Time	3010 - Title I	10,000.00
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	3010 - Title I	25,014.00
2913 – Classified Extra Duty (Childcare-parent engagement)	3010 - Title I	1,000.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	3010 - Title I	500.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	3010 - Title I	5,000.00
4412 - Hardware (under \$5,000)	3010 - Title I	1,500.00
5215 - Staff Travel & Conferences	3010 - Title I	6,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	3010 - Title I	7,000.00
5832 - Field Trip Transportation	3010 - Title I	5,000.00
2913 – Classified Extra Duty (Childcare-parent engagement)	Title I - Parent Participation	1,000.00
4316 – Food – Ind-District Meetings	Title I - Parent Participation	1,000.00
5901 - Postage	Title I - Parent Participation	1,000.00

## Expenditures by Goal

**Goal Number**

**Total Expenditures**

Goal 1
Goal 2
Goal 3

43,000.00
66,000.00
143,921.67

# School Site Council Membership

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

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

Name of Members	Role
Principal TBD	Principal
Katie Boyd	Parent or Community Member
TBD	Parent or Community Member
Mary Horton	Parent or Community Member
Cara Fitchett	Classroom Teacher
Tyler Ahlborn	Other School Staff
April Santos	Classroom Teacher
Jeremy Hahn	Classroom Teacher
Zoey Cook	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**

State Compensatory Education 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 5/30/23.

Attested:



Principal, Laurie Fong on May 30, 2023



SSC Chairperson, Katie Boyd on May 30, 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](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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