

School Year:

2024-25

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Elsie Allen High	49709204930160	05/20/24	06/26/24

**Contact Person:** Gabriel Albavera

**Position:** Principal

**Phone Number:** 707-890-3810

**Address:** 599 Bellevue Avenue  
Santa Rosa, CA 95407

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

## Plan Description

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

Schoolwide Program

Comprehensive Support and Improvement

The purpose of the three Elsie Allen High School Goals is to improve student outcomes and to provide the necessary tools to staff in support of academic achievement. We align our SPSA goals with updated WASC goals and CSI strategies.

Briefly describe the school's plan for effectively meeting the ESSA requirements (for CSI or ATSI, as applicable) in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Elsie Allen uses a variety of assessment tools and stakeholder feedback to inform us regarding the overall effectiveness of each strategy. The SPSA is in alignment with the LCAP. The SPSA is also written to be in alignment with any updated WASC documents, CSI Target Support Goals and Prop. 28 planning documents.

## **Educational Partner Involvement**

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

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

The Site Counsel oversees the budget allocation process and synthesizes input from a variety of sources including ELAC, students, community members and staff. All comments are provided to the Site Council as part of the ongoing SPSA process.

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

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

Our site has 1000 students and at least 50% of our students are currently classified as English Language Learners or Special Education students. We are also a site-wide Title 1 school. We have 66.9% and our D and F rates, especially in our subgroups are often over 50%. Our last round of CAASPP testing indicated that many of our students are not meeting California State Standards in reading and math. Further, based on our preliminary information from the MAP assessment, many of our students are not prepared successfully pass the SBAC. Recent SBAC testing numbers indicated that while many of our students are still not meeting California State Standards in reading and math, we hold our testing numbers with slight gains from pre-pandemic numbers. We continued to build on past work using CSI monies to develop strong Professional Learning Communities and assessment cycles that inform teaching strategies and practices. Emphasis continues to be on professional development, using assessment tools and learning how to use data to inform and change teaching practices. CSI monies will be used for supplemental Instructional Materials that support learning objectives including ethnic studies materials. Further, we are investing in classroom material and supplies to support our academic focused goals. CSI monies will be used to provide necessary professional development through department collaboration looking at horizontal and vertical curriculum alignment, learning new teaching strategies with a focus of strengthening classroom expectations, and training to use and understand available assessment tools. Software will be purchased to support an Equity based grading initiative on this campus. Elsie Allen does not have the same instructional materials in some classrooms that other high schools in the system. This is most evident in Physical Education and the VAPA department. Students are using hand me down equipment from other schools and broken/old equipment. The state of school equipment continues the narrative to Elsie Allen students that they are not worth the investment in their education. We will use some targeted CSI monies for critical instructional equipment investment in these targeted areas as well as monies for new library books. Further, CSI monies will be used to help provide the resources to foster field trips as part of the learning process as well as provide incentives to students who improve or achieve academic excellence.

# Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Site Council has reviewed the following: California Dashboard Data, Smarter Balance Results, First Semester and 3rd Quarter Grades, Youth Truth Summary Data Results, Demographic Information, Prop. 28 survey results. The Site Council also conducted a SWOT analysis analyzing from their perspective our strengths and weaknesses as a school. We need continued significant improvement in both ELA and Math Test Scores. This is especially highlighted with our two largest subgroups - Multilingual Learners and Students with Disabilities. Low performance can also be found with our College and Career Readiness and our Graduation Rate (although this percentage is heavily impacted by the transient nature of a portion of each cohort group). We are tackling these issues in a multi-pronged fashion: continued focus on professional development, PLC, equity grading, ethnic studies curriculum integration, use of MAP assessment tool, providing support to our subgroups and all struggling students (academic and social/emotional), providing additional career pathways for students and developing a positive vital school culture for both students and parents. Additional Dashboard review can be found in the descriptions for each of our goals and below with our Dashboard overview. We are working on steps to support a 5 Prong approach to support the following: cross curricular collaboration, additional CTE pathways, continued University Center program, increased ethnic studies opportunities and dual language immersion program to support both newcomers and bilingual students.

## English Language Arts Data Comparisons: English Learners

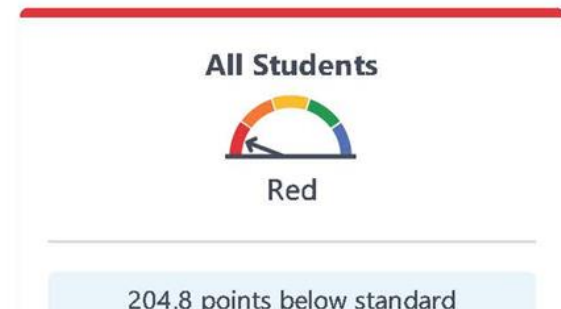
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



## Mathematics

### All Students

Explore 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



# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore 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.

#### All Students



Orange

105.7 points below standard

Increased 30.3 Points ▲

Number of Students: 235

### Student Group Details

#### All Student Groups by Performance Level

12 Total Student Groups



Red



Orange



Yellow

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	0.92%	0.85%	9	10	9
African American	0.9%	0.64%	1.14%	10	7	12
Asian	4.7%	4.23%	3.22%	50	46	34
Filipino	0.9%	0.83%	0.76%	10	9	8
Hispanic/Latino	82.5%	83.82%	84.83%	884	912	895
Pacific Islander	0.9%	0.55%	0.57%	10	6	6
White	8.2%	6.99%	6.82%	88	76	72
Multiple/No Response	0.9%	1.29%	1.33%	10	14	14
	<b>Total Enrollment</b>			1,071	1,088	1055

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	263	239	243
Grade 10	275	284	252
Grade 11	293	273	296
Grade 12	240	292	264
<b>Total Enrollment</b>	1,071	1,088	1,055

# 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	331	344	346	30.9%	31.6%	32.8%
Fluent English Proficient (FEP)	509	502	484	47.5%	46.1%	45.9%
Reclassified Fluent English Proficient (RFEP)	0	493	471	0.0%	58.9%	57.6%

# School and Student Performance Data

## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1055	60.8	32.8	0.9
Total Number of Students enrolled in Elsie Allen High.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	346	32.8
Foster Youth	9	0.9
Homeless	18	1.7
Socioeconomically Disadvantaged	641	60.8
Students with Disabilities	208	19.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.1
American Indian	9	0.9
Asian	34	3.2
Filipino	8	0.8
Hispanic	895	84.8
Two or More Races	14	1.3
Pacific Islander	6	0.6
White	72	6.8

### Conclusions based on this data:

1. Enrollment is relatively stable; although 23/24 saw our school population drop to 1000 students

2. The majority of our school population is socioeconomically disadvantaged.

3. Over 50% of our student population are Multi-Language Learners and/or Special Education Students.

# School and Student Performance Data

## Overall Performance







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

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

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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Graduation Rate</b>  Red	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Red	<b>Chronic Absenteeism</b>  No Performance Color	
<b>English Learner Progress</b>  Red		
<b>College/Career</b> Low		

**Conclusions based on this data:**

1. 2022/2023 showed an increase in ELA scores from Red to Orange. We continue to work on both Math and ELA testing scores.
2. Graduation Rate percentages consistently impacted by the transient nature of our student population for the cohort group. We are starting to track reasons for not graduating with each senior class to better understand the mix of issues with our senior group.
3. We are continuing to work on reasons for College/Career performance.

# School and Student Performance Data

## Academic Performance English Language Arts

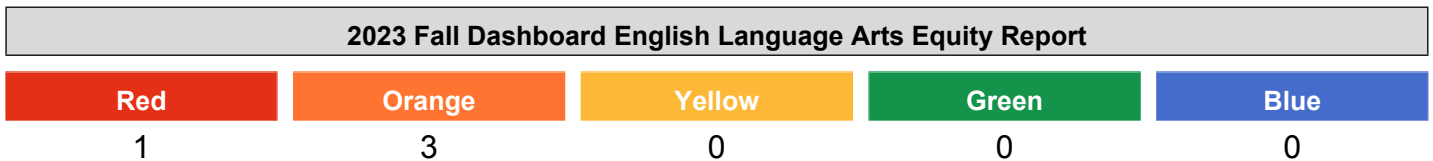
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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





This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>105.7 points below standard Increased Significantly +30.3 points</p> <p>235 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>175.1 points below standard Increased +13.9 points</p> <p>94 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>113.1 points below standard Increased Significantly +37.4 points</p> <p>150 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>154.3 points below standard Decreased -8.8 points</p> <p>48 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  7 Students	Less than 11 Students  2 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Orange 112.1 points below standard Increased Significantly +35.5 points 209 Students	Less than 11 Students  1 Student	Less than 11 Students  1 Student	83.3 points below standard Increased +12 points  15 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
191.9 points below standard Increased +11.9 points  75 Students	108.8 points below standard Increased Significantly +28.9 points  19 Students	89.3 points below standard Increased Significantly +26 points  42 Students

**Conclusions based on this data:**

1. We recorded significant increases in most subgroups between 21/22 and 22/23. Unfortunately our students with disabilities slightly declined. We continue to work on all student groups with an emphasis on our Multi-language learners and our Students with disabilities population.
2. Testing data for current English learners is very dependent on the current English learning level of each ELL student.

# School and Student Performance Data

## Academic Performance Mathematics

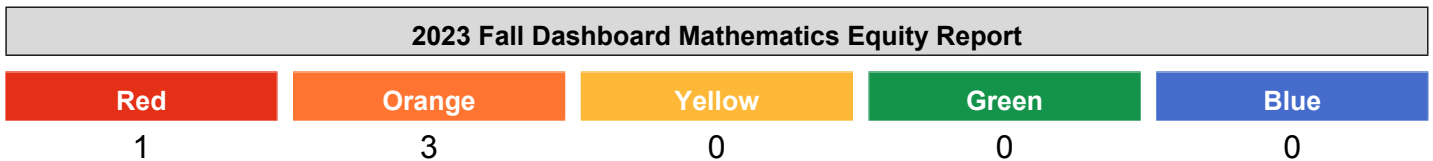
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Red 204.8 points below standard Maintained -1 points 238 Students	<b>English Learners</b>  Orange 244.8 points below standard Increased +12.6 points 95 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Orange 211.8 points below standard Increased +6.6 points 151 Students	<b>Students with Disabilities</b>  Red 226.3 points below standard Maintained -0.6 points 48 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  7 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #ccccff;">213 points below standard</span> Increased +3.1 points  212 Students	Less than 11 Students  1 Student	Less than 11 Students  1 Student	<span style="background-color: #ccccff;">165.2 points below standard</span> Decreased Significantly - 22.9 points  15 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #ccccff;">251.6 points below standard</span> Increased Significantly +23.3 points  76 Students	<span style="background-color: #ccccff;">217.6 points below standard</span> Decreased Significantly -32.9 points  19 Students	<span style="background-color: #ccccff;">194.8 points below standard</span> Decreased -12.3 points  42 Students

**Conclusions based on this data:**

1. Interventions continued to be required to support all students with special emphasis with our subgroups.
2. We are slowing turning around the overall math testing score and no longer in a downward trend across all subgroups.

# School and Student Performance Data

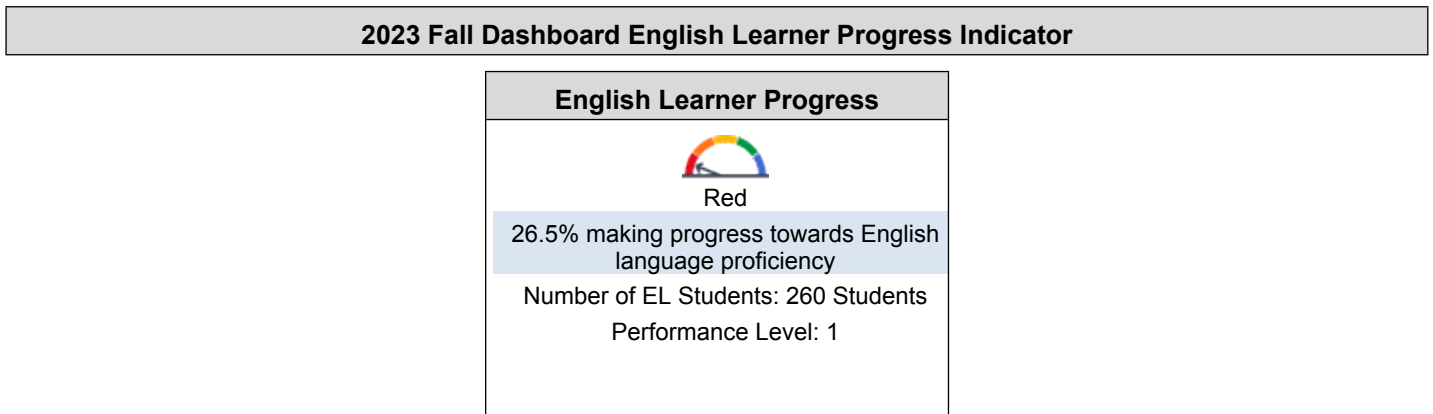
## Academic Performance English Learner Progress

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

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

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

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
39	91	2	63

### Conclusions based on this data:

1. We are looking forward to reviewing updated ELCAP testing data to determine whether we continue to have a slowing progress toward proficiency.
2. English acquisition is dependent on each individual student background, current English language proficiency and educational background.
3. If the slowing progress continues, we will need to determine the root causes.

# School and Student Performance Data

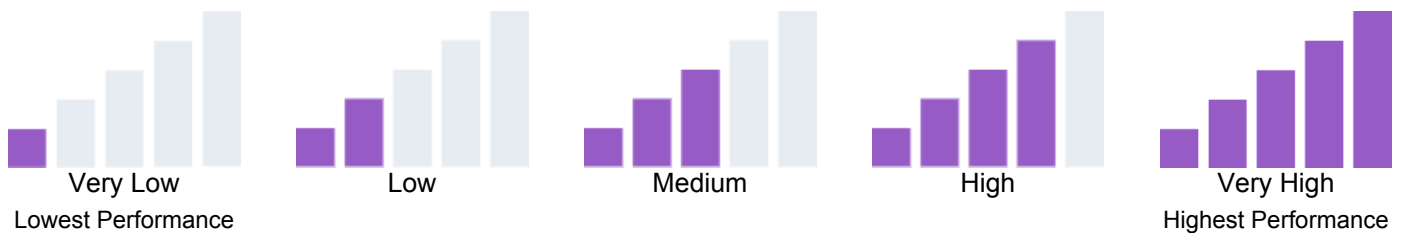
## Academic Performance College/Career Report

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

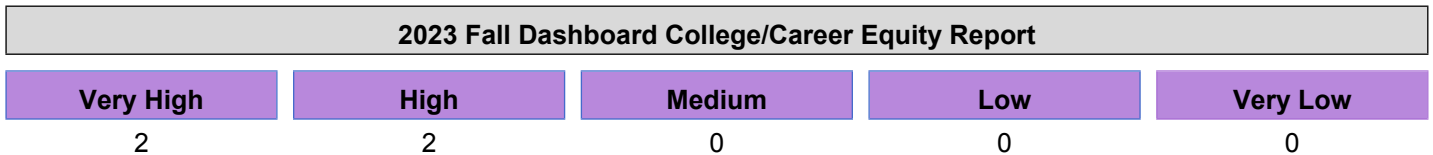
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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

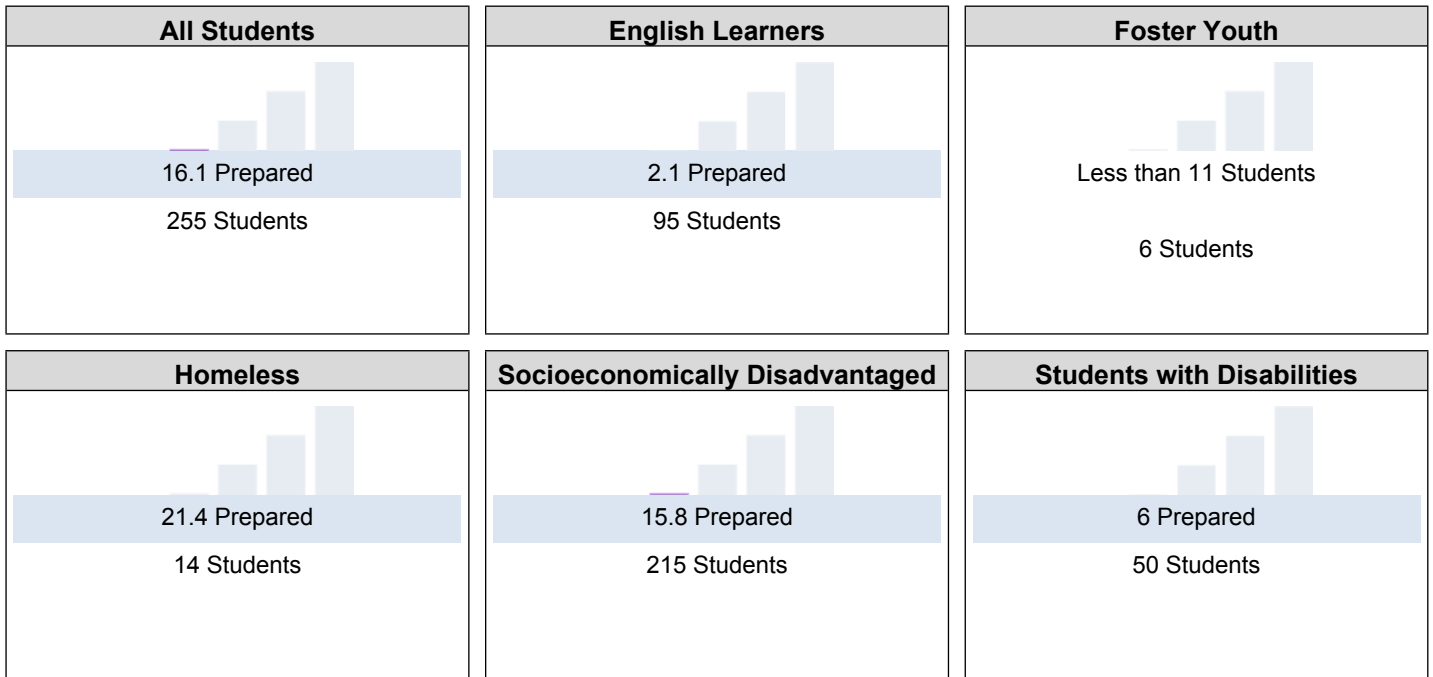


This section provides number of student groups in each level.

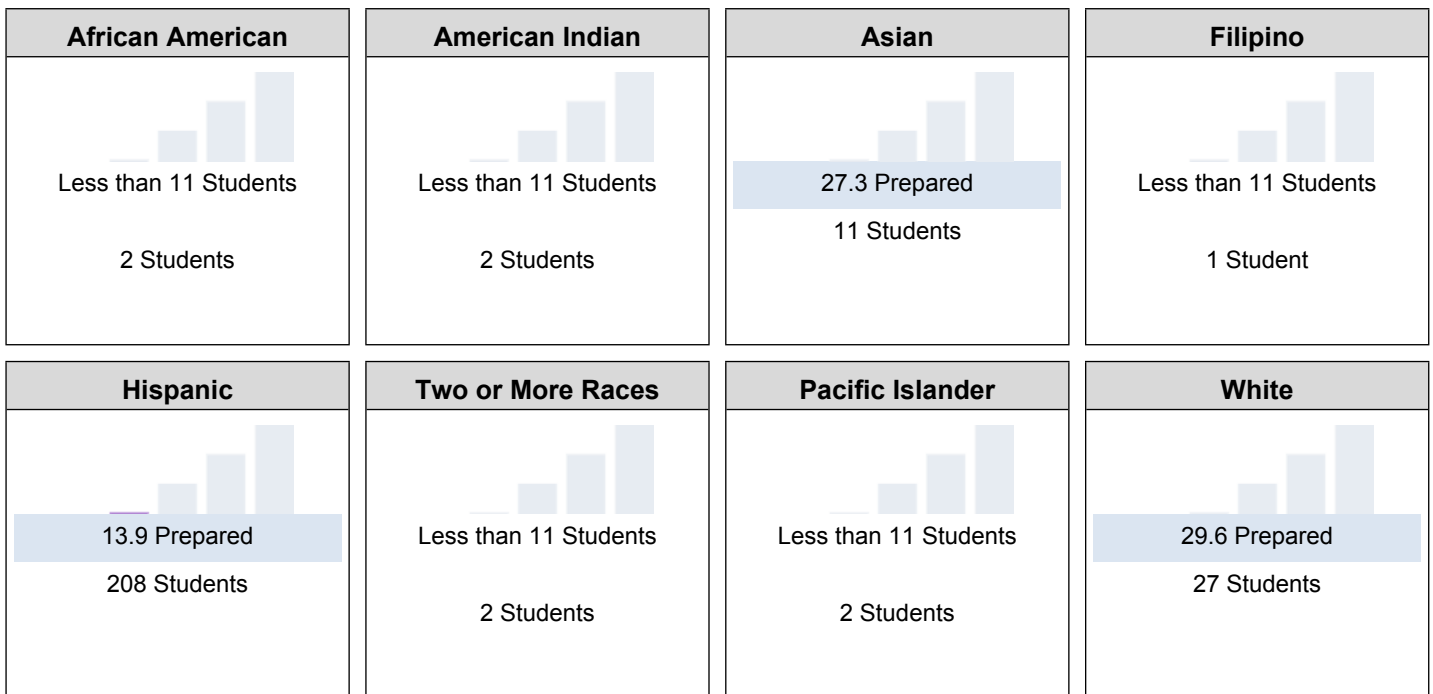


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Conclusions based on this data:**

1. We continue to work on both supporting academic success in Math and ELA which will support Smarter Balanced Assessments. We are bring a greater access to college credit classes for all students and working on providing an opportunity for the State seal of biliteracy. All these initiatives will help in raising our college/career readiness indicator.
2. We are working to provide a greater range of CTE course tracks with capstone courses that will provide a greater opportunity for students to pursue a career readiness track.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

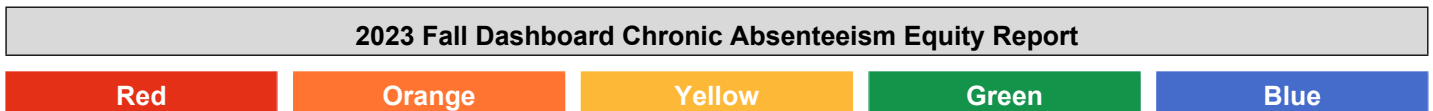
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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











This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  No Performance Color 0 Students	<b>English Learners</b>  No Performance Color 0 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color 0 Students	<b>Students with Disabilities</b>  No Performance Color 0 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

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

**Conclusions based on this data:**

1. Chronic Absenteeism data not available at this time.

# School and Student Performance Data

## Academic Engagement Graduation Rate

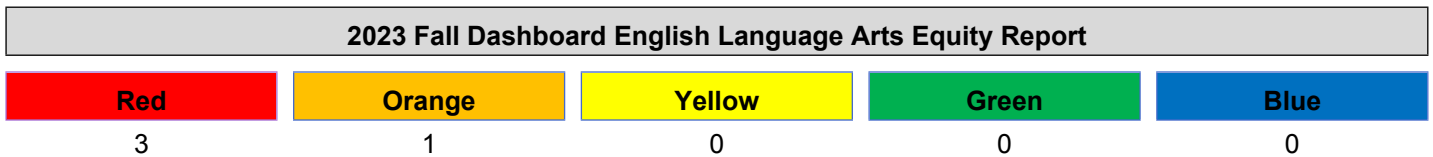
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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




This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>66.9% graduated</p> <p>Decreased -2.7</p> <p>260 Students</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>47.4% graduated</p> <p>Decreased Significantly -11.1</p> <p>97 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>6 Students</p>
<p><b>Homeless</b></p> <p>50% graduated</p> <p>Increased Significantly 33.3</p> <p>14 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>68.2% graduated</p> <p>Decreased -2.8</p> <p>220 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>50% graduated</p> <p>Decreased Significantly -6.3</p> <p>52 Students</p>

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  2 Students	Less than 11 Students  2 Students	90.9% graduated Increased Significantly 7.6  11 Students	Less than 11 Students  1 Student
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Red 64.2% graduated Decreased Significantly -5.8  212 Students	Less than 11 Students  2 Students	Less than 11 Students  2 Students	78.6% graduated Increased Significantly 19.7  28 Students

**Conclusions based on this data:**

1. Graduation rates and academic performance continue to be focused goals especially with our subgroups - ELA learners and Special Education students
2. Given how graduation rates are calculated, our rate is impacted by a portion of our student population which is highly transient.
3. We are starting to track all seniors who do not graduate and understand the cumulative reasons for a student not graduating.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

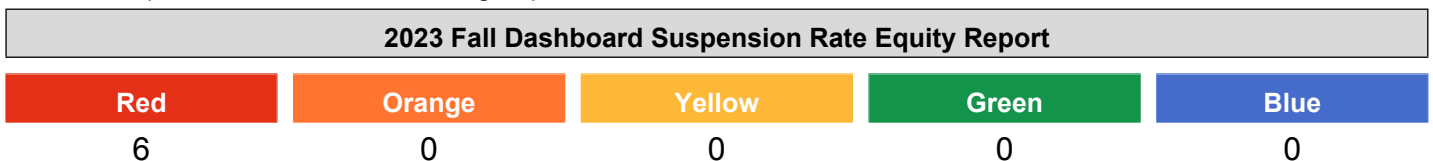
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>13.9% suspended at least one day</p> <p>Increased Significantly 6.4 1230 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>15.3% suspended at least one day</p> <p>Increased Significantly 5.2 425 Students</p>	<p><b>Foster Youth</b></p> <p>29.4% suspended at least one day</p> <p>Increased 22.3 17 Students</p>
<p><b>Homeless</b></p> <p>23.5% suspended at least one day</p> <p>Increased 18 34 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>14.7% suspended at least one day</p> <p>Increased Significantly 6.7 797 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>18.7% suspended at least one day</p> <p>Increased Significantly 5.8 252 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>23.5% suspended at least one day</p> <p>Increased 6.9 17 Students</p>	<p>Less than 11 Students 9 Students</p>	<p align="center"> Red</p> <p>11.1% suspended at least one day</p> <p>Increased 11.1 36 Students</p>	<p>Less than 11 Students 8 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Red</p> <p>13.4% suspended at least one day</p> <p>Increased Significantly 5.5 1033 Students</p>	<p>12% suspended at least one day</p> <p>Increased 7.8 25 Students</p>	<p>Less than 11 Students 9 Students</p>	<p align="center"> Red</p> <p>16.1% suspended at least one day</p> <p>Increased 7.1 93 Students</p>

**Conclusions based on this data:**

1. Suspension rates across all race/ethnicity and subgroups have increased year over year.
2. Restorative practices have supported students recidivism rate. Data shows that fewer students who were suspended were suspended again for the same incident.
3. Overall suspensions re-entry meetings supported students by setting up behavioral plans for students return after suspension.

# 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	285	258	264	0	171	196	0	168	195	0.0	66.3	74.2
All Grades	285	258	264	0	171	196	0	168	195	0.0	66.3	74.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2514.	2527.		7.14	7.18		20.83	25.13		32.14	30.26		39.88	37.44
All Grades	N/A	N/A	N/A		7.14	7.18		20.83	25.13		32.14	30.26		39.88	37.44

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		8.38	11.79		61.08	58.97		30.54	29.23
All Grades		8.38	11.79		61.08	58.97		30.54	29.23

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		7.78	6.70		41.32	46.91		50.90	46.39
All Grades		7.78	6.70		41.32	46.91		50.90	46.39

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		7.74	6.67		71.43	71.28		20.83	22.05
All Grades		7.74	6.67		71.43	71.28		20.83	22.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		8.93	14.36		68.45	64.62		22.62	21.03
All Grades		8.93	14.36		68.45	64.62		22.62	21.03

**Conclusions based on this data:**

1. We are slowly increasing test scores. We look forward to seeing test information in June.

# 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	285	257	264	0	167	190	0	166	189	0.0	65.0	72.0
All Grades	285	257	264	0	167	190	0	166	189	0.0	65.0	72.0

\* 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		2482.	2462.		1.20	0.53		7.83	5.82		19.28	14.81		71.69	78.84
All Grades	N/A	N/A	N/A		1.20	0.53		7.83	5.82		19.28	14.81		71.69	78.84

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		1.81	2.12		33.73	22.22		64.46	75.66
All Grades		1.81	2.12		33.73	22.22		64.46	75.66

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		1.20	3.72		58.43	51.60		40.36	44.68
All Grades		1.20	3.72		58.43	51.60		40.36	44.68

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		3.61	1.06		59.04	51.85		37.35	47.09
All Grades		3.61	1.06		59.04	51.85		37.35	47.09

Conclusions based on this data:

1. Math competency continues to be an issue we are working on across our entire student population.



# School and Student Performance Data

## 2023 Fall Dashboard Summary Data Points

The tables below are a summary of the 2023 Fall Dashboard data by student group.

Demographic Percentages								
The total number of students enrolled on Fall Census Day in the local educational agency or school as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).								
Total Enrollment	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
1055	60.8	19.7	32.8	1.7	0.9	84.8	6.8	1.1

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
13.9% suspended at least one day	14.7% suspended at least one day	18.7% suspended at least one day	15.3% suspended at least one day	23.5% suspended at least one day	29.4% suspended at least one day	13.4% suspended at least one day	16.1% suspended at least one day	23.5% 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>
204.8 points below standard	211.8 points below standard	226.3 points below standard	244.8 points below standard			213 points below standard	165.2 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>
105.7 points below standard	113.1 points below standard	154.3 points below standard	175.1 points below standard			112.1 points below standard	83.3 points below standard	

# Goals, Strategies/Activities, and Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

## Goal 1

Identify, create and focus academic support for all students, paying special attention to predominate subgroups of students including Multilingual Learners, students with learning disabilities, students with social and emotional needs, and students who need support to meet academic standards.

## Identified Need

Multilingual learners make up approximately 30% of the school population, with the vast majority being Spanish Speakers. Multilingual Learners and students in Special Education have the highest rates of Ds and Fs of any subgroup; over 50%. While all students have increased their ELA test scores, we are overall 105 points below the standard for all students ,91 points below the state standard for Multilingual learners and 154 points below the state standard for Special Education students We have increased slightly or remained the same with our Math test scores but are performing significantly below the state standard - 204 points below for all students, 244 points below for Multilingual Learners and 226 points below the state standard for Special Education students. As a whole, a lower percentage of Elsie Allen students meet standards in ELA and Math compared to both Santa Rosa Schools and all California students..

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

D and F Reports, ELPAC scores, Course Completion and Absence information for subgroups, MAP testing Trend information Smarter Balance test scores

1st Semester 2023 D & F Report - Overall rate of 36% Improvement over last year.  
2nd Semester 2024 D & F Report - When available.  
ELPAC Test Scores when available  
MAP Test Trend Information

Return to 2019 D & F Percentages of 32-35%. Increase # of student redesignated and advancing to the next level of language proficiency. Improve % of Level 3 and Level 4 in Smarter Balance in all subgroups. Move from one level in the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		California Dashboard for our ELA and Math area.

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

**Strategy/Activity 1**

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

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

All students

**Strategy/Activity**

Continue to expand and refine the PLC/Collaborative Inquiry process to support all students by regularly review data, assess student work, affirm or change teaching approaches and lesson planning based on assessment and analysis. Collaborative Inquiry process should focus on standard based strategies to improve instruction and student academic outcomes. Continue the development of strongly aligned school wide writing prompts (several times a year) for use as a data set and assessment tool. Using the MAP assessment, test all students in English and Math at least 3 times a year. Provided professional development in using the MAP assessment, develop and provide data to help inform teaching practices with the MAP assessment. Develop strategies to use MAP assessments to inform teaching practices Provide Department and subject based collaborative planning time as appropriate.

**Monitoring Effectiveness**

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

Regular reports at staff meetings regarding PLC work during the year. Did MAP assessment training occur. Was data development to provide information to teachers? How was the MAP data used during the year. How did the PLC work inform and support teaching practices at Elsie Allen High 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)
14500	3182 Title I CSI Grant 5800 – Other Services (Consultants; Field Trip Admissions, etc) MAP Data Work and Map Training

7500

3182 Title I CSI Grant  
1122 - Teacher Release Time  
MAP Training

## 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

Provide tools and resources that support academic rigor, achievement, attendance and positive school culture. Provide the necessary materials and supplies to support academic rigor in the classroom. Tools and resources may include field trips, students incentives, student meals, student recognition, targeted investments in classroom equipment to lessen known instructional inequities. Provide leadership training for both the student leadership advisor and students in leadership classes.

### Monitoring Effectiveness

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

Were all necessary materials and supplies able to be funded for the classroom during the school year? What kind of cultural shift occurred during the year to celebrate academic achievement, attendance and a positive robust 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)

10000

0500 - Supplemental  
4311 - Instructional Materials (Non-Consumables)  
Classroom Materials and Supplies

19000

0500 - Supplemental  
4300 – Materials/Supplies (Consumables, snacks for parent meetings)  
Classroom Materials and supplies

1000

0500 - Supplemental  
4312 - Software  
Tech incidentals for classrooms

2250	0500 - Supplemental 4316 – Food – Ind-District Meetings Student Incentives
7000	0500 - Supplemental 4412 - Hardware (under \$5,000) Tech needs for classrooms/student
421.58	0500 - Supplemental 5832 - Field Trip Transportation field trips
2500	0500 - Supplemental 5215 - Staff Travel & Conferences Staff Leadership Conference
1800	0500 - Supplemental 5215 - Staff Travel & Conferences Student Leadership Conference for ASB
28000	0500 - Supplemental 5817 - Online Computing Services / Software Licenses Classroom Software
2000	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Materials to support Restorative/Attendance program
20000	3182 Title I CSI Grant 4311 - Instructional Materials (Non-Consumables) Supplement and ethnic studies classroom materials
2500	3182 Title I CSI Grant 4312 - Software adobe software for photography
10000	3182 Title I CSI Grant 4412 - Hardware (under \$5,000) MACs for Photography
10000	3182 Title I CSI Grant 4400 - Equipment (under \$5,000) Weight Room Equipment
10000	3182 Title I CSI Grant

	4300 – Materials/Supplies (Consumables, snacks for parent meetings) Student Incentives for Academic Achievement
15354	3182 Title I CSI Grant 5832 - Field Trip Transportation Field Trip Transportation costs
3250	3182 Title I CSI Grant 1122 - Teacher Release Time field trips

### Strategy/Activity 3

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

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

Multilingual Learners and All students

#### Strategy/Activity

Provide additional resources to Multilingual Learner students in support of academic excellence which may include tutors, classroom aides, additional classes for lower class size, TOSA, Intensive labs, incentives, classroom materials and supplies, professional development, vertical, horizontal and cross department collaboration, staff support for Multilingual learner needs, newcomer center support Continue implementation of ethnic studies across all grades, provide on-going ethnic studies professional development and provide curriculum diversifications to support BIPOC representation.

#### Monitoring Effectiveness

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

Did we provide necessary support to the Newcomer Center? How has the Newcomer Center provided support to Multilingual Learners How did a .20 TOSA provide support to our Multilingual Learners and ethnic studies efforts across campus.

#### 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)
25179.80	0500 - Supplemental 1xxx – FTE Certificated Salaries .20 TOSA Ethnic Studies Program Specialist
10380.29	0500 - Supplemental 3000 - Benefits / Driven Costs

	Benefitis Driven Costs for .20 TOSA
2000	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Materials and supplies to support Newcomer Center

**Strategy/Activity 4**

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

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

SPED students

Strategy/Activity

Continue to expand the co-teaching model to additional grade levels and subject areas. Provide necessary professional development and collaboration time to support the co-teaching model. Provide an annual training to all staff regarding IEP's and 504 accommodations and how to support SPED students in school. Support may also include staff support for SPED population, staff support for teachers and specialized academic support

**Monitoring Effectiveness**

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

Did the annual training occur regarding support IEP/504 students in the classroom. Has the co-teaching model grown in the past 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)
-----------	-----------

**Strategy/Activity 5**

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

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

All students

Strategy/Activity

Provide supports for all academically struggling students which may include: paid and volunteer tutors before and after school, paid and volunteer in-class tutors, tutoring/volunteer coordinator, additional classes for lower class size, Intensive labs, incentives, classroom materials and supplies, field trips, professional development, vertical, horizontal and cross department collaboration, staff support of struggling students . Continue the pilot of a Smaller Student Cohort Group with the same set of teachers for all core subjects. Other supports may include peer tutoring (paid and unpaid), peer tutoring training, peer tutoring recognition and incentives, parent education, outreach, extra duty time to support classes that do not have full time regular teachers, support for long term subs, and lunch time academic make-up time support. Create and foster Enrichment opportunities supporting academic success including programs such as summer math academy, Compact for Success in conjunction with CCLA, Field Trips and other ways of making curriculum relevant. Increase availability of books in the library to support both academically struggling students and provide enrichment to all students.

**Monitoring Effectiveness**

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

Did the changes made to Tutoring program help our student's this year? Did Tutoring help students with less D and F grades. Did Summer Academy support our University Center students with SSU class availability? Where we able to provide additional books for the library focusing on our Multi-lingual and Struggling Academic student population? Were we able to an increase of instructional field trips?

**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)
11,000	0500 - Supplemental 1112 - Teacher Extended Day Summer Math Academy
2000	0500 - Supplemental 1122 - Teacher Release Time Field Trip Sub Costs
9411.20	0500 - Supplemental 3000 - Benefits / Driven Costs Benefit costs for extended day and subs
20000	3010 - Title I 1112 - Teacher Extended Day

	After School Tutoring
10000	3182 Title I CSI Grant 4200 - Books - Other than Textbooks Books for Library
13000	3182 Title I CSI Grant 1112 - Teacher Extended Day After School Tutoring
4500	0500 - Supplemental 1112 - Teacher Extended Day student support
5882	3010 - Title I 3000 - Benefits / Driven Costs After School Tutoring
3823.30	3182 Title I CSI Grant 3000 - Benefits / Driven Costs afterschool tutoring

### 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

On an ongoing basis, providing information to staff regarding MAP assessment scores, CAASP/SBAC test results, CDE Dashboard Data and grade data. Provide updated data sets for decision make regarding resource allocation and continued academic improvement.

#### Monitoring Effectiveness

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

Did staff and the site council receive data information as it became available and as part of the decision making process for 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)

4016

0500 - Supplemental  
2413 - Clerical Extra Duty / Overtime  
Data Support

### 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

Continue to analyze and increase data analysis tools from AEREIS to address and improve attendance and grades. . Provide resources to support attendance and grades which may include MTSS meetings, increased parent contact and education about community resources, parent meetings, incentives, student consequences for poor attendance and increased staff interaction and support. Work with AP's and MTSS Counselor in development of appropriate tools and strategies.

#### Monitoring Effectiveness

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

Are data analysis tools being used for improving attendance and providing student interaction and support? What new strategies were we able to deploy?

#### 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)

### 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

Fund the AVID program with .20 FTE as one tool to support and promote academic achievement and college/career readiness. The remaining .20 FTE will come from the school base

**Monitoring Effectiveness**

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

Is this program continuing to support those students in receiving the support? Does it continue to provide academic support for college bound - non traditional students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1000	0500 - Supplemental 1112 - Teacher Extended Day AVID Report
23756.95	3010 - Title I 1000-1999: Certificated Personnel Salaries .20 FTE AVID
8176.12	3010 - Title I 3000 - Benefits / Driven Costs .20 FTE AVID

**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**

Continue the work in developing Graduate Student Profile rubrics, outcomes and strategies to support this document. This work is being funding by an outside grant.

**Monitoring Effectiveness**

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

Are the rubrics/outcomes and strategies being developed?

**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)

### 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

Continue a .20 TOSA position to strengthen and expand the use of Equitable Grading Practices for teachers. These efforts will strengthen the Graduate Student Profile implementation work and ongoing PLC work looking at data driven evaluation cycles. We are investing in this position to help drive improved student outcomes and to increase equity around grading and instruction. This work is being funded through our Base Allocations. Acquire software to support Equitable Grading Practices and provide the necessary professional development to implement equitable grading in classroom as well as use equitable grading practices and a classroom teaching strategy.

#### Monitoring Effectiveness

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

Continue the process to support teachers interested in moving to a Equity Based Grading model? Was OTUS effectively onboarded. Did we have teacher use an Equity Based Grade for their classes. Do we have more interest in using this approach?

#### 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)

20000

3182 Title I CSI Grant  
5817 - Online Computing Services / Software Licenses  
OTUS

2500

3182 Title I CSI Grant  
5800 – Other Services (Consultants; Field Trip Admissions, etc)  
Otus trainer

2500

3182 Title I CSI Grant  
1112 - Teacher Extended Day  
OTUS training

## 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

Based on an annual community survey focused on how to use Prop. 28 monies, we will continue to grow and build VAPA offerings and opportunities for all students. This may include additional VAPA sections, outside guest teachers, after-school clubs/VAPA opportunities, field trips, capital expenditures for VAPA classrooms, VAPA materials and supplies. Further, classroom aides may be used to provide multi-lingual support for our multi-lingual students in accessing VAPA curriculum.

### Monitoring Effectiveness

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

Did the community survey occur? What were the results? How did the results inform expenditures for the coming fiscal 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)

33567.91

Other  
1000-1999: Certificated Personnel Salaries  
.20 FTE Digital Photography and .20 FTE Ethnic Studies Dance  
New Sections - Prop. 28

15412.04

Other  
3000 - Benefits / Driven Costs  
Benefits/Costs for two new sections - Prop. 28

## Strategy/Activity 12

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

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

All students

### Strategy/Activity

Expand CTE offering on the Elsie Allen campus by implementing a 2nd year of the Public and community Health Pathway and a new Education CTE Pathway. Refine existing CTE pathways. Provide opportunity for Junior College classes to be taught at Elsie Allen through the CCAP Grant for Early College Credit. One J.C. class per semester will be offered.

### **Monitoring Effectiveness**

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

Did these CTE offerings occur? How many students participated in a pathway? How many students enrolled in a J.C. course. What was the student and teacher feedback?

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS**

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

The SSC evaluated the 23-24 SPSA to determine the overall effectiveness of the various strategies and activities. All activities were implemented; although, many will continue and be refined or moved to the next level of activity. Teacher Professional Development continues to focus on use of PLC's, Equity Based Grading, PBL, Ethnic Studies, Use of site-wide assessments. Additional CTE pathways were developed to complement on-going work on campus.

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

Use of MAP remained limited due to lack of teacher training and understanding regarding how to use the tool. We hope to overcome those challenges next year. Due to not needing funding for the Link Crew program and not using all monies budgeted for After-School Tutoring due to an additional funding source, we were able to fund some additional professional development opportunities for teachers and field trips for students.

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.

There is continued heavy emphasis on professional development found in this goal, after school tutoring, classroom materials and supplies including over \$30,000 in classroom teaching software licenses, .20 Multilingual/Ethnic Studies TOSA, .20 Equity Based TOSA funded through Base with professional development, continued funding of AVID and significant financial support for professional development.

# Goals, Strategies/Activities, and Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community (Attach Parent Engagement dollars here)
- embracing cultural, linguistic and familial wealth
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

## Goal 2

Continue to focus on building student and staff morale, pride and identity through celebrating school successes and increasing school reputation in the community. Provide parents and families with information, education and opportunities to engage with Elsie Allen High School. Implement and balance academic achievement with social and emotional strategies. Encourage opportunities for the broader community to engage with Elsie Allen through greater engagement opportunities, on-going collaboration and coordination with the Elsie Allen Foundation.

## Identified Need

We continue to look at Youth Truth Information. From the family survey, our highest themes were engagement and relationships. Our lowest themes from families were resources and school safety. The family survey indicated that many families are undecided whether they would recommend our school to another parent and our families are rating us lower than in past years regarding providing resources to support students and providing a high quality education. Further, our students feel less safe year over year - lowest in the past three years.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey and #'s of parents/students who participated in various programs, Track parent and community participation at school events. Analytics for Instagram, Facebook, Website and Snapchat.	Youth Truth Survey - 2023/2024 - 3.53 Resources and 3..24 for school safety. Resources and School Safety continue to be our lowest rating with Engagement and Relationships our highest. Resources increased from 3.45 to 3.53 year over	Increase Youth Truth Survey parent results regarding resources and school safety and increase the percentage of students who feel safe. Increase parent participation in EAHS activities and events, including parent education.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	year. Only 44% of students felt safe at school. This is the lowest % over the last three years.	Increase our pool of active parents. Increase the number of students participating in a variety of programs and activities. Decrease attendance numbers with 9th grade class.

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, especially 9th graders

**Strategy/Activity**

Complete the Link Crew Revival on the Elsie Allen Campus including necessary professional development, and necessary materials and supplies.

**Monitoring Effectiveness**

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

Is the Link Crew Program fully implemented on the campus? What kind of feedback are we receiving?

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
9000	0500 - Supplemental 1112 - Teacher Extended Day Link Crew
1250	0500 - Supplemental 4316 – Food – Ind-District Meetings Link Crew program training food/monthly meetings
1000	0500 - Supplemental

	4300 – Materials/Supplies (Consumables, snacks for parent meetings) Link Crew Materials and supplies
1250	0500 - Supplemental 5215 - Staff Travel & Conferences StudentLink Leadership conference
5000	0500 - Supplemental 5215 - Staff Travel & Conferences Staff Link Training

## 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

Continue to look for opportunities for parent education and engagement. Use the Family Engagement Plan as the guide. Possible opportunities might include parent education, recruitment of parent volunteers, involvement of parents in site council, task forces, athletic foundation, VAPA booster activities and field trips. Activities may include parent welcome packets, parent snacks, parent focused communication tools on campus. Encourage Parent Participation using incentives, materials, food , etc...

### Monitoring Effectiveness

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

Have we seen a greater number of parents connecting with our campus in different ways? How?

### 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)
6234.56	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Materials and supplies for parents
2500	3010 - Title I

4316 – Food – Ind-District Meetings  
Parent Meeting food

**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**

Continue to support a comprehensive College and Career Program. As Site resources allow, support College and Career Program activities including field trips, bus transportation and incidental food.

**Monitoring Effectiveness**

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

What kind of college and career program occurred this year? How many students, did we serve?

**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  
4316 – Food – Ind-District Meetings  
Food to support College/Career Field Trips

**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**

Communicate to parents using all forms of communication including In-Person meetings, Zoom Meetings, Social Media, Parent Square, Website, one-on-one, volunteer engagement software and through the mail. Encourage regular communication between parents and teachers. Extra staff support may be needed to support this activity.

**Monitoring Effectiveness**

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

What kind of feedback are we receiving from parents regarding parent communication? What percentage of parents are using Parent Square/AEREIS?

**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)
4016	0500 - Supplemental 2413 - Clerical Extra Duty / Overtime Communication Support
3016	0500 - Supplemental 2213 – Classified Overtime (Family Mentor, Tech Assist etc.) Communication/ Video Support
1500	3010 - Title I 5901 - Postage Parent Postage

**Strategy/Activity 5**

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

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

all students

**Strategy/Activity**

Continue to foster collaboration and cooperation with the Elsie Allen Foundation and broader community. Provide engagement opportunities for community to help meet student needs. Create strategic marketing information as appropriate. Work in developing strategic grant requests to meet Elsie Allen student needs.

**Monitoring Effectiveness**

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

How did we foster our relationship with the Foundation and greater community to meet specific needs?

**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)

**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

Using various communication methods/Strategies to support and promote campus activities, participation and school attendance to and for Elsie Allen High School Students.

**Monitoring Effectiveness**

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

How have we increased the use of MINGA across campus? How is it informing us regarding attendance trends?

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

4000	0500 - Supplemental 5817 - Online Computing Services / Software Licenses communication participation attendance software
------	--

**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

Revitalize the School Safe Ambassador Program at Elsie Allen High School in supporting a safe environment for all students

**Monitoring Effectiveness**

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

What results did we see with a full year of School Safe Ambassador in place? Is it helping to provide a safer campus? How?

### 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

3010 - Title I  
4300 – Materials/Supplies (Consumables, snacks for parent meetings)  
materials and supplies for school safe ambassador program

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Link Crew Program continued to be partially implemented. We had a successful New Parent Night and Back to School Night for our community. We are providing one-on-one services for parent to help them access Parent Square and AERIES resources due to the flex schedules for some of our Family Engagement professionals.

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

Link Crew Program Implementation. The Website Software was updated without training.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have added the Safe School Ambassador program and the use of the MINGA software of campus. The website will go through a significant update this summer.

# Goals, Strategies/Activities, and Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

SRCS values and supports growth-minded professionals and positive learning environments by:

- providing educators with current tools and training to support pedagogical leadership and innovation
- providing safe and clean schools
- providing flexible learning environments conducive to teaching and learning

## Goal 3

To continue to provide professional development opportunities for the 2024/2025 school year with an emphasis on academic excellence and rigor. Provide the necessary technology tools, school facility expenditures and other materials and supplies to support academic excellence.

## Identified Need

While there are many classrooms that received updated technology this year, there are some classroom spaces that still have outdated tools and equipment. This also extends to other teaching and learning tools as well as existing capital improvement needs (e.g. broken furniture, old carpet, etc....). Professional Development continues to be an identified need as teaching staff has articulated wanting additional training on PLC's, working with English Language Learners, project based instruction and equitable grading practices.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of professional development opportunities for staff. Ability to provide necessary tools that support safe and clean schools and flexible learning environments.	Professional Development provided in 2023/2024 was largely provided either through grant funding or the district. This SPSA would provide additional professional development opportunities	Increase the amount of Professional development with an emphasis on ethnic studies, PBL, equity based grading, classroom strategies and PLC's.

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

## Strategy/Activity 1

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

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

all students

### Strategy/Activity

Continue a .20 TOSA position focusing on site specific Professional Development including new teacher support (defined as being at EAHS for 3 years or less), classroom management, equity-based instructional strategies and the infusion of graduation profile work. Further, TOSA will work with all teachers through PLC's and other mechanisms on structured classroom lesson flow and expectations as well as Project Based Learning. TOSA may observe and coach teachers. Teachers may work in small groups, monthly meetings, one day focused meetings and using classroom observations for various Professional Development strategies.

### Monitoring Effectiveness

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

What is the work plan for this TOSA? What was their end of year report regarding activities? Did it advance our professional learning objectives?

### 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)

18416.85

3010 - Title I  
1000-1999: Certificated Personnel Salaries  
.20 Instructional TOSA

6001.55

3010 - Title I  
3000 - Benefits / Driven Costs  
.20 Instructional TOSA

14000

3182 Title I CSI Grant  
1122 - Teacher Release Time  
Classroom observations

4500

0500 - Supplemental  
1112 - Teacher Extended Day  
curriculum opportunities

## 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**

Provide the necessary tools to support a safe and clean school and provide resources in the classroom to support a rigorous academic environment

**Monitoring Effectiveness**

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

Are some of our facility needs being address through other funding sources?

**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)

**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**

Provide the opportunity for other necessary Professional Development training which may include but is not limited to AVID training, AP Institute, Step Up to Writing, PLC training, and Math specific Training. Professional Development may also include Vertical and Horizontal Alignment across and within departments centering on common objectives. Professional Development may also include peer to peer classroom observations focusing on classroom learning strategies including lesson flow and expectations.

**Monitoring Effectiveness**

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

What professional development occurred this year? Did we accomplish peer to peer classroom observations?

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
3000	0500 - Supplemental 5215 - Staff Travel & Conferences AP Training
5000	3182 Title I CSI Grant 5215 - Staff Travel & Conferences Staff Training
30,000	3182 Title I CSI Grant 1112 - Teacher Extended Day Professional Development including vertical/horizontal alignment
17572.49	3182 Title I CSI Grant 3000 - Benefits / Driven Costs Teacher PD Benefit costs

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Significant professional development occurred at Elsie Allen this year, largely through funding from grants or the district. We made significant advancements in each PLC group. New AP Teachers were provided training and Link Crew Leaders were able to attend a conference.

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

We were able to provide more professional development than anticipated through leveraging financial resources

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.

Significant professional development is planned for next year using both internal TOSA's, and a specialized Ethnic Studies TOSA.

# 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	\$177441.67
Total Federal Funds Provided to the School from the LEA for CSI	\$214000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$535,438.64
Total Federal Funds Provided to the School from the LEA for Title I	\$98468.03

## 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	\$98,468.03

Subtotal of additional federal funds included for this school: \$98,468.03

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	\$176,490.87
3182 Title I CSI Grant	\$211,499.79
Other	\$48,979.95

Subtotal of state or local funds included for this school: \$436,970.61

Total of federal, state, and/or local funds for this school: \$535,438.64

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

## Expenditures by Funding Source

**Funding Source**

**Amount**

0500 - Supplemental

176,490.87

3010 - Title I

98,468.03

3182 Title I CSI Grant

211,499.79

Other

48,979.95

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

1000-1999: Certificated Personnel Salaries

75,741.71

1112 - Teacher Extended Day

95,500.00

1122 - Teacher Release Time

26,750.00

1xxx – FTE Certificated Salaries

25,179.80

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

3,016.00

2413 - Clerical Extra Duty / Overtime

8,032.00

3000 - Benefits / Driven Costs

76,658.99

4200 - Books - Other than Textbooks	10,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	42,234.56
4311 - Instructional Materials (Non-Consumables)	30,000.00
4312 - Software	3,500.00
4316 – Food – Ind-District Meetings	7,000.00
4400 - Equipment (under \$5,000)	10,000.00
4412 - Hardware (under \$5,000)	17,000.00
5215 - Staff Travel & Conferences	18,550.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	17,000.00
5817 - Online Computing Services / Software Licenses	52,000.00
5832 - Field Trip Transportation	15,775.58
5901 - Postage	1,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1112 - Teacher Extended Day	0500 - Supplemental	30,000.00
1122 - Teacher Release Time	0500 - Supplemental	2,000.00
1xxx – FTE Certificated Salaries	0500 - Supplemental	25,179.80
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	0500 - Supplemental	3,016.00
2413 - Clerical Extra Duty / Overtime	0500 - Supplemental	8,032.00
3000 - Benefits / Driven Costs	0500 - Supplemental	19,791.49
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	20,000.00

4311 - Instructional Materials (Non-Consumables)	0500 - Supplemental	10,000.00
4312 - Software	0500 - Supplemental	1,000.00
4316 – Food – Ind-District Meetings	0500 - Supplemental	4,500.00
4412 - Hardware (under \$5,000)	0500 - Supplemental	7,000.00
5215 - Staff Travel & Conferences	0500 - Supplemental	13,550.00
5817 - Online Computing Services / Software Licenses	0500 - Supplemental	32,000.00
5832 - Field Trip Transportation	0500 - Supplemental	421.58
1000-1999: Certificated Personnel Salaries	3010 - Title I	42,173.80
1112 - Teacher Extended Day	3010 - Title I	20,000.00
3000 - Benefits / Driven Costs	3010 - Title I	20,059.67
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	3010 - Title I	12,234.56
4316 – Food – Ind-District Meetings	3010 - Title I	2,500.00
5901 - Postage	3010 - Title I	1,500.00
1112 - Teacher Extended Day	3182 Title I CSI Grant	45,500.00
1122 - Teacher Release Time	3182 Title I CSI Grant	24,750.00
3000 - Benefits / Driven Costs	3182 Title I CSI Grant	21,395.79
4200 - Books - Other than Textbooks	3182 Title I CSI Grant	10,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	3182 Title I CSI Grant	10,000.00
4311 - Instructional Materials (Non-Consumables)	3182 Title I CSI Grant	20,000.00
4312 - Software	3182 Title I CSI Grant	2,500.00
4400 - Equipment (under \$5,000)	3182 Title I CSI Grant	10,000.00

4412 - Hardware (under \$5,000)	3182 Title I CSI Grant	10,000.00
5215 - Staff Travel & Conferences	3182 Title I CSI Grant	5,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	3182 Title I CSI Grant	17,000.00
5817 - Online Computing Services / Software Licenses	3182 Title I CSI Grant	20,000.00
5832 - Field Trip Transportation	3182 Title I CSI Grant	15,354.00
1000-1999: Certificated Personnel Salaries	Other	33,567.91
3000 - Benefits / Driven Costs	Other	15,412.04

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	395,181.19
Goal 2	41,766.56
Goal 3	98,490.89

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

Name of Members	Role
Gabe Albavera	Principal
Kathy Hayes	Other School Staff
Mayra Sosa	Other School Staff
Rich Molloy	Classroom Teacher
Angie Nunez	Other School Staff Parent or Community Member
Jolisa Deneiliom	Parent or Community Member
Jamie Padilla	Parent or Community Member
Sebastian Padilla	Secondary Student
Martin Martinez	Secondary Student

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

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/24.

Attested:



Principal, Gabriel Albavera on 5/20/24



SSC Chairperson, Jamie Padilla on 5/20/24

# Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies/Activities, and Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

Developed by the California Department of Education, January 2019