Sacramento County
Office of Education

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Nathaniel S. Colley Senior High School	34-10348-0118745	May 30, 2024	June 25, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Nathaniel S. Colley Senior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Comprehensive Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Nathaniel S. Colley Senior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Comprehensive Support and Improvement

Consistent with the SCOE LCAP, Nathaniel S. Colley Sr. High School serves students who need supports not commonly found within traditional middle or high schools. Nathaniel S. Colley Sr. High School is directly responsible for serving expelled youth. Within the school there are two programs: the base program serves students who are in 7th-12th grades. Students are primarily served through a daily in-class program. The Senior Extension Program focuses on students who are in 12th grade and need additional time to graduate. We also provide a high-quality alternative education to students and families seeking a smaller school environment through a parent request process.

Our students are predominantly low income and often have needs that extend beyond routine school services. We serve Foster Youth (FY), students who are experiencing homelessness, or who are in temporary housing, and those who have experienced a high level of trauma. We actively engage and involve the families of our English learners (ELs) by providing translation, interpreting, and provide an EL parent liaison as needed. An ELD/ELS Program specialist has been hired to improve services provided to English learners. In general, our students have a high rate of school mobility across all student subgroups.

We are committed to improving academic outcomes and meeting the needs of the whole child. We utilize multi-tiered systems of support (MTSS), intensive intervention in English Language Arts (ELA) and mathematics, project based learning, and a focus on 21st Century skills so students will be successful in their post-secondary education, technical training, or employment. Our achievement is a result of a continuous improvement cycle focusing on the education and wellness programs in our school.

Educational Partner Involvement

How, when, and with whom did Nathaniel S. Colley Senior High 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

Stakeholder engagement processes include the School Site Council with the development of the School Plan for Student Achievement (SPSA) and review of the LCAP goals. The site principal led a variety of engagement processes, individual parent engagement and survey administration, parent and student engagement following student exhibitions, email engagement for all parents, and IEP and SST meetings.

Stakeholders were involved throughout the year through parent, student and staff meetings, non-profit partners, ongoing surveys distributed to certificated and classified staff, students, parents, and all relevant stakeholders. This engagement process included site safety planning, school site council, and weekly staff meetings.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

We have compared distributions of funds to our three community schools within SCOE to ensure equitable allocation of funds including federal, state, and local sources to our schools with the highest concentration of low income students.

We ensure equitable access to quality instruction and educational equity for all students. We also ensure that effective, credentialed and experienced teachers are teaching our low income students and students of color.

We ensure equitable access to rigorous course offerings by providing access to advanced education opportunities and UC a-g coursework. In addition we ensure our students have access to writing workshops.

Our students have experienced struggles accessing their education at comprehensive high schools. Many of our students have experienced trauma or unstable home environments.

It has been difficult to staff CTE positions and fill substitute teacher positions. Many of our students and families struggle with reliable transportation. Students have a low stability rate.

Comprehensive Needs Assessment Components

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.

California School Dashboard (Dashboard) Indicators
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English, Mathematics, Graduation Rate

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

NA

Other Needs
In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Attendance, Credit recovery, Family Community engagement, Literacy, Social/Emotional learning, Transition Services, DEI

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Nathaniel S. Colley Senior High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.04%	0.88%	0.84%	2	2	2
African American	27.60%	24.67%	19.41%	53	56	46
Asian	2.08%	4.41%	5.49%	4	10	13
Filipino	2.08%	0%	0.42%	4	0	1
Hispanic/Latino	47.92%	48.9%	47.68%	92	111	113
Pacific Islander	1.04%	1.76%	0.42%	2	4	1
White	10.94%	12.33%	13.08%	21	28	31
Multiple/No Response	7.29%	5.73%	11.39%	14	13	27
			Total Enrollment	192	227	237

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7		1	1
Grade 8		8	6
Grade 9	6	2	2
Grade 10	14	23	10
Grade 11	139	112	20
Grade 12	33	81	198
Total Enrollment	192	227	237

Conclusions based on this data:

1. This school serves primarily BIPOC students.

2. The enrollment decreased.

3. The majority of our students are in 11th grade.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	32	37	33	10.80%	16.7%	13.9%
Fluent English Proficient (FEP)	30	35	39	15.00%	15.6%	16.5%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Data shows a need to focus our efforts on identifying our English Learners who are eligible for reclassification.

2. No students have been reclassified in the last 3 years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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 6	*	*		0	*		0	*				
Grade 7	76	*	5	0	*	4	0	*	4	0.0		80.0
Grade 8	88	5	*	0	*	*	0	*	*	0.0		
Grade 11	202	137	95	0	12	19	0	12	19	0.0	8.8	20.0
All Grades	368	147	102	0	19	24	0	19	24	0.0	12.9	23.5

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 6		*			*			*			*			*	
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*		*	*		*	*
Grade 11		2475.	2502.		0.00	5.26		16.67	15.79		16.67	26.32		66.67	52.63
All Grades	N/A	N/A	N/A		0.00	4.17		15.79	12.50		15.79	29.17		68.42	54.17

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 6		*			*			*	
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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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 6		*			*			*	
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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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 6		*			*			*	
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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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 6		*			*			*	
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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Conclusions based on this data:

1. To address the high number of students testing below standards in ELA, staff will continue to participate in an ongoing PD focusing on research-based instructional strategies in ELA and will continue to provide intensive intervention to all students performing below grade level.

2. SCOE sites utilize Ren Learn ELA, Ren Learn pre and post assessments, Achieve 3000, and Springboard and intervention materials to support students testing below grade level in reading. These are all evidence-based ELA programs designed to increase literacy rates.

3. We have increased our participation but there is a need to increase CAASPP participation among our independent study students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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 6	*	*		0	*		0	*				
Grade 7	76	*	5	0	*	4	0	*	4	0.0		80.0
Grade 8	88	5	*	0	*	*	0	*	*	0.0		
Grade 11	202	137	96	0	11	18	0	11	17	0.0	8.0	18.8
All Grades	368	147	104	0	17	24	0	17	23	0.0	11.6	23.1

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met					
	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 6		*			*			*			*			*				
Grade 7		*	*		*	*		*	*		*	*		*	*			
Grade 8		*	*		*	*		*	*		*	*		*	*			
Grade 11		2449.	2443.		0.00	0.00		0.00	11.76		0.00	11.76		100.0	76.47			
All Grades	N/A	N/A	N/A		0.00	0.00		0.00	8.70		5.88	13.04		94.12	78.26			

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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 6		*			*			*	
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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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 6		*			*			*	
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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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 6		*			*			*	
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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Conclusions based on this data:

1. To address the high number of students testing below standard in math, staff will continue to participate in an ongoing PD focusing on research-based instructional strategies in math and will continue to provide intensive intervention to all students performing below grade level.

2. SCOE utilizes SBE adopted curriculum from Pearson Integrated Math I, II, III, and McGraw Hill California Math in all CCS programs.

3. We have increased the participation rate but there is a need to increase CAASPP participation among our independent study students.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10		*	*		*	*		*	*	0	*	*
11	*	*	*	*	*	*	*	*	*	*	*	8
12	*	*	*	*	*	*	*	*	*	*	*	8
All Grades										12	7	17

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Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of 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	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	*	11.76	58.33	*	41.18	16.67	*	23.53	0.00	*	23.53	12	*	17

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Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of 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	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.67	*	35.29	41.67	*	35.29	16.67	*	5.88	0.00	*	23.53	12	*	17

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Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
Written Language **Percentage of Students at Each Performance Level for All 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	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	11.76	33.33	*	5.88	58.33	*	64.71	8.33	*	17.65	12	*	17

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Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Listening Domain **Percentage of Students by Domain Performance Level for All 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
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	11.76	91.67	*	70.59	8.33	*	17.65	12	*	17

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Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Speaking Domain **Percentage of Students by Domain Performance Level for All 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
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	83.33	*	66.67	16.67	*	20.00	0.00	*	13.33	12	*	15

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Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	*	11.76	33.33	*	52.94	50.00	*	35.29	12	*	17

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	*	0.00	91.67	*	93.33	0.00	*	6.67	12	*	15

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. There is a need to increase ELPAC participation among our independent study students.

School and Student Performance Data

California School Dashboard
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**
227	**74.4**	**16.3**	**4.4**
Total Number of Students enrolled in Nathaniel S. Colley Senior High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	37	16.3
Foster Youth	10	4.4
Homeless	49	21.6
Socioeconomically Disadvantaged	169	74.4
Students with Disabilities	33	14.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	56	24.7
American Indian	2	0.9
Asian	10	4.4
Hispanic	111	48.9
Two or More Races	13	5.7
Pacific Islander	4	1.8
White	28	12.3

Conclusions based on this data:

1. Most of our students at this site are socioeconomically disadvantaged.

2. There is a high percentage of homeless students.

3. The majority of students identify as BIPOC.

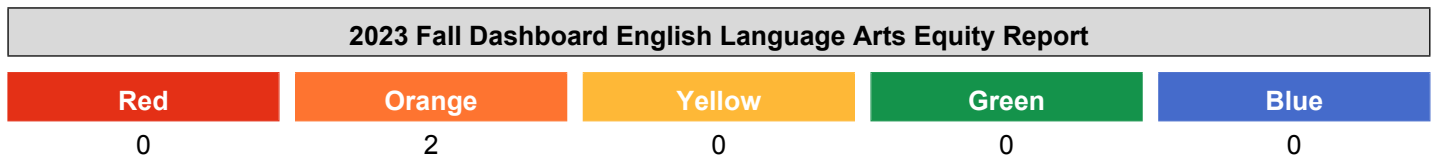# School and Student Performance Data

Overall Performance

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Red	**Suspension Rate** Green
Mathematics Orange		
College/Career Very Low		

Conclusions based on this data:

1. The change of California's calculation for graduation rates for DASS schools has resulted in a lower graduation rate.

2. College and career data collection processes will be refined to ensure college and career indicators are captured accurately.

3. We will need to Increase mental health and wellness supports for students and engage in PD for staff.

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.

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report					
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	0	0

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

All Students	English Learners	Foster Youth
Orange	284.3 points below standard	Less than 11 Students
297.8 points below standard	Increased Significantly +48.7 points	
Increased Significantly +22.6 points		4 Students
78 Students	15 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
314.9 points below standard	Orange	Less than 11 Students
Decreased -4.9 points	301.7 points below standard	
	Increased Significantly +17.9 points	4 Students
11 Students	56 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
261.3 points below standard Increased Significantly +54.2 points 15 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 321.3 points below standard Increased +11.7 points 41 Students	Less than 11 Students 9 Students	Less than 11 Students 1 Student	Less than 11 Students 8 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		
Current English Learner	**Reclassified English Learners**	**English Only**
305 points below standard Increased Significantly +28 points 13 Students	Less than 11 Students 2 Students	301.5 points below standard Increased +13.2 points 55 Students

Conclusions based on this data:

1. Most students Increased in ELA

2. RFEP and English Only students are below standard.

3. Most students are still below standard

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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	0	0

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		
All Students	**English Learners**	**Foster Youth**
Orange 329.9 points below standard Increased +10.9 points 79 Students	340.4 points below standard Increased +7.6 points 16 Students	Less than 11 Students 4 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
348 points below standard Decreased -11.3 points 11 Students	Orange 337.7 points below standard Increased +3.9 points 57 Students	Less than 11 Students 4 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
309.4 points below standard	Less than 11 Students	Less than 11 Students	Less than 11 Students
Increased Significantly +32.6 points	1 Student	2 Students	1 Student
15 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Less than 11 Students	Less than 11 Students	Less than 11 Students
337.4 points below standard	9 Students	1 Student	8 Students
Increased +10.6 points			
43 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**
344.3 points below standard	Less than 11 Students	328.6 points below standard
Increased +3.7 points	2 Students	Increased +9 points
14 Students		56 Students

Conclusions based on this data:

1. All students are below standard.

2. English only students are below standard.

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.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
23.1% making progress towards English language proficiency
Number of EL Students: 26 Students
Performance Level: No Performance 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
1	3	1	5

Conclusions based on this data:

1. Site does not meet minimum criteria for data reporting.

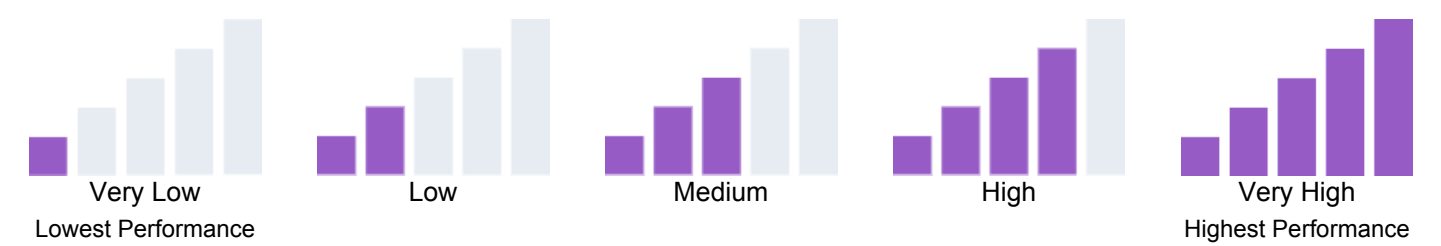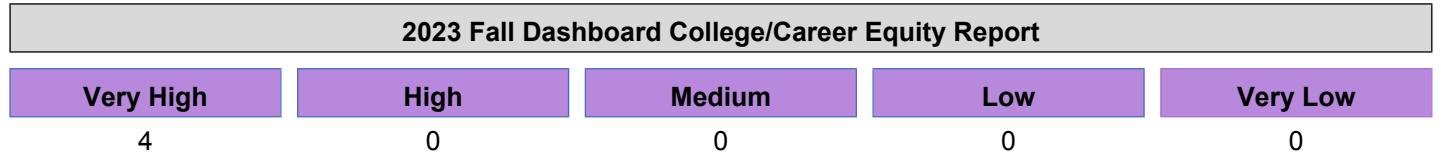# School and Student Performance Data

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.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

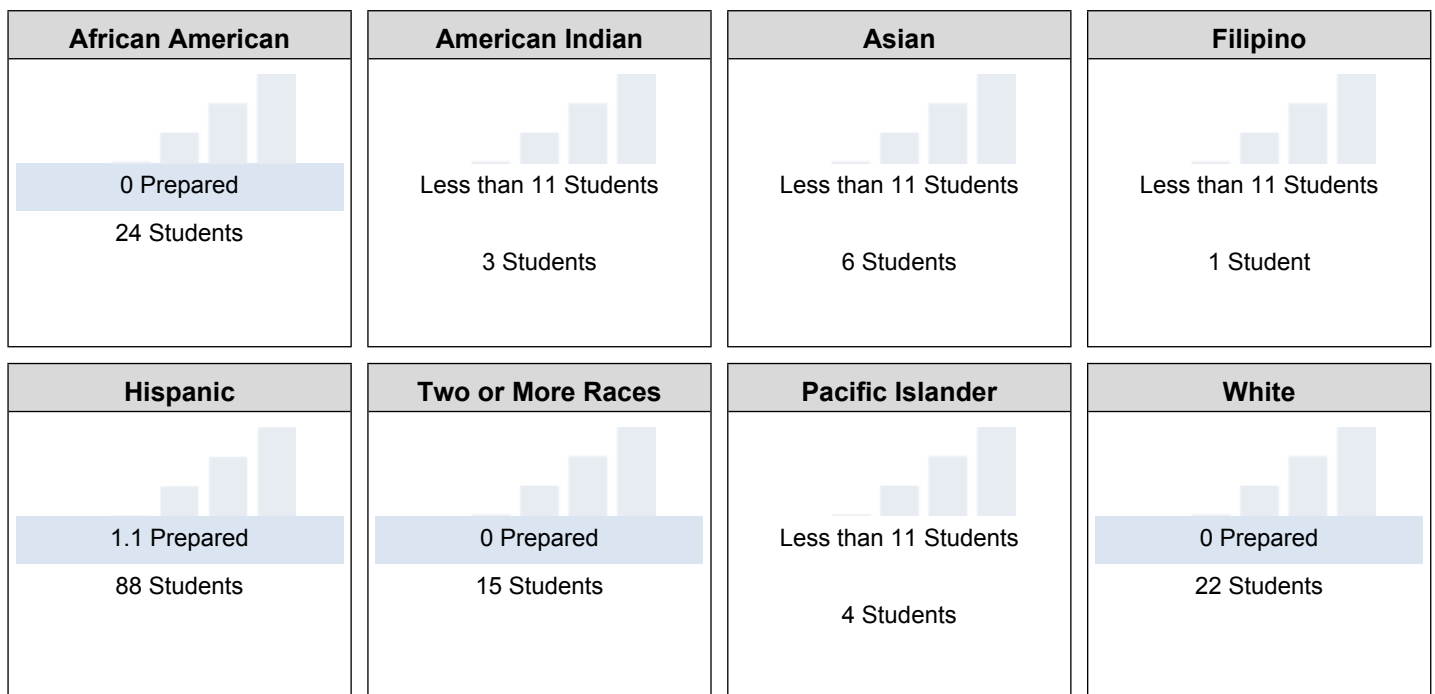| 2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
4	0	0	0	0

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		
All Students	**English Learners**	**Foster Youth**
0.6 Prepared	0 Prepared	Less than 11 Students
167 Students	37 Students	6 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
0 Prepared	0 Prepared	0 Prepared
44 Students	155 Students	29 Students
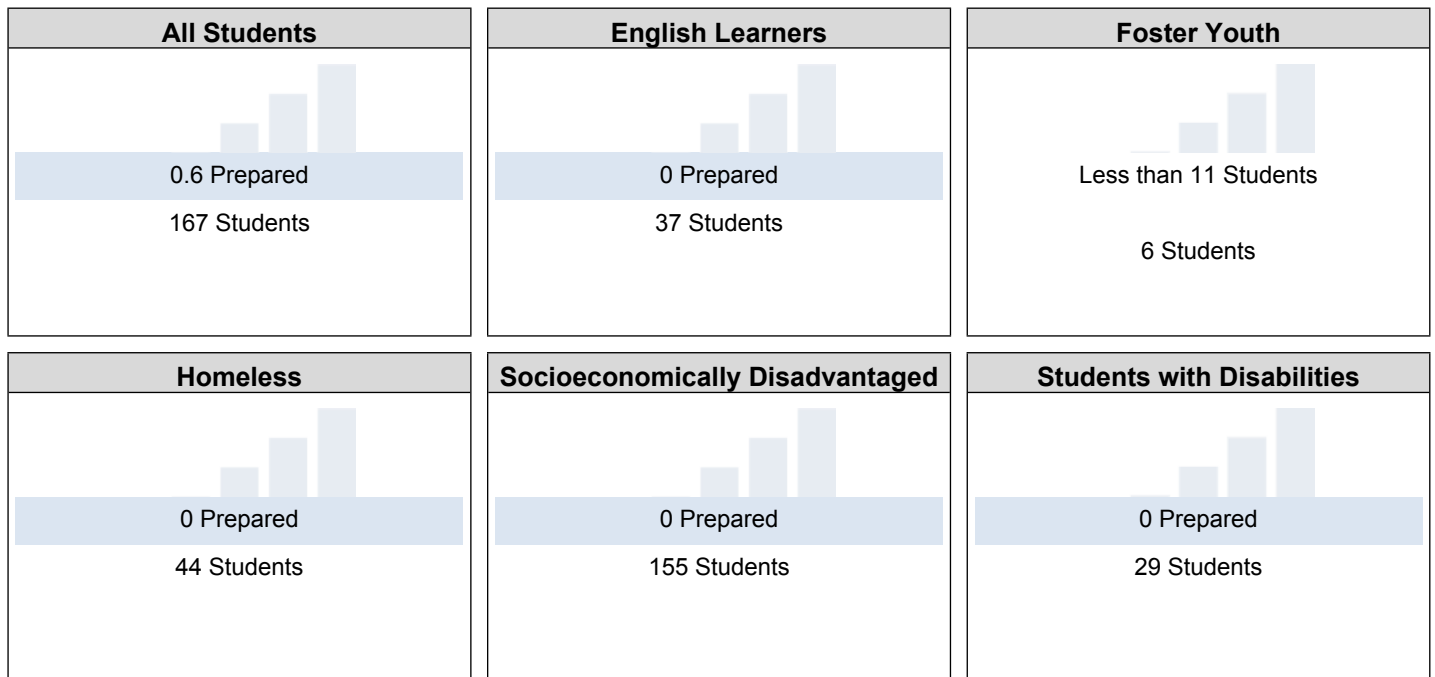
2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0 Prepared	Less than 11 Students	Less than 11 Students	Less than 11 Students
24 Students	3 Students	6 Students	1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
1.1 Prepared	0 Prepared	Less than 11 Students	0 Prepared
88 Students	15 Students	4 Students	22 Students

Conclusions based on this data:

1. We need to review and refine the process to make sure we are accurately reporting the Data

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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
60% Chronically Absent	No Performance Color	No Performance Color
0	0 Students	0 Students
15 Students		

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Less than 11 Students	No Performance Color
0 Students	8 Students	0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 6 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Conclusions based on this data:

1. Increasing attendance is a focus.

2. 60% of our students are chronically absent

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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	0	0	0	0

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		
All Students	**English Learners**	**Foster Youth**
Red	39% graduated	Less than 11 Students
35.3% graduated	Increased 1.5	
Decreased Significantly -7.1		6 Students
204 Students	41 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	22.6% graduated
46.3% graduated	35.3% graduated	Decreased Significantly -15.5
Increased Significantly 6.3	Decreased Significantly -6.1	31 Students
54 Students	190 Students	

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
45.7% graduated Increased 2.9 35 Students	Less than 11 Students 4 Students	Less than 11 Students 10 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 31.4% graduated Decreased Significantly -7.2 102 Students	33.3% graduated 18 Students	Less than 11 Students 4 Students	30.8% graduated Decreased Significantly -25.8 26 Students

Conclusions based on this data:

1. Overall graduation rate is low. This may be attributed to students enter our program severely credit deficient.

2. Graduation rate for students who are socioeconomically disadvantaged is lower than the overall graduation rate.

3. Graduation rate for students with disabilities is lower than the overall graduation rate.

School and Student Performance Data

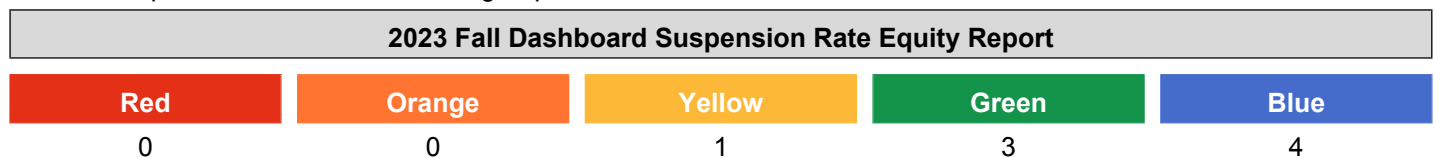## Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	3	4

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		
All Students	**English Learners**	**Foster Youth**
Green	Green	
0.9% suspended at least one day	1.4% suspended at least one day	0% suspended at least one day
Maintained -0.1	Maintained -0.2	Maintained 0
456 Students	74 Students	27 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Green	Blue
0% suspended at least one day	0.9% suspended at least one day	0% suspended at least one day
Maintained 0	Maintained 0	Declined -1.6
77 Students	342 Students	75 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	Less than 11 Students	0% suspended at least one day	Less than 11 Students
1.9% suspended at least one day	5 Students	Declined -7.1	3 Students
Maintained 0		20 Students	
107 Students			

Hispanic	Two or More Races	Pacific Islander	White
Green	Blue	Less than 11 Students	Blue
0.4% suspended at least one day	0% suspended at least one day	6 Students	0% suspended at least one day
Increased 0.4	Declined -2.9		Maintained 0
225 Students	42 Students		48 Students

Conclusions based on this data:

1. Decreasing suspension rates is still a focus.

2. Highest suspension rates are for African American students.

3. We did better with our students with disabilities

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Achievement
Through improved instructional systems, this goal aims to increase student achievement in literacy and math, expand student completion of courses, and develop college and career readiness.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Achievement

Identified Need
A description of 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.

Nathaniel S. Colley Senior High School serves students with the highest needs in Sacramento County. Post-secondary success, academic achievement, and progress for English learners are areas in need of improvement. In developing the goal for Achievement, we identified a need for SCOE's students to improve their academic outcomes in both Literacy, math and to become more aware of post-secondary options for education or employment. Students need a clear pathway to finish their high school education and successfully transition to post-secondary training and employment/career. Every student will need a Student Success Plan that will be developed collaboratively with staff, students, and parents/guardians so that the roadmap for each student's progress is clear. Students need engaging experiences that expose them to post-secondary opportunities. The graduation rate remains well below the state average.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students demonstrating progress in reading skills on local assessment (enrolled 30 days or more)	22/23 Base New Metric 22/23 Senior Extension New Metric	Increase by 5%
Percent of students earning at least 10 credits per 30 days enrolled	22/23 EOY 12.5% - Base Community School 22/23 EOY 35.1%- Senior Extension	17.5% - Community School 40.1% - Senior Extension
Percent of students demonstrating progress in math skills on local assessment (enrolled 30 days or more)	22/23 Base New Metric 22/23 Senior Extension New Metric	Increase by 5%
Percent of ELs who complete the summative ELPAC (Regular or Alt)		Increase by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional development will focus on Visible learning, Designated and Integrated ELD Strategies, Literacy, Professional Learning Communities, diversity, equity, and inclusion, trauma-informed practices, social emotional learning and positive mentoring with students. All staff participate in 2 Mondays/month in PD.	All	4500 Title II Part A: Improving Teacher Quality 5000-5999: Services and Other Operating Expenditures 7023 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 5598 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 4826 Title I Part A: Allocation 3000-3999: Employee Benefits 20404 Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries 6380 Title I Part D: Allocation 3000-3999: Employee Benefits 62431 District Funded 1000-1999: Certificated Personnel Salaries 5081 District Funded 2000-2999: Classified Personnel Salaries 20999 District Funded 3000-3999: Employee Benefits
1.2	Revisit credit accumulation goals and data points per grading period per student as well as provide training for Edgenuity, achieve 3000, and curriculum alignment. Goal of 10 credits/month for each student at minimum. Teacher collaboration on credit accumulation goals.	All	7023 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 5598 Title I Part A: Allocation

				2000-2999: Classified Personnel Salaries 4826 Title I Part A: Allocation 3000-3999: Employee Benefits 62431 District Funded 1000-1999: Certificated Personnel Salaries 5081 District Funded 2000-2999: Classified Personnel Salaries 20999 District Funded 3000-3999: Employee Benefits 16539 Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries 4955 Title I Part D: Allocation 3000-3999: Employee Benefits
1.3	Career exploration and readiness camps.			5598 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 7023 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 4826 Title I Part A: Allocation 3000-3999: Employee Benefits 42827 District Funded 1000-1999: Certificated Personnel Salaries 5081 District Funded 2000-2999: Classified Personnel Salaries 15583 District Funded

			3000-3999: Employee Benefits
1.4	Summer school is offered to all students in grades 9-12.	All	7023 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 5598 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 4826 Title I Part A: Allocation 3000-3999: Employee Benefits 20404 Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries 6380 Title I Part D: Allocation 3000-3999: Employee Benefits 42827 District Funded 1000-1999: Certificated Personnel Salaries 5081 District Funded 2000-2999: Classified Personnel Salaries 15583 District Funded 3000-3999: Employee Benefits
1.5	Professional Development by new EL Coordinator in Designated and Integrated ELD.	EL Students	7023 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 5598 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 4826 Title I Part A: Allocation 3000-3999: Employee Benefits 42827 District Funded

				1000-1999: Certificated Personnel Salaries
				5081 District Funded 2000-2999: Classified Personnel Salaries
				15583 District Funded 3000-3999: Employee Benefits
				16539 Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
				4955 Title I Part D: Allocation 3000-3999: Employee Benefits
1.6	Monitor progress of foster/unhoused youth and connect them to supports.			

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The professional Development around literacy and our focus on ELD teaching strategies created growth in our ELA Ren Learn short cycle assessment. Our training around curriculum alignment and the offering of summer school for all students dramatically increased our credit accumulation rate. Furthermore the work with our Non profit partners help increase our successful transition rate.

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

We did not implement PD for Edgenuity and instead focused on literacy since that impacts all subjects areas.

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.

Goals will change to align with the new LCAP. Community partners will move to goal 2. PD updated to reflect focus for 24-25. Summer camp changed to career exploration camps that are happening through out the year. Add action 1.6 to reflect monitoring of foster/unhoused youth and provide support. Metrics were updated to align with the LCAP and to include new measures.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Student Family Engagement
Using a whole child approach, this goal aims to provide students with supports and enriching educational experiences through the power of partnership with families, targeted staff and community partners.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Student Family Engagement

Identified Need
A description of 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.

We understand the importance of student and family engagement cannot be overlooked in the building of an inclusive and successful school environment. By increasing engagement we can reduce the number of suspensions as well as increase ELA, math and college and career readiness. There is a need for SCOE staff, community partners, and parents to work together to assure a successful transition for all students.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate - Base Program	22/23 EOY 67.7% - Base 22/23 EOY71.3% - Senior Extension	Base 69.7% Senior Extension 73.3%
Dropout rate		Decrease by .5%
Percent of staff that respond positively to questions measuring connectedness		Increase by 2%
Percent of parent respondents that respond positively to questions assessing parent satisfaction with SCOE programs		Increase by 10%
Percent of students responding positively to one or more statements measuring connectedness and engagement		Increase by 5%
Suspension Rates	22/23 EOY 0.9	0%
Student participation rate with CBOs	22/23 EOY 50.9% - Base 22/23 EOY 2.5% - Senior Extension	Increase by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Mental health clinicians address urgent student needs including but not limited to bullying, trauma, suicide prevention, and LGBTQ+ student services. CBO will help support and mentor students. School staff will implement trauma-informed strategies to ensure students' social-emotional needs are met. Staff and students will be informed on how to refer students or self-refer.	All	7023 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 5598 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 4826 Title I Part A: Allocation 3000-3999: Employee Benefits 20404 Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries 6380 Title I Part D: Allocation 3000-3999: Employee Benefits 42827 District Funded 1000-1999: Certificated Personnel Salaries 5081 District Funded 2000-2999: Classified Personnel Salaries 15583 District Funded 3000-3999: Employee Benefits
2.2	School staff serve in an advisory capacity to support all students, including foster/unhoused youth, by creating and monitoring Student Success Plans which support student goal setting and decision-making. The process ensures all students have up-to-date transcripts, credit recovery options, verification of AB 12, AB 167, AB 1806, AB 2121, AB 2735, AB 216 and AB 2306. Retrain teachers in student success plans and review and revise data collected in the plans. Print and share SSPs with students.	All	32500 Title I A Foster Youth Set Aside None Specified 7023 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 5598 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries

				4826 Title I Part A: Allocation 3000-3999: Employee Benefits 20404 Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries 6380 Title I Part D: Allocation 3000-3999: Employee Benefits 42827 District Funded 1000-1999: Certificated Personnel Salaries 5081 District Funded 2000-2999: Classified Personnel Salaries 15583 District Funded 3000-3999: Employee Benefits
2.3	Provide information to students and families about options for graduation via a diploma, CHSPE or HiSET, and conduct parent/guardian outreach and translation services. Develop a process for sharing documentation and links for graduation options.	All		7023 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 5598 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 4826 Title I Part A: Allocation 3000-3999: Employee Benefits 20404 Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries 6380 Title I Part D: Allocation 3000-3999: Employee Benefits 42827 District Funded 1000-1999: Certificated Personnel Salaries

				5081 District Funded 2000-2999: Classified Personnel Salaries 15583 District Funded 3000-3999: Employee Benefits
2.4				
2.5	Staff monitor student attendance with daily check in calls and home visits to address barriers to attendance. Students may be offered incentives, bus passes, and monthly awards for positive attendance. Review and revise attendance incentive procedures.	All		7023 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 5598 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 4826 Title I Part A: Allocation 3000-3999: Employee Benefits 3866 Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries 1426 Title I Part D: Allocation 3000-3999: Employee Benefits 42827 District Funded 1000-1999: Certificated Personnel Salaries 5081 District Funded 2000-2999: Classified Personnel Salaries 15583 District Funded 3000-3999: Employee Benefits
2.6	Staff will review rehabilitation plans for expelled students and monitor suspension rates by student group quarterly to identify and address potential disproportionalities.	All		6945 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 5537 Title I Part A: Allocation

| | | | | 2000-2999: Classified Personnel Salaries

4773
Title I Part A: Allocation
3000-3999: Employee Benefits

3866
Title I Part D: Allocation
1000-1999: Certificated Personnel Salaries

1426
Title I Part D: Allocation
3000-3999: Employee Benefits

42356
District Funded
1000-1999: Certificated Personnel Salaries

5025
District Funded
2000-2999: Classified Personnel Salaries

15412
District Funded
3000-3999: Employee Benefits |
|---|---|---|---|---|

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall the strategies used were effective. The MHWC has be integral in the students improved mental health and increased pro-social behaviors, leading to less suspensions in the Community Schools. There is still a need to address suspension rates in the CARE programs. School staff has used the professional development provided to increase the level of trauma informed practices and strategies being used with students. All students have a SSP and upon enrollment graduation options are discussed. There is also a resource that has been created to so students and families have continued access to options leading to graduation. There are identified staff onsite to work specifically with foster youth and unhoused students. Phone calls and incentives were used to acknowledge student attendance. There regular review of rehabilitation plans and revised process with district partners increased the timely transition of students back to district programs.

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

There is still a need to provide more training and increase staff knowledge around the LGBTQ+ community, so students are supported in the best way possible. While the SSP is used with each student, there continues to be a need to retrain all staff in the usage of the document so that data is collected accurately. Additionally there is a need to find a way to better monitor data entry in the SSP. While some district level staff worked more with the SIS department, this was limited for the school site team. There is also a need to provide a quarterly report to monitor student suspensions so disproportionality can be addressed as well make real time adjustments to support students and staff.

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.

Goals will change to align with the new LCAP. School leadership SIS discussions was removed and will be modified and added to goal 3. Action 2.1 has modified to include CBO's support and mentoring of students. Graduation rate metric moved to goal 4. Dropout rate by program added to the metrics. New metric add on student engagement and parent satisfaction. Adding a staff connectiveness metric.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Organizational Efficiency
Systems and structures work together efficiently to support student achievement, engagement and intervention; use data to monitor and improve the implementation and effectiveness of the system; and acknowledge the connectedness to operational systems within SCOE. Improve enrollment assessment and transition process.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Organizational Efficiency

Identified Need
A description of 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.

There is a need to create and train all staff in processes for enrollment, data collection/monitoring, and transition services. Common enrollment strategies would ensure that referring districts provide accurate student data. Additionally, assessments upon enrollment would allow students to be properly supported academically. There is a need to review how data is collected, monitored, and shared with all school staff to ensure that school data accurately reflecting student performance and needs. Having improved the process would increase participation rates in local accountability measures and CAASP.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation rate of students in initial math assessment		100%
Participation rate of students in initial reading assessment		100%
Participation rate of students participation in CAASP		
Percent of students who exit a SCOE school with a successful transition, such as passing a high school equivalency test, earning a high school diploma, or re-enrolling at another traditional or alternative school.	Base 92.3% Senior Extension 62.4%	100%

	Percentage of students are contacted within 48 hours after a completed referral.		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Create and implement a process to improve and track family contact during enrollment	All	District Funded 1000-1999: Certificated Personnel Salaries LCFF

District Funded 2000-2999: Classified Personnel Salaries LCFF

District Funded 3000-3999: Employee Benefits LCFF

District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

Title I Part A: Allocation 3000-3999: Employee Benefits

CSI 5000-5999: Services and Other Operating Expenditures |
| 3.2 | Create refine orientation process to ensure all students are completing initial academic assessments and transcript review. | All | District Funded 1000-1999: Certificated Personnel Salaries LCFF

District Funded 3000-3999: Employee Benefits LCFF

District Funded 5000-5999: Services and Other Operating Expenditures LCFF |

				Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries Title I Part D: Allocation 2000-2999: Classified Personnel Salaries Title I Part D: Allocation 3000-3999: Employee Benefits CSI 5000-5999: Services and Other Operating Expenditures
3.3	solicit student voice to understand how to increase CASSPP participation rate.			District Funded 1000-1999: Certificated Personnel Salaries LCFF District Funded 2000-2999: Classified Personnel Salaries LCFF District Funded 3000-3999: Employee Benefits LCFF District Funded 5000-5999: Services and Other Operating Expenditures LCFF Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 3000-3999: Employee Benefits Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries

			Title I Part D: Allocation 3000-3999: Employee Benefits CSI 5000-5999: Services and Other Operating Expenditures
3.4			District Funded 5000-5999: Services and Other Operating Expenditures LCFF

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

New goal

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Improve graduation rates and college and career readiness
School is identified for Comprehensive Support and Improvement for low graduation rates. We need to improve the CCI indicator.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Equity Multiplier Goal

Identified Need
A description of 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.

School is identified for Comprehensive Support and Improvement for low graduation rates. We need to improve the CCI indicator.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation rate	2022/2023 EOY SCOE wide 35.3%	40.3%
Percent prepared on the College and Career Indicator in the CA Dashboard	2022/2023 EOY SCOE wide .5%	Increase by 50%
Percent of students enrolled for 60 days completing both an a-g course and a CTE course	22/23 EOY SCOE wide 20% students completed A-G	Increase by 50%
Percent of grade7-12 students who complete a career assessment	Base New Metric Senior Extension New metric	70%

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Increase communication and develop process with SIS department to ensure accurate reporting of a-g.	All	
4.2	Develop a common graduation plan to be used across SCOE schools and a monthly review of the plan for 9th-12th grade students.	All	

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

New goal

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Identified Need
A description of 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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1			District Funded 1000-1999: Certificated Personnel Salaries LCFF District Funded 2000-2999: Classified Personnel Salaries LCFF District Funded 3000-3999: Employee Benefits LCFF District Funded 5000-5999: Services and Other Operating Expenditures LCFF

				Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
				Title I Part A: Allocation 3000-3999: Employee Benefits
5.2				Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
				Title I Part A: Allocation 3000-3999: Employee Benefits

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$402,703.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,083,022.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I A Foster Youth Set Aside	$32,500.00
Title I Part A: Allocation	$174,278.00
Title I Part D: Allocation	$187,492.00
Title II Part A: Improving Teacher Quality	$4,500.00

Subtotal of additional federal funds included for this school: $398,770.00

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 ($)
District Funded	$684,252.00

Subtotal of state or local funds included for this school: $684,252.00

Total of federal, state, and/or local funds for this school: $1,083,022.00

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
District Funded	684,252.00
Title I A Foster Youth Set Aside	32,500.00
Title I Part A: Allocation	174,278.00
Title I Part D: Allocation	187,492.00
Title II Part A: Improving Teacher Quality	4,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	679,989.00
2000-2999: Classified Personnel Salaries	106,673.00
3000-3999: Employee Benefits	259,360.00
5000-5999: Services and Other Operating Expenditures	4,500.00
None Specified	32,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	467,007.00
2000-2999: Classified Personnel Salaries	District Funded	50,754.00
3000-3999: Employee Benefits	District Funded	166,491.00
None Specified	Title I A Foster Youth Set Aside	32,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	70,152.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	55,919.00
3000-3999: Employee Benefits	Title I Part A: Allocation	48,207.00

1000-1999: Certificated Personnel Salaries	Title I Part D: Allocation	142,830.00
3000-3999: Employee Benefits	Title I Part D: Allocation	44,662.00
5000-5999: Services and Other Operating Expenditures	Title II Part A: Improving Teacher Quality	4,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	555,786.00
Goal 2	527,236.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

1 Parent or Community Members

4 Secondary Students

Name of Members	Role
Lisa Alcala	Principal
Jennifer Leeper	Classroom Teacher
Brian Gibboins	Classroom Teacher
Nicole Peyret	Classroom Teacher
Vickie Odabashian	Other School Staff
Nick Davis	Secondary Student
Native Robinson	Secondary Student
Silviauna Chavez	Secondary Student
Chace Taylor	Secondary Student
Ron Tam	Parent or Community Member

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**

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 May 11, 2023.

Attested:

	Principal, Lisa Alcala on 5/11/23
	SSC Chairperson, Nate Lopez on 5/11/23

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures
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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).

            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.

                ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**:
  https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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