

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Concord High School	07617540731836	November 2, 2023	

## Purpose and Description

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

Schoolwide Program

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

Concord High's goals mirror those of the Mt. Diablo Unified School District. High quality, engaging instruction with equitable access to academic standards, culturally proficient and responsive staff, and parents as partners are key to providing a program for our students that will prepare them for post-graduation success. Goal 4 focuses on specific student group needs and strategies to address their achievement. In an effort to meet these goals the following are essential components to overall student success:

- \*Professional development for all staff focused on standards-based instruction, learning acceleration, and culturally responsive pedagogy.
- \*Implementation of technology tools and supplemental learning materials to support reading, writing and math.
- \*A school culture that supports student wellness, including additional counseling supports.
- \*Community partnerships and engagement, with a focus on hearing all voices and experiences.

The purpose of this plan is to provide transparency to all community partners including parents, staff, and community on budget allocation and expenditures beyond base funding of Local Control Funding Formula, as they relate to improving academic performance for all students.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

California School Surveys; New Mascot Surveys; SEL Surveys; Annual site-based student and parent/guardian surveys

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal and informal observations as part of the certificated evaluation process; peer observations; TISP observations for new certificated staff; classroom drop-ins

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASSP testing, CALSchool Surveys, District SEL surveys, District Common Assessments for ELA and Math, ELPAC testing

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

English and Math departments review data from quarterly common assessments to identify the major gaps that require re-teaching. SEL data is reviewed by whole staff two times a year (prior to first day of school and end of school year) to identify any trends and changes in students feeling safe and supported while on campus. Data and evidence gathered via AVID Site Coordinator and ELD Coordinator that demonstrates instructions our students are receiving and supports that may still be needed.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Certificated Staff are required to meet prior to the first day of instruction; weekly on Wednesdays (staff meeting, PLC meeting, departmental meeting, teacher choice meeting). Departmental and program leaders attend a monthly Leadership Team meeting; AVID Site Team members attend a monthly meeting during Teacher Choice time or during the day on a prep period.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Certificated Staff have access to trainings per the District and Site.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

District provides staff development to content-area departments around content standards and data analysis. Continuous assessment of student performance and professional needs

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District TOSAs; Instructional Leadership Team (ILT); Induction Program; mentoring; AVID Site Team; MTSS Site Team,

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have an opportunity to meet three times per month to collaborate on curriculum development, data analysis, instructional strategies and district/site-based programs such as AVID and MTSS.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Content area departments work cohesively to develop lesson plans/units that align with content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

n/a

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Master schedule places priority on intervention courses to ensure support for under-achieving students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to SBE-adopted and standard-aligned textbooks, as well as online versions of said textbooks.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to SBE-adopted and standards-aligned instructional materials and core courses.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

ALD and Academic Success classes; Advisory period two days a week; just in time intervention during class time; online credit recovery

Evidence-based educational practices to raise student achievement

ALD classes, Academic Success classes, just in time intervention

## **Parental Engagement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

PFC (Parent Faculty Club), Wellness Center, College and Career Center, ETS/Upward Bound program part of DVC, CTE Pathways, Advisory period for intervention with Math Tutoring embedded for all students, Academic Success class for students with IEPs, Care Team

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Stakeholder involvement include, but are not limited to, the following areas: PFC, Booster programs, school wide events, annual surveys by the District and school site, community events, ELAC/DELAC, PAC, AAPAC, student voice forums, extra curricular activities, volunteer opportunities, credit recovery, etc.

## **Funding**

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

After school Homework Help Club (pending); AVID school; Wellness Center; CTE courses, online credit recovery courses

Fiscal support (EPC)

Concord High School receives LCFF Supplemental funding from the District to support students.

## **Educational Partner Involvement**

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

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

Site Council monitors implementation of SPSA by reviewing the goals and strategies each year. Certificated staff review CAASSP and semester D/F data to provide suggestions for SPSA goals and strategies to increase student success.

## **Resource Inequities**

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

Concord High School is not a Title I school, so there is less funding provided to the site to support under-achieving students. The following are some of the inequities identified: after school tutoring support, community liaison personnel, additional campus supervisor, additional administrator, Librarian, additional bilingual instructional aide (Dari language support is needed), outside counseling support (JFK).

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.26%	0.34%	5	3	4
African American	3.3%	3.17%	3.6%	39	37	42
Asian	5.3%	4.54%	4.28%	63	53	50
Filipino	5.0%	5.14%	4.71%	59	60	55
Hispanic/Latino	54.0%	55.70%	56.21%	641	650	656
Pacific Islander	1.1%	1.20%	0.86%	13	14	10
White	25.4%	23.56%	21.68%	302	275	253
Multiple/No Response	4.2%	5.14%	5.57%	50	60	65
	<b>Total Enrollment</b>			1,187	1,167	1167

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	275	305	277
Grade 10	322	278	298
Grade 11	304	299	298
Grade 12	286	285	294
<b>Total Enrollment</b>	1,187	1,167	1,167

### Conclusions based on this data:

1. Students identified as Hispanic/Latino enrollment has increased over the last three years.
2. Various Asian groups and White student enrollment has decreased over the last three years.
3. Student enrollment overall decreased by 20 students from 20-21 to 21-22, but remained steady in 22-23.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	169	193	204	14.2%	16.5%	17.5%
Fluent English Proficient (FEP)	426	410	413	35.9%	35.1%	35.4%
Reclassified Fluent English Proficient (RFEP)	4	13	13	2.4%	6%	6%

### Conclusions based on this data:

1. EL enrollment continues to increase over the last three years.
2. Slight decrease in FEP enrollment over the last years, down .5% between 20-21 to 22-23.
3. 3.6% increase in our ELLs being reclassified from 20-21 to 21-22, but remained stable from 21-22 to 22-23.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	278	296	272	107	176	263	105	172	263	38.5	59.5	96.7
All Grades	278	296	272	107	176	263	105	172	263	38.5	59.5	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2549.	2572.	2564.	7.62	18.60	15.21	31.43	30.23	31.18	34.29	23.26	26.62	26.67	27.91	27.00
All Grades	N/A	N/A	N/A	7.62	18.60	15.21	31.43	30.23	31.18	34.29	23.26	26.62	26.67	27.91	27.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	18.10	17.06	16.35	62.86	63.53	62.36	19.05	19.41	21.29
All Grades	18.10	17.06	16.35	62.86	63.53	62.36	19.05	19.41	21.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	9.00	19.64	20.23	46.00	47.62	48.09	45.00	32.74	31.68
All Grades	9.00	19.64	20.23	46.00	47.62	48.09	45.00	32.74	31.68

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	8.57	10.00	9.89	74.29	74.71	74.52	17.14	15.29	15.59
All Grades	8.57	10.00	9.89	74.29	74.71	74.52	17.14	15.29	15.59

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	17.14	18.71	14.83	68.57	67.25	70.72	14.29	14.04	14.45
All Grades	17.14	18.71	14.83	68.57	67.25	70.72	14.29	14.04	14.45

**Conclusions based on this data:**

1. student participation increased drastically from 38.5% to 96.7 in last three years.
2. Overall achievement showed an increase in Standards exceeded by 7%.
3. Writing and listening levels decreased and reading increased under "% below standard."

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	278	296	271	128	236	259	128	235	259	46.0	79.7	95.6
All Grades	278	296	271	128	236	259	128	235	259	46.0	79.7	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2562.	2523.	2495.	7.81	6.38	2.70	19.53	8.94	8.49	29.69	25.11	23.17	42.97	59.57	65.64
All Grades	N/A	N/A	N/A	7.81	6.38	2.70	19.53	8.94	8.49	29.69	25.11	23.17	42.97	59.57	65.64

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	14.84	8.12	5.79	46.09	39.74	31.27	39.06	52.14	62.93
All Grades	14.84	8.12	5.79	46.09	39.74	31.27	39.06	52.14	62.93

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	9.38	5.53	4.63	62.50	58.30	55.60	28.13	36.17	39.77
All Grades	9.38	5.53	4.63	62.50	58.30	55.60	28.13	36.17	39.77

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	10.94	7.23	4.25	60.94	65.53	63.71	28.13	27.23	32.05
All Grades	10.94	7.23	4.25	60.94	65.53	63.71	28.13	27.23	32.05

### Conclusions based on this data:

1. student participation increased drastically from 46% to 95.6 in last three years.
2. Overall achievement for % Standard Not Met jumped almost 23%.

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3. The biggest increase in % Standard Not Met was under the area of Concepts and Procedures.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Grade 7								
Grade 8								
Grade 9	1560.0	1526.9	1567.1	1532.8	1552.3	1520.5	38	63
Grade 10	1528.2	1564.9	1530.1	1579.6	1525.8	1549.6	44	50
Grade 11	1513.0	1539.1	1512.3	1547.8	1513.0	1529.9	29	47
Grade 12	1528.7	1556.8	1536.1	1562.0	1520.7	1551.1	20	29
All Grades							131	189

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	13.89	12.90	41.67	29.03	41.67	32.26	2.78	25.81	36	62
10	10.53	27.08	21.05	31.25	47.37	25.00	21.05	16.67	38	48
11	9.09	13.33	31.82	22.22	36.36	40.00	22.73	24.44	22	45
12	15.79	25.00	36.84	41.67	21.05	16.67	26.32	16.67	19	24
All Grades	12.17	18.44	32.17	29.61	39.13	30.17	16.52	21.79	115	179

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
<b>9</b>	36.11	24.19	41.67	40.32	22.22	17.74	0.00	17.74	36	62
<b>10</b>	15.79	39.58	47.37	37.50	23.68	12.50	13.16	10.42	38	48
<b>11</b>	27.27	26.67	36.36	44.44	18.18	8.89	18.18	20.00	22	45
<b>12</b>	36.84	45.83	31.58	29.17	21.05	8.33	10.53	16.67	19	24
<b>All Grades</b>	27.83	31.84	40.87	39.11	21.74	12.85	9.57	16.20	115	179

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
<b>9</b>	5.56	4.84	16.67	16.13	52.78	35.48	25.00	43.55	36	62
<b>10</b>	5.26	6.25	13.16	20.83	47.37	37.50	34.21	35.42	38	48
<b>11</b>	0.00	2.22	4.55	8.89	63.64	40.00	31.82	48.89	22	45
<b>12</b>	0.00	4.17	21.05	25.00	42.11	41.67	36.84	29.17	19	24
<b>All Grades</b>	3.48	4.47	13.91	16.76	51.30	37.99	31.30	40.78	115	179

Listening 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	20-21	21-22	20-21	21-22	20-21	21-22	
<b>9</b>	8.57	8.47	68.57	71.19	22.86	20.34	35	59	
<b>10</b>	7.89	6.52	60.53	76.09	31.58	17.39	38	46	
<b>11</b>	0.00	11.63	72.73	46.51	27.27	41.86	22	43	
<b>12</b>	0.00	8.33	57.89	70.83	42.11	20.83	19	24	
<b>All Grades</b>	5.26	8.72	64.91	66.28	29.82	25.00	114	172	

Speaking 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	20-21	21-22	20-21	21-22	20-21	21-22	
<b>9</b>	85.29	67.21	14.71	19.67	0.00	13.11	34	61	
<b>10</b>	65.71	74.47	22.86	19.15	11.43	6.38	35	47	
<b>11</b>	64.71	73.81	23.53	11.90	11.76	14.29	17	42	
<b>12</b>	78.57	81.82	14.29	9.09	7.14	9.09	14	22	
<b>All Grades</b>	74.00	72.67	19.00	16.28	7.00	11.05	100	172	

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	20-21	21-22	20-21	21-22	20-21	21-22
<b>9</b>	11.11	6.56	50.00	34.43	38.89	59.02	36	61
<b>10</b>	5.26	15.22	36.84	41.30	57.89	43.48	38	46
<b>11</b>	0.00	4.44	59.09	31.11	40.91	64.44	22	45
<b>12</b>	0.00	4.17	55.56	45.83	44.44	50.00	18	24
<b>All Grades</b>	5.26	7.95	48.25	36.93	46.49	55.11	114	176

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	20-21	21-22	20-21	21-22	20-21	21-22
<b>9</b>	2.78	0.00	88.89	75.41	8.33	24.59	36	61
<b>10</b>	0.00	0.00	76.32	82.61	23.68	17.39	38	46
<b>11</b>	9.52	11.63	66.67	58.14	23.81	30.23	21	43
<b>12</b>	10.53	23.81	68.42	61.90	21.05	14.29	19	21
<b>All Grades</b>	4.39	5.85	77.19	71.35	18.42	22.81	114	171

**Conclusions based on this data:**

1. Number of students tested has increased 148 since 20-21 with 279 students tested in 22-23.
2. Number of students at beginning level has increased with the increase of newcomers enrolled at the site since 20-21.
3. The written language appears to be the biggest increase of students at the beginner level.



# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>1,167</b>	<b>63.3</b>	<b>16.5</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Concord 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	193	16.5
Foster Youth	0	
Homeless	7	0.6
Socioeconomically Disadvantaged	739	63.3
Students with Disabilities	200	17.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	3.2
American Indian	3	0.3
Asian	53	4.5
Filipino	60	5.1
Hispanic	650	55.7
Two or More Races	60	5.1
Pacific Islander	14	1.2
White	275	23.6

**Conclusions based on this data:**

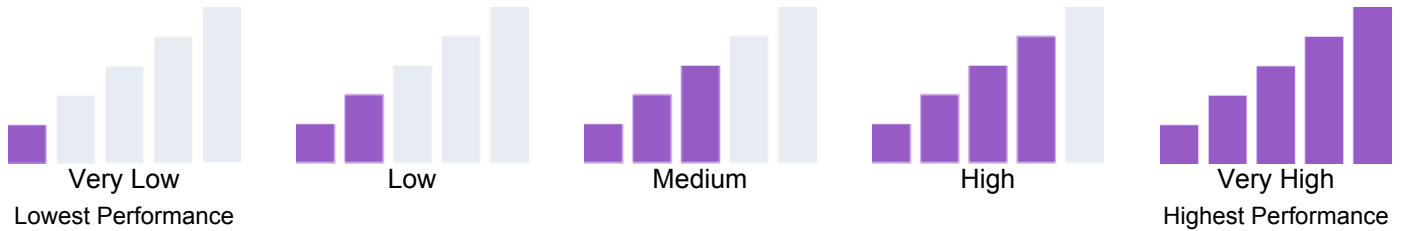
1. enrollment has been steady the last two years. Many students lost to local charter school.
2. English Language Learners and Socially Economically Disadvantage student numbers have increased over the last three years.
3. Concord High School continues to have a steady number of students with IEPs enrolled at 17.1% for the 22-23 school year and a current percentage of 20% for the 23-24 school year.

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b> <p>Very Low</p>	<b>Graduation Rate</b> <p>High</p>	<b>Suspension Rate</b> <p>Medium</p>
<b>Mathematics</b> <p>Very Low</p>		
<b>English Learner Progress</b> <p>Low</p>		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

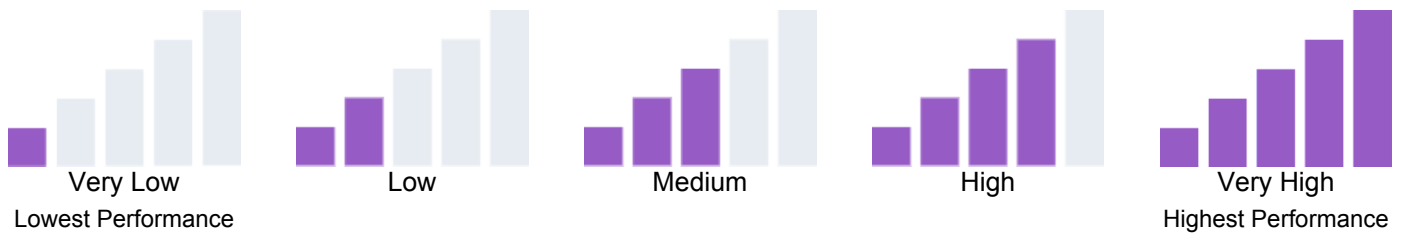
1. High academic engagement is not reflective of the low ELA and Math performance data reported in 21-22.
2. An increase in low performance for ELA and Math from 21-22 to 22-23 was revealed in data from EdSource.
3. English Language Learner progress remains very low.

# School and Student Performance Data

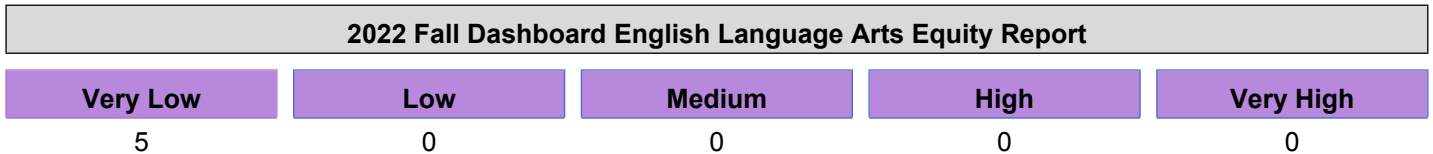
## Academic Performance English Language Arts

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

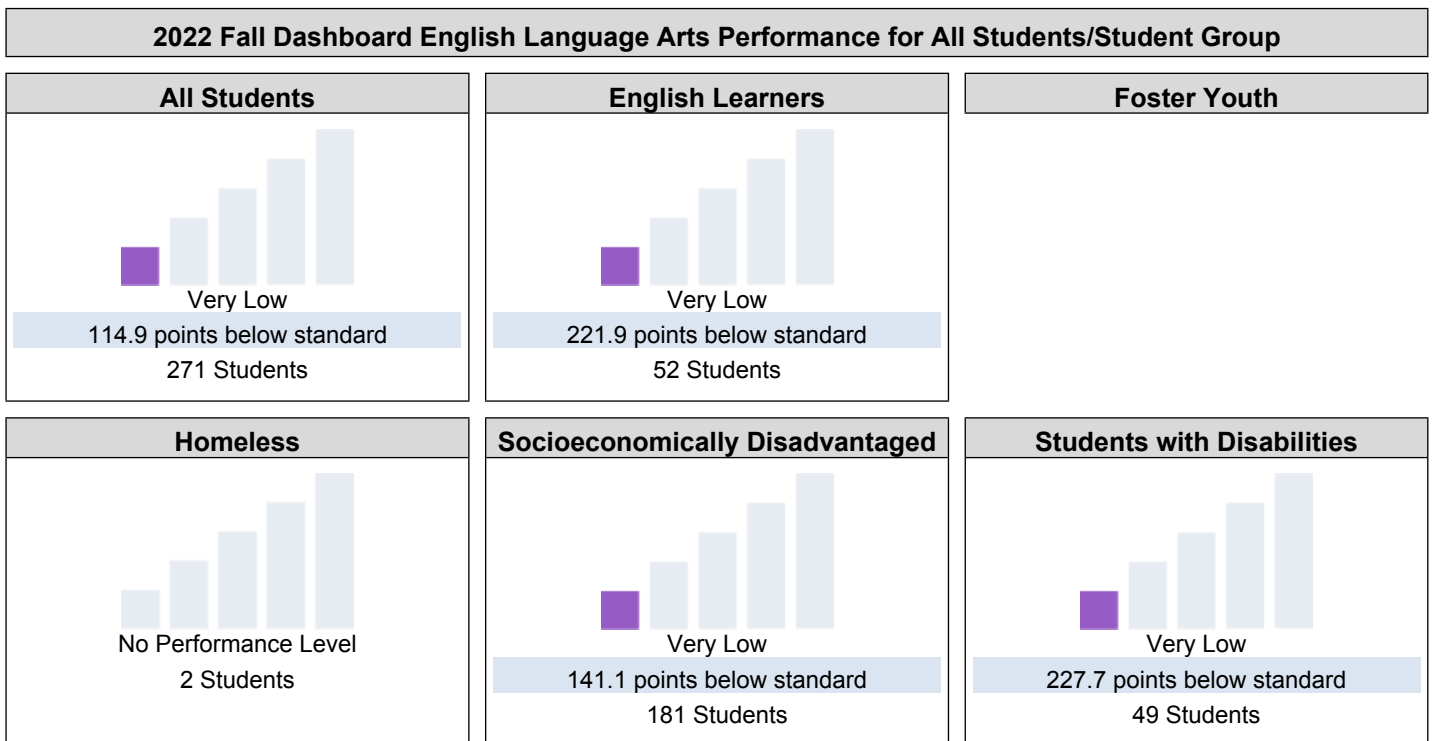
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



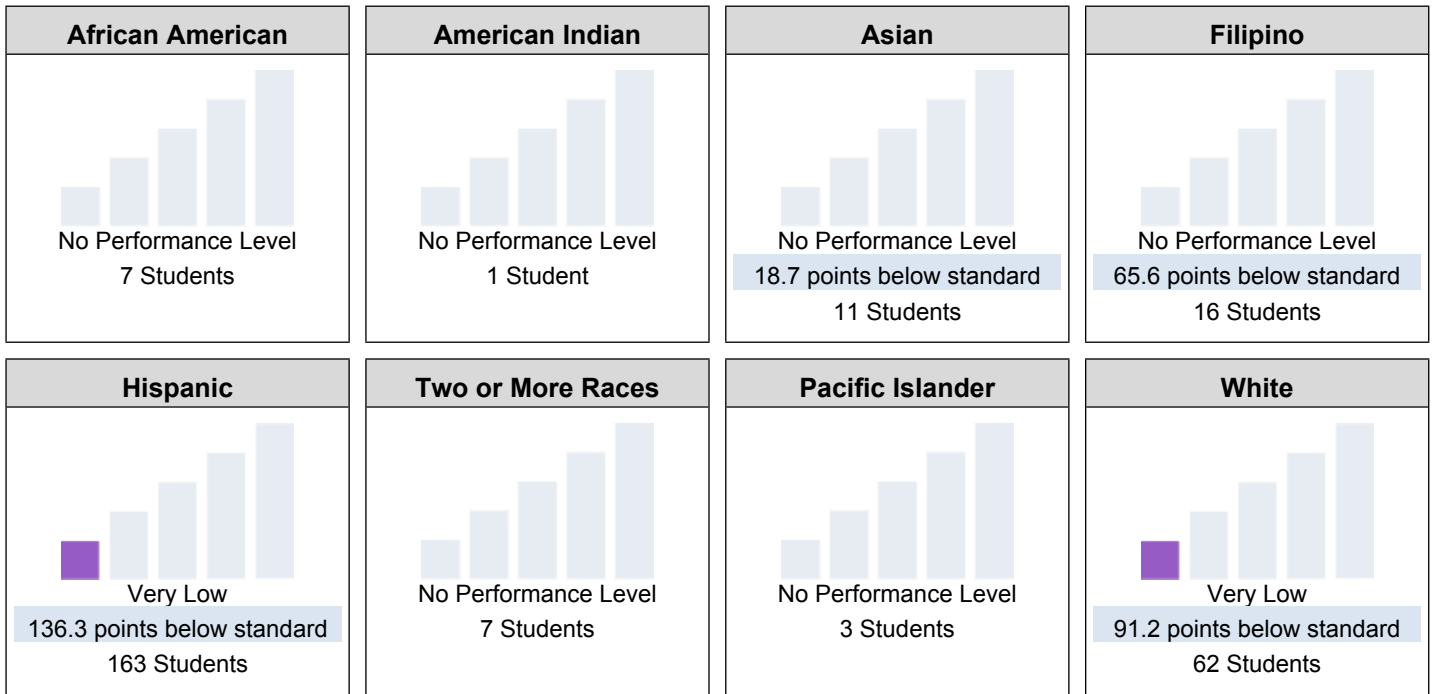
This section provides number of student groups in each level.



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



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



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

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

Current English Learner	Reclassified English Learners	English Only
<p>230.0 points below standard</p> <p>44 Students</p>	<p>9 Students</p>	<p>104.3 points below standard</p> <p>115 Students</p>

**Conclusions based on this data:**

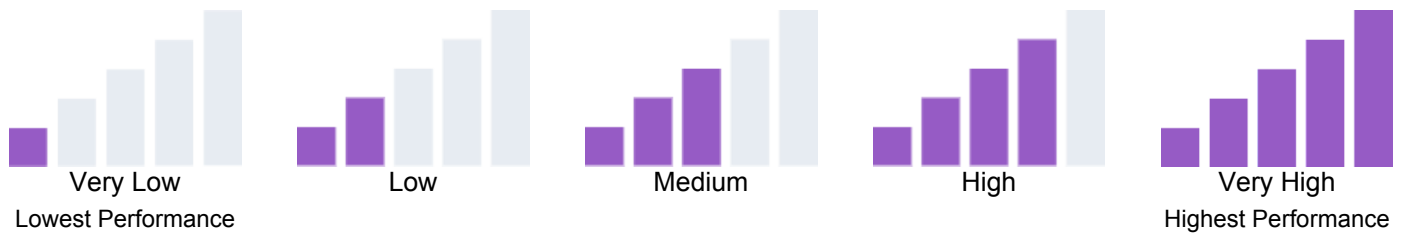
1. All sub groups fell in the very low range for the 2022 fall dashboard ELA.

# School and Student Performance Data

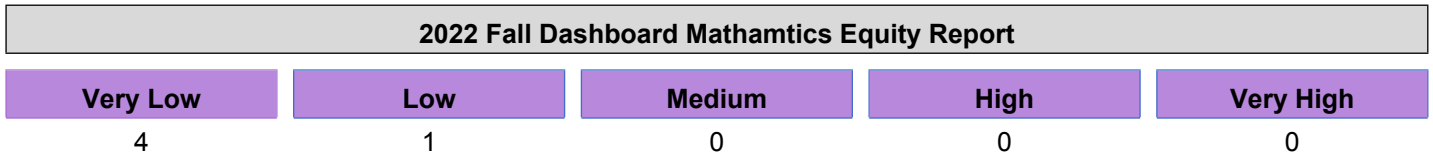
## Academic Performance Mathematics

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

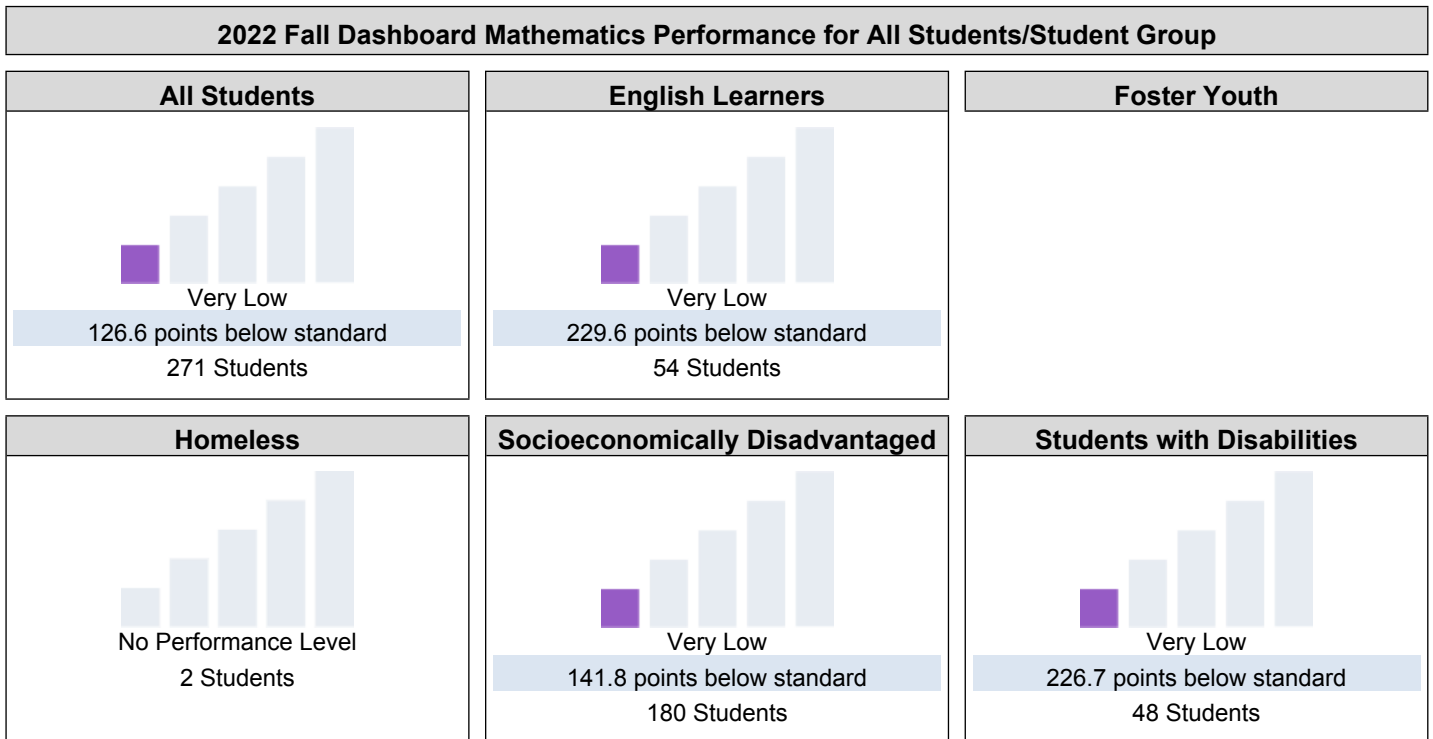
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



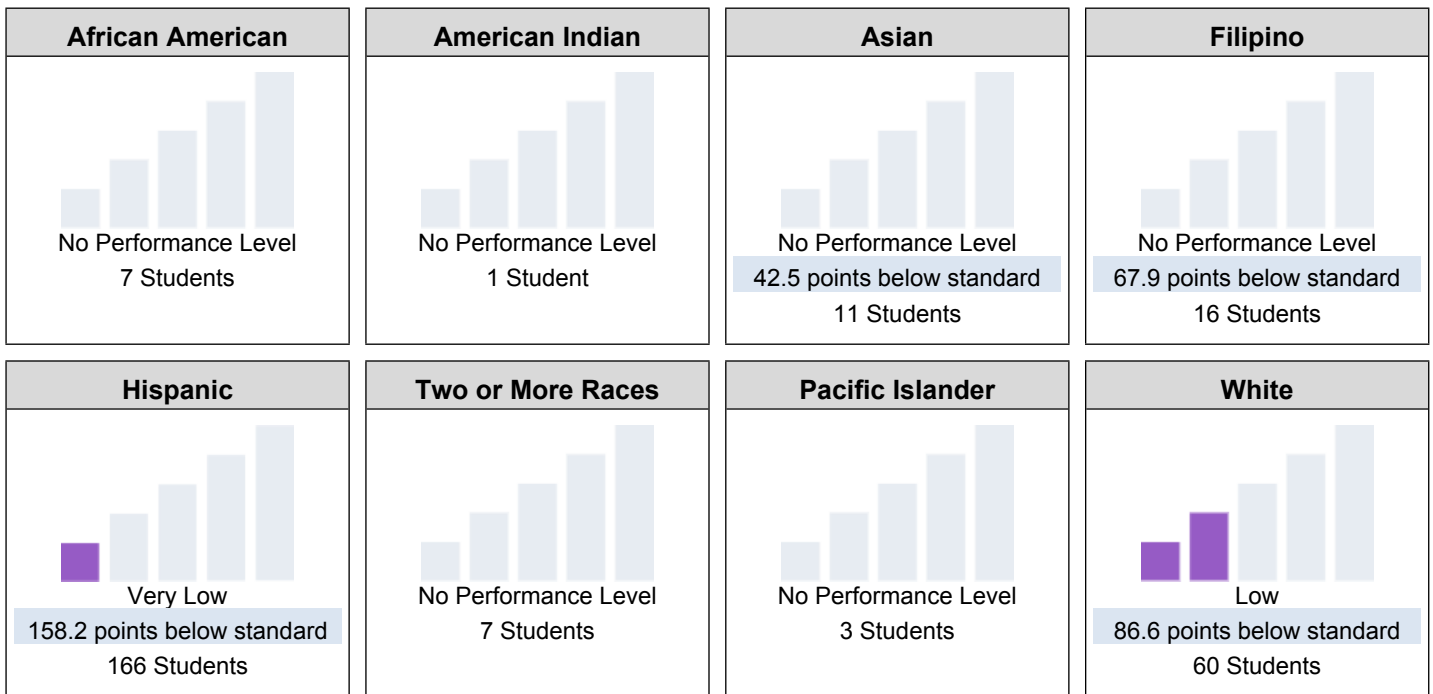
This section provides number of student groups in each level.



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



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



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

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

Current English Learner	Reclassified English Learners	English Only
232.3 points below standard 46 Students	9 Students	99.2 points below standard 113 Students

#### Conclusions based on this data:

1. all sub groups fell in the very low range for the 2022 fall Math data



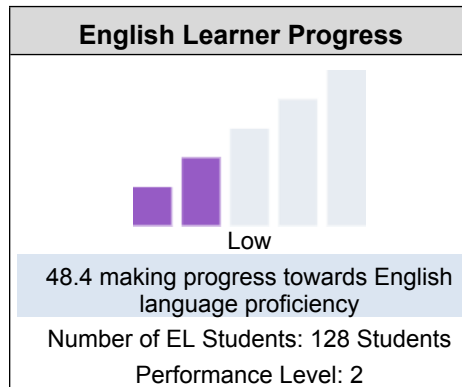
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.4%	28.1%	8.6%	39.8%

#### Conclusions based on this data:

1. For 21-22, 39.8% progressed at least one level while 23.4% decreased one level.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

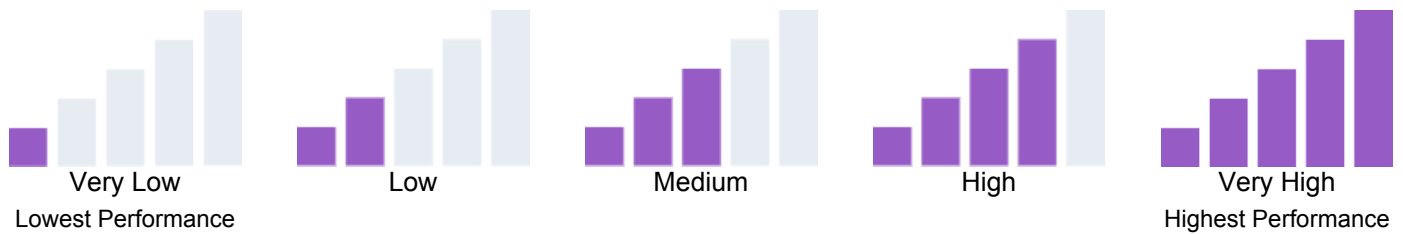
1. 64% enrolled in college for 20-21
2. no data for 21-22 or 22-23 reported



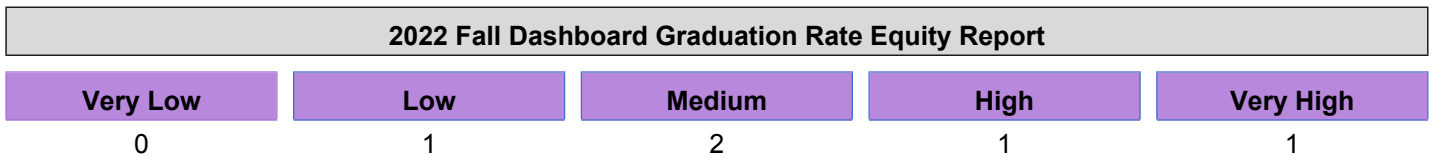
# School and Student Performance Data

## Academic Engagement Graduation Rate

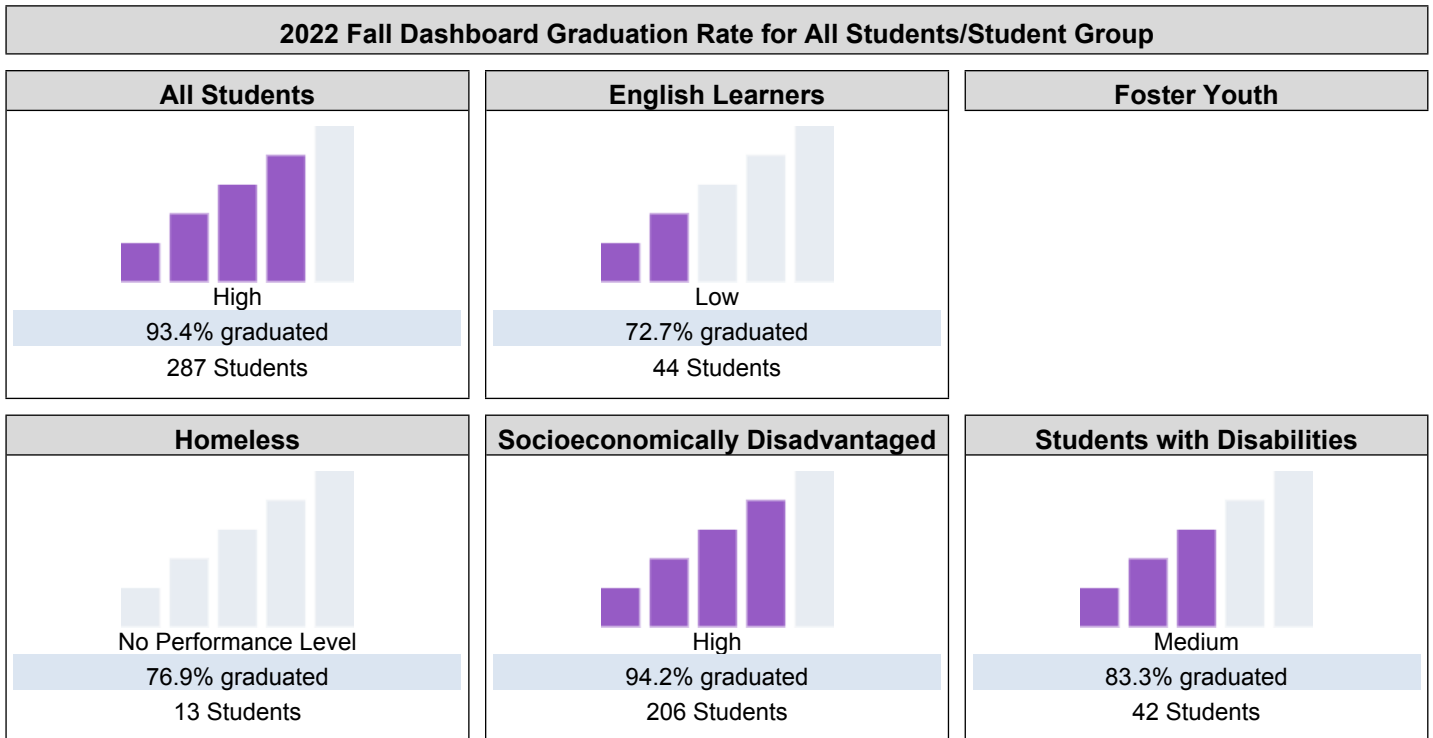
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



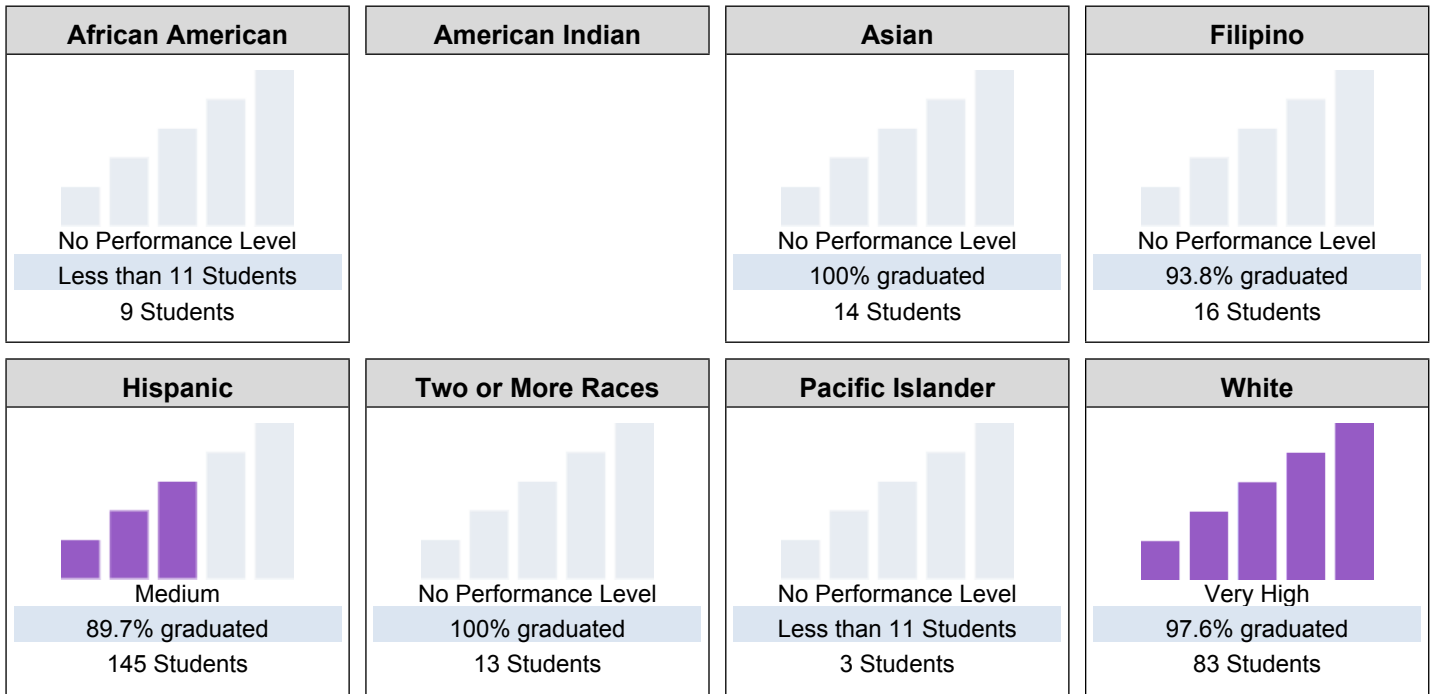
This section provides number of student groups in each level.



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



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



**Conclusions based on this data:**

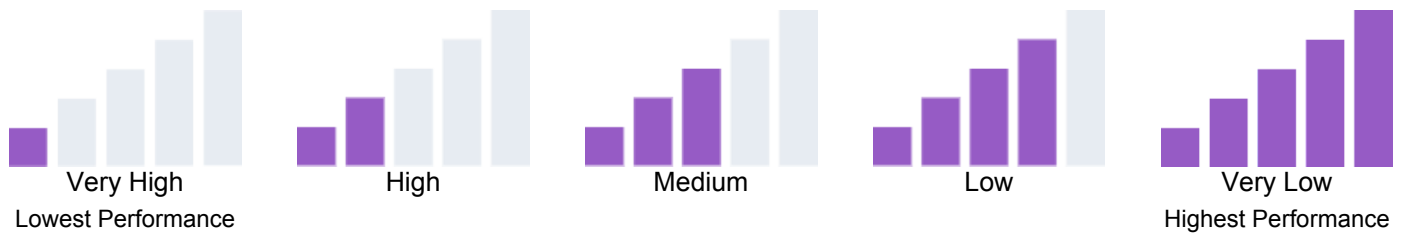
1. English Language Learners graduation rate is low compared to other sub groups which is understandable with quite a few newcomers enrolling during their junior and senior year of high school.
2. ELL graduation rate dropped 20% from 20-21 to 21-22.
3. The supports are not in place for newcomers who enroll in a U.S. high school as a junior or senior behind on credits.

# School and Student Performance Data

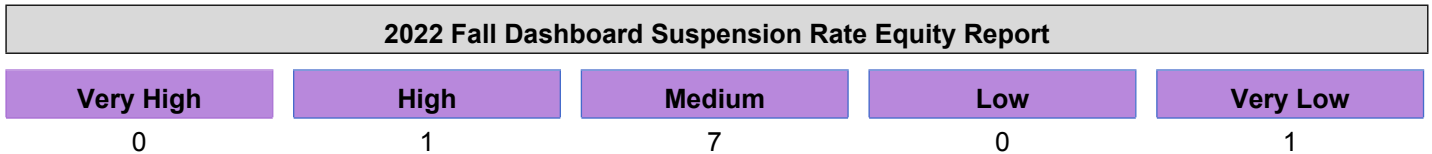
## Conditions & Climate Suspension Rate

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

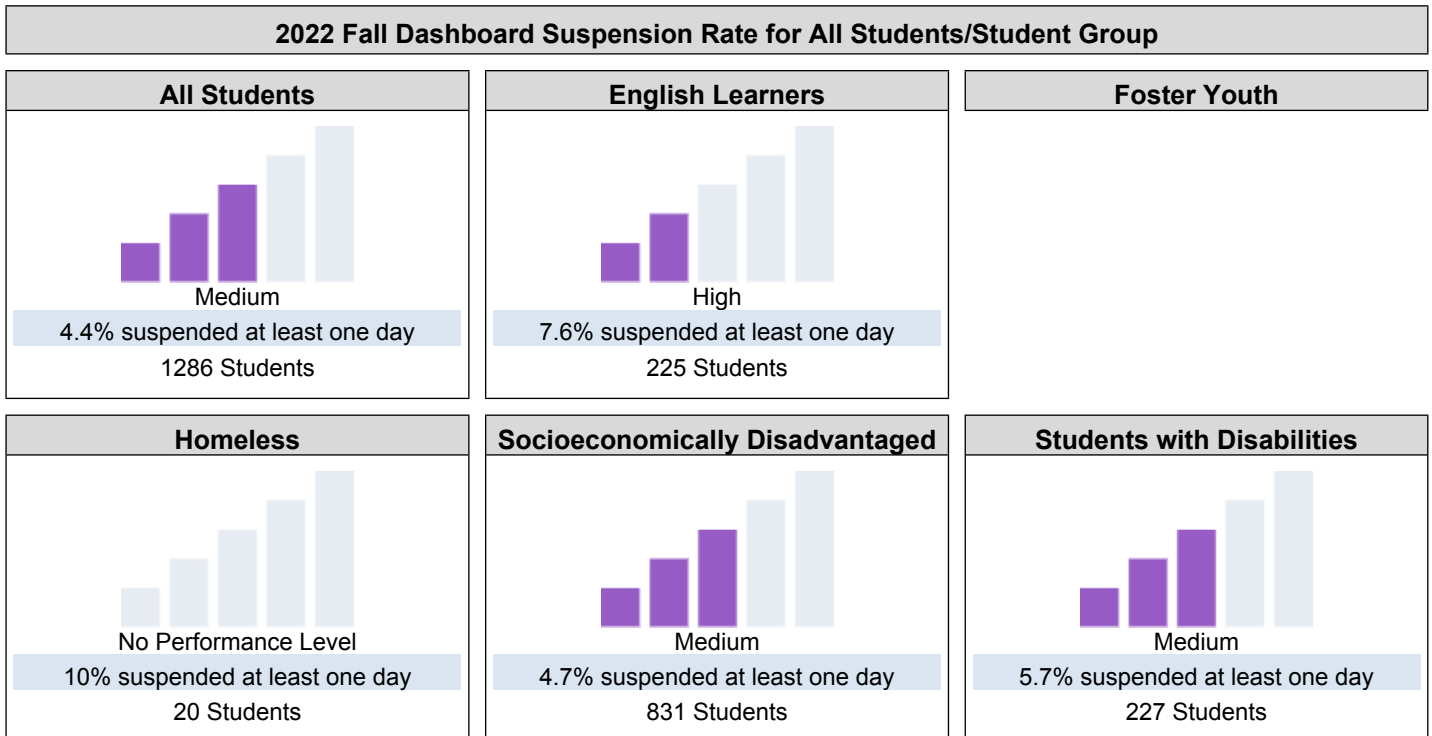
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



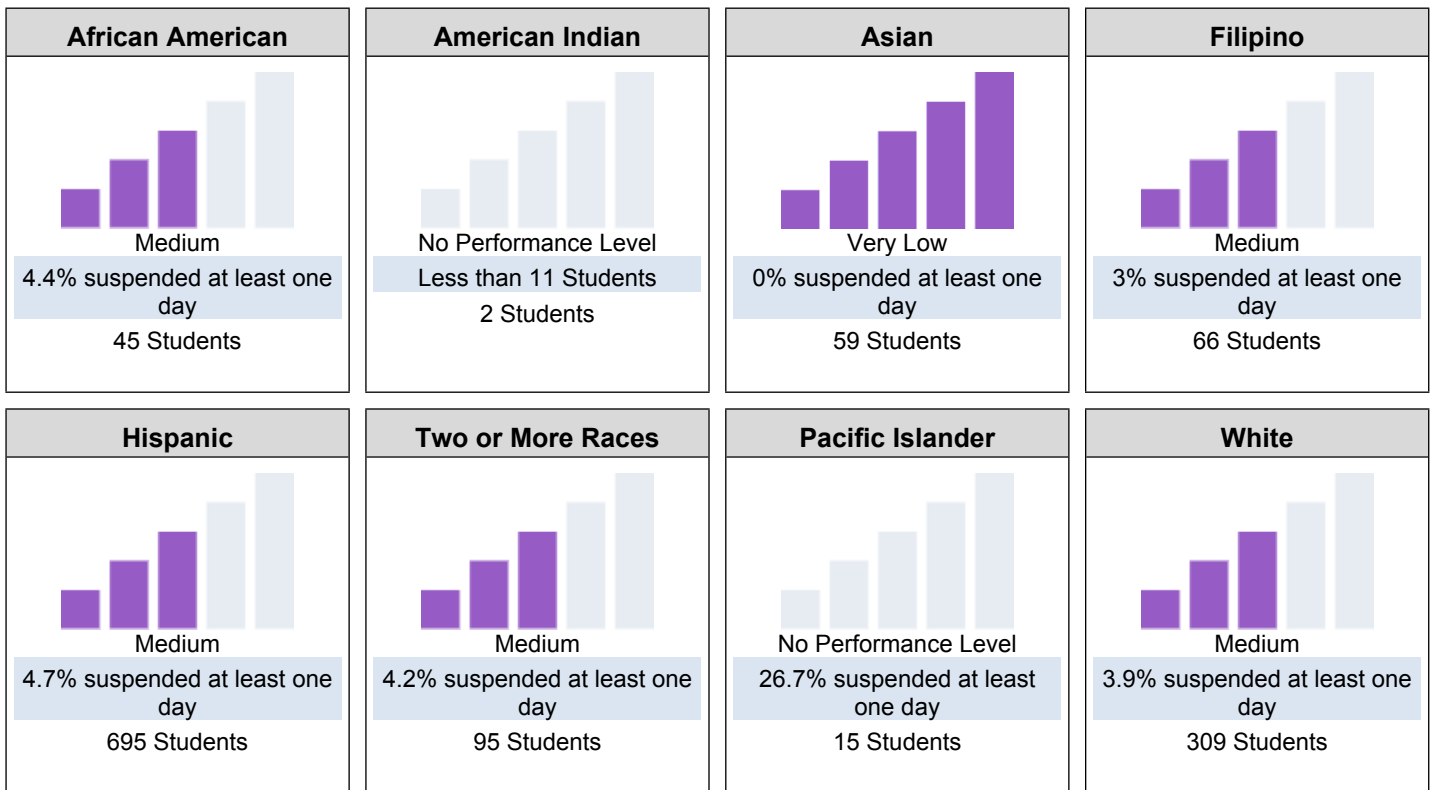
This section provides number of student groups in each level.



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



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



**Conclusions based on this data:**

1. Suspension rate averages at medium level with ELL students as the only sub group at a the high level.
2. Clear correlation between academic challenges and behaviors in ELLs.
3. need to decrease number of students suspended for at least one day

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Goal 1

## LEA/LCAP Goal

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

## Goal 1

All students will receive a high quality education in a safe and welcoming environment with equitable and high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

## Identified Need

Facility updates for safety, increase hours of campus supervisors to 8 hours day/1.0 FTE, Increase "Standards Met or Exceeded" for ALL students in Math and ELA, increase number of ELL re-designated as English proficient.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall CAASPP ELA	37% of students met the standard	Increase % of students who met standard to 48%
Overall CAASPP Math	11% of students met the standard	Increase % of students who met standard to 22%
CAASPP ELA for English Learners	3% of ELLs met the standard	Increase % of students who met standard to 10%
Reclassification of ELLs	6% of ELLs re-designated as English proficient	Increase % of students who re-designated as RFEP to 15%

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Promote rigorous coursework in all classes to prepare students for college and/or career.

### Proposed Expenditures for this Strategy/Activity



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

Amount(s)	Source(s)
10000	Site Discretionary 7000 - 7999 Other Outgo Provide support for AVID program to promote college readiness.
1500	Site Discretionary 4000 - 4999 Books and Supplies Continue Career Fair and provide other opportunities for students to explore options for post secondary learning.
5000	LCFF Supplemental 5900 Communications Ensure all classrooms have current and working technology

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity

Provide mini hotspots for families without internet

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) hotspots

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

Continue to improve our systematic intervention by building a system that works for our students and staff through RTI and Restorative Practices.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Provide opportunities for celebration of student success.
5000	Targeted Supplemental (0930) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) TUPE classes as OMC after school
20000	LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Ensure campus has adequate supervision and support by increasing FTE from .75 to 1.0
7500	Site Discretionary 4000 - 4999 Books and Supplies Support Link Crew program for 9th grade transition.

**Strategy/Activity 4**

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

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

All Students

Strategy/Activity

Provide supplies necessary for students to be successful in class.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1000	Targeted Supplemental Carryover (0930) 4000 - 4999 Books and Supplies Provide backpacks, school supplies, etc.
10000	LCFF Supplemental 4000 - 4999 Books and Supplies

	Provide 1:1 chrome books, textbooks, media lab updates and additional materials as needed for specific courses
28000	LCFF Supplemental 7000 - 7999 Other Outgo Add sound system to Choir room and update sound in MU

**Strategy/Activity 5**

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

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

Other Subgroups  
Special Education Programs

Strategy/Activity

Provide funding to support Unified Sports program implementation.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1500	Site Discretionary 7000 - 7999 Other Outgo Sub for teachers when attending events.
1000	LCFF Supplemental 5900 Communications Banners and promotional materials for school facilities.
1000	Site Discretionary 7000 - 7999 Other Outgo updated uniforms

**Strategy/Activity 6**

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

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

All Students

Strategy/Activity

Explore implementing after school support opportunities for students to address academic and socioemotional needs.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
10000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) After School Homework Club
3000	Targeted Supplemental Carryover (0930) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) After School Support Groups

**Strategy/Activity 7**

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

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

All Students

Strategy/Activity

Explore ways to engage students who struggle with openly discussing their challenges, stress, struggles, and need for support.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
3000	LCFF Supplemental 4000 - 4999 Books and Supplies implementation of wellness center on campus

**Strategy/Activity 8**

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

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

All Students

Strategy/Activity

Continue to improve safety on campus with adequate supervision and support.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5000	LCFF Supplemental 4000 - 4999 Books and Supplies update signage - Life Touch can provide/part of Mascot monies used as well
5000	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) golf cart maintenance/repairs for use of campus supervisors and administration to patrol campus daily/all day
2000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) advisory and lunch supervision by teachers
1500	LCFF Supplemental 4000 - 4999 Books and Supplies administrator equipment to be better equipped and visible on campus throughout the day (radios, standing mobile desks, etc.)
10000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) pay certificated and classified staff to supervisor extra curricular events such as athletics, dances, fieldtrips, etc.

## Strategy/Activity 9

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

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

All Students

### Strategy/Activity

Increase variety of course electives on master schedule that "represent" our students and provide more opportunities for engagement.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)

add new electives to master schedule for 2023-2024 school year -  
Position Control funding (FTEs available)

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Additional focus/training around AVID is needed so that all teachers will be using WICOR strategies in their classrooms.

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

Not as many college trips for AVID students as hoped; took until this fall to get District approval for increased hours for campus supervisors

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.

More funding is budgeted for AVID training during the summer and monthly meetings for the school site's AVID team

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Goal 2

## LEA/LCAP Goal

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

## Goal 2

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

## Identified Need

Staff training for teaching/leading with equity

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
UC/CSU completion rates	37.68 completed UC/CSU requirements	43% of students to be a-g ready
professional development around cultural proficiency	started this with high school principals by the District	teachers on Leadership team will be trained in cultural proficiency
CTE enrollment or pathway completions	no data available for last two school years	70% of students enrolled in CTE courses will be pathway completers

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Ensure all programs on campus have access to curriculum and support materials that are rigorous, relevant, and represent our student population. Departments will evaluate their curriculum to ensure that curriculum reflects our student population in experience and culture. Departments will explore adding new courses, units, articles, novels, or curriculum that is reflective of our student population and their needs.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2000	LCFF Supplemental 4000 - 4999 Books and Supplies Provide supplemental materials for classrooms in need that support student learning
2000	LCFF Supplemental 4000 - 4999 Books and Supplies Provide supplemental materials for SPED and EL students where needed
2000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) pay staff for time to complete equity walks around curriculum, materials and classroom environments during prep periods or after school
8000	LCFF Supplemental 4000 - 4999 Books and Supplies online software to enrich or support intervention;
3000	LCFF Supplemental 4000 - 4999 Books and Supplies Ethnic Studies course implementation for 2024-2025 school year
2000	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) printing copies of GLYPH publication (writings/visual art of our students)

**Strategy/Activity 2**

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

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

All Students

Strategy/Activity

AVID Coordinator .2 FTE to facilitate the work needed to implement AVID sit plan

**Proposed Expenditures for this Strategy/Activity**



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

Amount(s)	Source(s)
20000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) fund .20 FTE

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

Provide staff with training and professional development that focuses on equitable classrooms and practices, academic interventions, culturally responsive teaching, socioemotional support strategies, and IEP and 504 Implementation.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
30000	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Off-Site Professional Development Conferences & Workshops
2000	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures On-Site professional Development with students and staff around school culture and equity by outside experts
4000	Targeted Supplemental (0930) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) MTSS Cohort - implementation of strategies from Tier 1 & Tier 2

### Strategy/Activity 4

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

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

All Students

Strategy/Activity

Provide common preps and collaboration time when appropriate, particularly for new teachers for support.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5500

Source(s)

LCFF Supplemental  
1000 - 1999 Certificated Personnel Salaries  
(Includes 3000-3999 Benefits)  
prep coverage to give time for collaboration and peer observations

**Strategy/Activity 5**

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

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

English Learners

Strategy/Activity

Fund EL Coordinator work

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

20000

Source(s)

LCFF Supplemental  
1000 - 1999 Certificated Personnel Salaries  
(Includes 3000-3999 Benefits)  
ELL Coordinator has two periods to push-in and work with staff around instructional strategies to support language and comprehension

**Strategy/Activity 6**

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

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

All Students

Strategy/Activity

Fund Department budgets to ensure teachers have access to supplies, curriculum and materials that are culturally equitable

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

25000

Source(s)

Site Discretionary  
4000 - 4999 Books and Supplies  
Funds deposited in department budget accounts.

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

slow implementation of AVID goals and ELL support to staff;

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

Most English teachers conducted an equity review of their materials and curriculum

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.

Additional funding for training all AVID site team members; additional support for teachers in the area of SDAIE strategies and WICOR strategies

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Goal 3

## LEA/LCAP Goal

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

## Goal 3

Parents, family, and community will be informed, engaged and empowered as partners with Concord High to support student learning.

## Identified Need

Increase parent engagement at events and support of programs specifically our Latinx population. Increase the involvement of community partners.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Anchor program data		
parent attendance at school sponsored events		
parent attendance for ELAC and PFC meetings		
data of parent communication coming from the school site		

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Provide training and support to parents on Homelink and Google classroom.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

400

Source(s)

LCFF Supplemental  
1000 - 1999 Certificated Personnel Salaries  
(Includes 3000-3999 Benefits)  
Morning and/or evening in-person tutorial by  
staff

## Strategy/Activity 2

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

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

All Students

Strategy/Activity

mail home quarter/semester report cards to families

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

Site Discretionary  
mail quarter and semester report card homes

## Strategy/Activity 3

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

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

All Students

Strategy/Activity

Provide more support services for students and collaborate with community services and supports when available.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Site Discretionary  
5900 Communications

	PFLAG of Clayton/Concord and Rainbow Community Center in Concord events
60000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Target Counselor - .60 FTE funded within position control

**Strategy/Activity 4**

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

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

English Learners

Strategy/Activity

Organize opportunities for in-person outreach with parents. Use campus to offer services to adults and the community. Identify the school as the cornerstone of the community where parents and community members feel that the school is accessible.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
400	Site Discretionary ELAC & DELAC
4000	Targeted Supplemental (0930) Latino Family Night in January w/ guest speaker
5000	Site Discretionary Hold community presentations at the school site
24000	Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) sound system for stadium

**Strategy/Activity 5**

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

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

All Students

Strategy/Activity

Engage parents and students in dialogue about race and equity on campus and in classrooms, through interactive opportunities such as town hall sessions or "coffee with the Principal."

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Invite speakers to present on Cultural Differences
0	African American Parent Advisory Committee - District Wide
400	Site Discretionary 7000 - 7999 Other Outgo Coffee with the Principal meetings

### Strategy/Activity 6

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

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

English Learners

#### Strategy/Activity

Latino Celebration Night

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Site Discretionary 7000 - 7999 Other Outgo Hold awards night for Latinx students and their families

### Strategy/Activity 7

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

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

All Students

## Strategy/Activity

School to home communication

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

Site Discretionary  
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)  
parent or staff to create and update bi-weekly newsletter for the school

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Some implementation provided by District, but site implementation was almost non-existent

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

Intention was to be site-based with a focus on our Latinx student population.

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.

Hold events for specific sub populations to get them onto campus and become comfortable with engaging with school staff.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Goal 4

## LEA/LCAP Goal

Focus scholars, specifically Black/African American students, Foster Youth, students experiencing homelessness, students with disabilities and emerging bilingual students, will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an an educational environment that builds trust and inclusive partnerships between the students, parents/guardians and staff.

## Goal 4

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff.

## Identified Need

Provide resources that supports SEL and academic success especially for our Foster Youth/Homeless, students with disabilities and ELL populations.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates		
Chronic Absenteeism		
SEL student survey results		
CAASSP results for sub populations		

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Student Outreach and Support Programs for African American, Foster Youth, and Students Experiencing Homelessness, Students with disabilities and English Language Learners

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Family Intervention Nights to show parent/guardians how they can support their student
500	LCFF Supplemental 4000 - 4999 Books and Supplies supplies/materials for event

### Strategy/Activity 2

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

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

Foster Youth

#### Strategy/Activity

Professional Development on trauma informed practices

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) provide PD 2x to staff on how to support students dealing with trauma/PTSD

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

This was a new goal for 2022-2023 and was not given the focus it needed. Implementation was minimal.

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

Intended to provide more opportunities for specific student populations, but relied on those provided by the District

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.

more strategies/activities that support positive attendance, less suspensions, and a better understanding of our student's cultural backgrounds/experiences

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$372,700.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Supplemental	\$270,900.00
Site Discretionary	\$84,800.00
Targeted Supplemental (0930)	\$13,000.00
Targeted Supplemental Carryover (0930)	\$4,000.00

Subtotal of state or local funds included for this school: \$372,700.00

Total of federal, state, and/or local funds for this school: \$372,700.00

# 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
Site Discretionary	84,804.77	4.77
LCFF Supplemental	271,000	100.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental	270,900.00
Site Discretionary	84,800.00
Targeted Supplemental (0930)	13,000.00
Targeted Supplemental Carryover (0930)	4,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
	400.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	141,900.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	20,000.00
4000 - 4999 Books and Supplies	71,000.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	47,000.00
5800 Professional/Consulting Services and Operating Expenditures	32,000.00
5900 Communications	6,500.00
7000 - 7999 Other Outgo	41,900.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	133,900.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	20,000.00
4000 - 4999 Books and Supplies	LCFF Supplemental	36,000.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	15,000.00
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	32,000.00
5900 Communications	LCFF Supplemental	6,000.00
7000 - 7999 Other Outgo	LCFF Supplemental	28,000.00
	Site Discretionary	8,000.00
	Site Discretionary	400.00
4000 - 4999 Books and Supplies	Site Discretionary	34,000.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Site Discretionary	28,000.00
5900 Communications	Site Discretionary	500.00
7000 - 7999 Other Outgo	Site Discretionary	13,900.00
	Targeted Supplemental (0930)	4,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Targeted Supplemental (0930)	5,000.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Targeted Supplemental (0930)	4,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Targeted Supplemental Carryover (0930)	3,000.00
4000 - 4999 Books and Supplies	Targeted Supplemental Carryover (0930)	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	135,000.00

Goal 2
Goal 3
Goal 4

125,500.00
102,700.00
9,500.00



# 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:

School Principal  
Classroom Teachers

Name of Members	Role
Becky Heindel	Other School Staff
Lisa Catrone	Classroom Teacher
Anthony West	Classroom Teacher
Andrew Smith	Classroom Teacher
Karla Monique Veal	Other School Staff
Julene MacKinnon	Principal
Lauren Wood	Parent or Community Member
Betty Schaffer	Parent or Community Member
Jamee Longacre	Parent or Community Member
Keira Molina Paredes	Secondary Student
Jennifer Kennedy	Classroom Teacher
Sheila Bergum	Other School Staff
Estefani Nieto	Secondary Student
Sophia Oropeza	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/2/2023.

Attested:



Principal, Julene MacKinnon on 11/2/2023



SSC Chairperson, Andrew Smith on 11/2/2023

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that 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.

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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