

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
California Military Institute	33-67207-0101170	May 25, 2022	June

## 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.

The California Military Institute will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard.

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**Educational Partner Involvement**

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

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

The SPSA Annual Review and Update has included the School Site Council, which consists of peer elected Classified staff, Certificated Staff, Parents and students. The SPSA is informed by LCAP goals and is presented annually to the School Site Council, Certificated and Classified Staff, site Leadership, parents involved in AAPAC, PELI, parents attending "Coffee With The Principal", and other events that support student academic success, parent involvement and capacity building.

**Resource Inequities**

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

Not Applicable

# 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%	4		0
African American	3.2%	%	2.98%	33		30
Asian	1.1%	%	1.09%	11		11
Filipino	0.3%	%	0.5%	3		5
Hispanic/Latino	89.3%	%	89.36%	934		899
Pacific Islander	0.1%	%	0%	1		0
White	3.3%	%	3.78%	34		38
Multiple/No Response	2.2%	%	1.89%	23		19
<b>Total Enrollment</b>				1,046		1006

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 5	50		49
Grade 6	120		94
Grade 7	156		170
Grade 8	185		173
Grade 9	172		148
Grade 10	131		155
Grade 11	114		121
Grade 12	118		96
<b>Total Enrollment</b>	1,046		1,006

## Student Enrollment Enrollment By Grade Level

Conclusions based on this data:

1.

# 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	208	219	198	19.90%	21.4%	19.7%
Fluent English Proficient (FEP)	471	423	433	45.00%	41.3%	43.0%
Reclassified Fluent English Proficient (RFEP)	10			4.8%		

Conclusions based on this data:

- 1.

# 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 5	50	56		39	56		38	56		78.0	100.0	
Grade 6	117	90		92	90		91	90		78.6	100.0	
Grade 7	155	173		125	171		122	171		80.6	98.8	
Grade 8	182	148		138	148		137	148		75.8	100.0	
Grade 11	114	103		91	103		90	103		79.8	100.0	
All Grades	618	570		485	568		478	568		78.5	99.6	

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 5	2466.	2440.		18.42	5.36		7.89	23.21		23.68	21.43		50.00	50.00	
Grade 6	2496.	2488.		12.09	6.67		23.08	23.33		34.07	33.33		30.77	36.67	
Grade 7	2524.	2528.		7.38	7.02		31.97	40.94		30.33	21.05		30.33	30.99	
Grade 8	2549.	2499.		8.03	4.73		35.04	16.89		32.85	32.43		24.09	45.95	
Grade 11	2573.	2623.		12.22	27.18		42.22	44.66		22.22	16.50		23.33	11.65	
All Grades	N/A	N/A	N/A	10.25	9.86		31.17	30.81		29.71	25.18		28.87	34.15	

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 5	13.16	10.71		57.89	55.36		28.95	33.93	
Grade 6	11.36	11.11		60.23	56.67		28.41	32.22	
Grade 7	16.39	12.28		62.30	64.91		21.31	22.81	
Grade 8	11.68	7.43		62.77	54.05		25.55	38.51	
Grade 11	16.85	35.92		59.55	53.40		23.60	10.68	
All Grades	13.92	14.96		61.18	57.75		24.89	27.29	

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 5</b>	18.42	1.79		39.47	50.00		42.11	48.21	
<b>Grade 6</b>	11.24	5.56		55.06	51.11		33.71	43.33	
<b>Grade 7</b>	10.26	15.20		58.12	54.97		31.62	29.82	
<b>Grade 8</b>	14.81	4.73		60.74	49.32		24.44	45.95	
<b>Grade 11</b>	14.77	33.98		59.09	58.25		26.14	7.77	
<b>All Grades</b>	13.28	13.03		56.96	52.99		29.76	33.98	

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 5</b>	5.26	8.93		81.58	73.21		13.16	17.86	
<b>Grade 6</b>	11.36	8.89		67.05	75.56		21.59	15.56	
<b>Grade 7</b>	9.02	7.60		72.95	75.44		18.03	16.96	
<b>Grade 8</b>	10.95	7.43		78.83	75.68		10.22	16.89	
<b>Grade 11</b>	12.22	15.53		73.33	77.67		14.44	6.80	
<b>All Grades</b>	10.32	9.33		74.32	75.70		15.37	14.96	

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 5</b>	13.16	5.36		65.79	62.50		21.05	32.14	
<b>Grade 6</b>	18.68	13.33		62.64	67.78		18.68	18.89	
<b>Grade 7</b>	13.11	12.28		68.85	65.50		18.03	22.22	
<b>Grade 8</b>	9.49	4.05		78.83	72.97		11.68	22.97	
<b>Grade 11</b>	18.89	24.27		71.11	67.96		10.00	7.77	
<b>All Grades</b>	14.23	11.80		70.71	67.96		15.06	20.25	

Conclusions based on this data:

- 1.



# 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 5	50	56		38	56		38	56		76.0	100.0	
Grade 6	117	90		91	90		88	90		77.8	100.0	
Grade 7	155	173		126	171		124	171		81.3	98.8	
Grade 8	182	148		136	148		135	148		74.7	100.0	
Grade 11	114	103		89	103		87	103		78.1	100.0	
All Grades	618	570		480	568		472	568		77.7	99.6	

\* 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 5	2416.	2402.		5.26	0.00		5.26	5.36		21.05	17.86		68.42	76.79	
Grade 6	2461.	2462.		2.27	3.33		10.23	10.00		35.23	35.56		52.27	51.11	
Grade 7	2488.	2471.		7.26	1.75		12.10	11.11		32.26	33.92		48.39	53.22	
Grade 8	2495.	2458.		3.70	1.35		16.30	8.11		27.41	23.65		52.59	66.89	
Grade 11	2531.	2541.		1.15	2.91		17.24	12.62		31.03	40.78		50.57	43.69	
All Grades	N/A	N/A	N/A	4.03	1.94		13.35	9.86		30.30	31.16		52.33	57.04	

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 5	2.63	0.00		15.79	30.36		81.58	69.64	
Grade 6	2.27	6.67		40.91	36.67		56.82	56.67	
Grade 7	5.65	3.51		56.45	40.94		37.90	55.56	
Grade 8	3.70	2.03		51.11	37.84		45.19	60.14	
Grade 11	8.05	5.83		45.98	43.69		45.98	50.49	
All Grades	4.66	3.70		46.82	38.91		48.52	57.39	

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 5</b>	7.89	0.00		36.84	28.57		55.26	71.43	
<b>Grade 6</b>	1.14	1.11		47.73	50.00		51.14	48.89	
<b>Grade 7</b>	6.45	1.75		50.00	59.06		43.55	39.18	
<b>Grade 8</b>	2.96	0.68		51.85	54.05		45.19	45.27	
<b>Grade 11</b>	5.81	3.88		72.09	78.64		22.09	17.48	
<b>All Grades</b>	4.46	1.58		53.08	56.87		42.46	41.55	

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 5</b>	7.89	1.79		50.00	39.29		42.11	58.93	
<b>Grade 6</b>	5.68	5.56		71.59	68.89		22.73	25.56	
<b>Grade 7</b>	6.45	1.17		70.16	70.18		23.39	28.65	
<b>Grade 8</b>	6.67	1.35		67.41	53.38		25.93	45.27	
<b>Grade 11</b>	4.60	1.94		66.67	71.84		28.74	26.21	
<b>All Grades</b>	6.14	2.11		67.37	62.85		26.48	35.04	

**Conclusions based on this data:**

- 1.

# 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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	1526.1	1560.1		1528.7	1562.0		1523.3	1557.7		12	20	
6	1544.1	1552.9		1540.8	1556.4		1547.1	1549.2		21	19	
7	1546.8	1553.1		1554.6	1546.9		1538.5	1558.8		34	37	
8	1569.3	1552.9		1577.7	1550.4		1560.5	1555.1		47	33	
9	1555.4	1566.4		1553.0	1563.3		1557.5	1568.9		32	38	
10	1554.0	1566.5		1557.9	1554.3		1549.6	1578.3		21	22	
11	1561.0	1586.5		1561.7	1579.3		1559.7	1593.1		17	15	
12	*	1593.2		*	1591.3		*	1594.4		7	16	
<b>All Grades</b>										191	200	

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	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
5	25.00	50.00		41.67	45.00		25.00	5.00		8.33	0.00		12	20	
6	28.57	31.58		33.33	42.11		33.33	26.32		4.76	0.00		21	19	
7	24.24	21.62		33.33	48.65		39.39	29.73		3.03	0.00		33	37	
8	31.91	18.18		48.94	51.52		12.77	27.27		6.38	3.03		47	33	
9	12.90	13.16		48.39	52.63		25.81	34.21		12.90	0.00		31	38	
10	10.00	18.18		55.00	40.91		20.00	36.36		15.00	4.55		20	22	
11	11.76	20.00		29.41	73.33		47.06	6.67		11.76	0.00		17	15	
12	*	18.75		*	56.25		*	25.00		*	0.00		*	16	
<b>All Grades</b>	22.34	22.50		43.09	50.50		26.60	26.00		7.98	1.00		188	200	

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	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
5	41.67	75.00		50.00	25.00		8.33	0.00		0.00	0.00		12	20	
6	28.57	57.89		47.62	42.11		19.05	0.00		4.76	0.00		21	19	
7	30.30	32.43		45.45	54.05		18.18	13.51		6.06	0.00		33	37	
8	46.81	27.27		46.81	54.55		2.13	18.18		4.26	0.00		47	33	
9	29.03	26.32		48.39	57.89		19.35	15.79		3.23	0.00		31	38	
10	40.00	18.18		35.00	54.55		25.00	22.73		0.00	4.55		20	22	
11	35.29	40.00		47.06	60.00		5.88	0.00		11.76	0.00		17	15	
12	*	25.00		*	68.75		*	6.25		*	0.00		*	16	
All Grades	36.70	35.50		45.74	52.50		12.77	11.50		4.79	0.50		188	200	

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	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
5	8.33	25.00		25.00	35.00		33.33	40.00		33.33	0.00		12	20	
6	9.52	15.79		38.10	31.58		33.33	36.84		19.05	15.79		21	19	
7	9.09	16.22		24.24	29.73		42.42	48.65		24.24	5.41		33	37	
8	10.64	12.12		42.55	18.18		36.17	54.55		10.64	15.15		47	33	
9	9.68	7.89		19.35	28.95		48.39	52.63		22.58	10.53		31	38	
10	5.00	13.64		25.00	40.91		45.00	36.36		25.00	9.09		20	22	
11	0.00	0.00		23.53	66.67		58.82	33.33		17.65	0.00		17	15	
12	*	12.50		*	43.75		*	37.50		*	6.25		*	16	
All Grades	7.98	13.00		29.79	33.50		43.09	45.00		19.15	8.50		188	200	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	25.00	20.00		66.67	80.00		8.33	0.00		12	20	
6	19.05	21.05		61.90	78.95		19.05	0.00		21	19	
7	15.15	10.81		69.70	86.49		15.15	2.70		33	37	
8	23.91	18.18		69.57	78.79		6.52	3.03		46	33	
9	6.45	7.89		70.97	86.84		22.58	5.26		31	38	
10	0.00	4.55		75.00	95.45		25.00	0.00		20	22	
11	5.88	0.00		64.71	100.00		29.41	0.00		17	15	
12	*	12.50		*	75.00		*	12.50		*	16	
All Grades	13.90	12.00		69.52	85.00		16.58	3.00		187	200	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	81.82	100.00		18.18	0.00		0.00	0.00		11	20	
6	66.67	84.21		28.57	15.79		4.76	0.00		21	19	
7	66.67	52.78		30.00	47.22		3.33	0.00		30	36	
8	72.34	36.36		25.53	63.64		2.13	0.00		47	33	
9	80.65	73.68		16.13	23.68		3.23	2.63		31	38	
10	85.00	54.55		15.00	40.91		0.00	4.55		20	22	
11	81.25	100.00		18.75	0.00		0.00	0.00		16	15	
12	*	93.75		*	6.25		*	0.00		*	16	
All Grades	75.69	68.84		22.10	30.15		2.21	1.01		181	199	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	25.00	30.00		41.67	65.00		33.33	5.00		12	20	
6	14.29	15.79		42.86	52.63		42.86	31.58		21	19	
7	12.12	21.62		39.39	43.24		48.48	35.14		33	37	
8	27.66	18.18		38.30	36.36		34.04	45.45		47	33	
9	16.13	13.16		41.94	55.26		41.94	31.58		31	38	
10	15.79	22.73		52.63	45.45		31.58	31.82		19	22	
11	11.76	0.00		47.06	93.33		41.18	6.67		17	15	
12	*	12.50		*	75.00		*	12.50		*	16	
All Grades	17.65	17.50		43.85	54.00		38.50	28.50		187	200	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	0.00	25.00		75.00	75.00		25.00	0.00		12	20	
6	42.86	31.58		57.14	68.42		0.00	0.00		21	19	
7	6.06	13.89		93.94	86.11		0.00	0.00		33	36	
8	6.52	3.03		93.48	96.97		0.00	0.00		46	33	
9	6.45	2.63		90.32	92.11		3.23	5.26		31	38	
10	0.00	4.55		84.21	95.45		15.79	0.00		19	22	
11	11.76	26.67		88.24	73.33		0.00	0.00		17	15	
12	*	31.25		*	62.50		*	6.25		*	16	
All Grades	10.75	14.07		85.48	84.42		3.76	1.51		186	199	

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1,023</b>	<b>90.3</b>	<b>21.4</b>	<b>0.2</b>
Total Number of Students enrolled in California Military Institute.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	219	21.4
Foster Youth	2	0.2
Homeless	40	3.9
Socioeconomically Disadvantaged	924	90.3
Students with Disabilities	24	2.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	38	3.7
American Indian	2	0.2
Asian	12	1.2
Filipino	4	0.4
Hispanic	901	88.1
Two or More Races	24	2.3
Pacific Islander	1	0.1
White	38	3.7

### Conclusions based on this data:

1.





# 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>  Low	<b>Graduation Rate</b>  Very High	<b>Suspension Rate</b>  High
<b>Mathematics</b>  Very Low	<b>Chronic Absenteeism</b>  Very High	
<b>English Learner Progress</b>  High		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

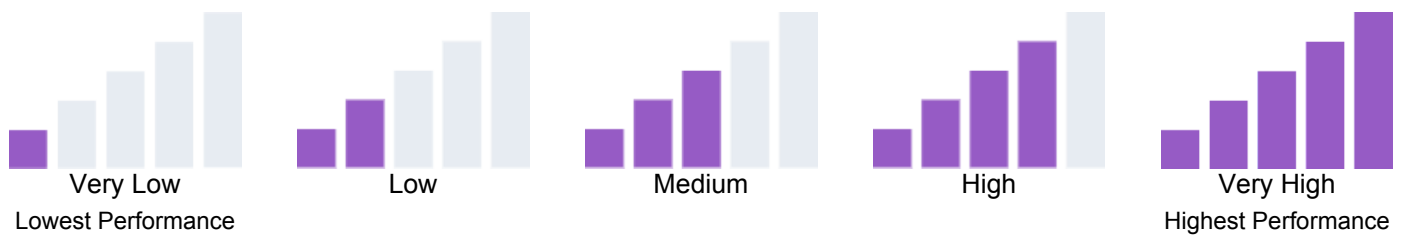
**1.**

# School and Student Performance Data

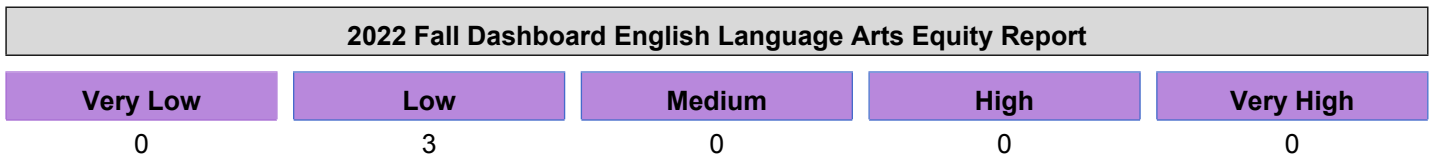
## Academic Performance English Language Arts

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](#).

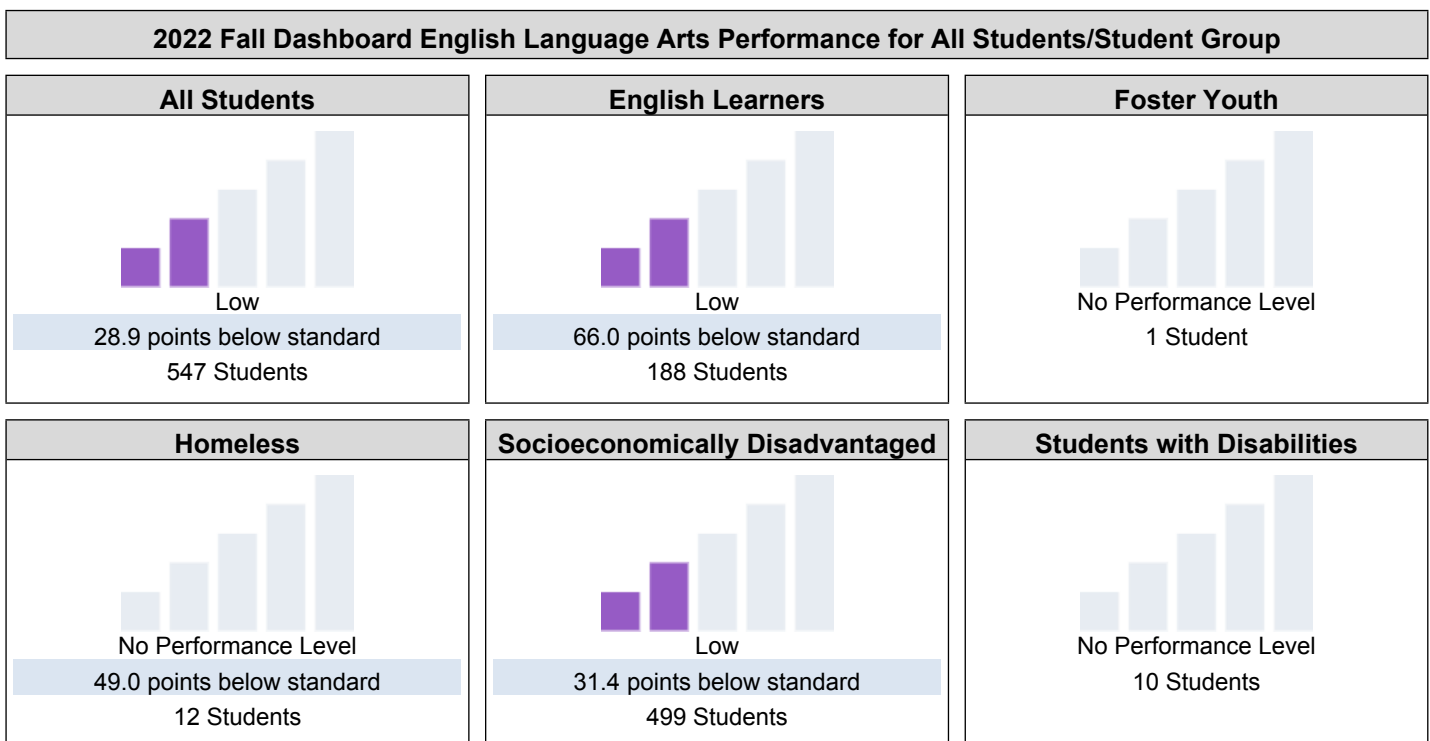
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



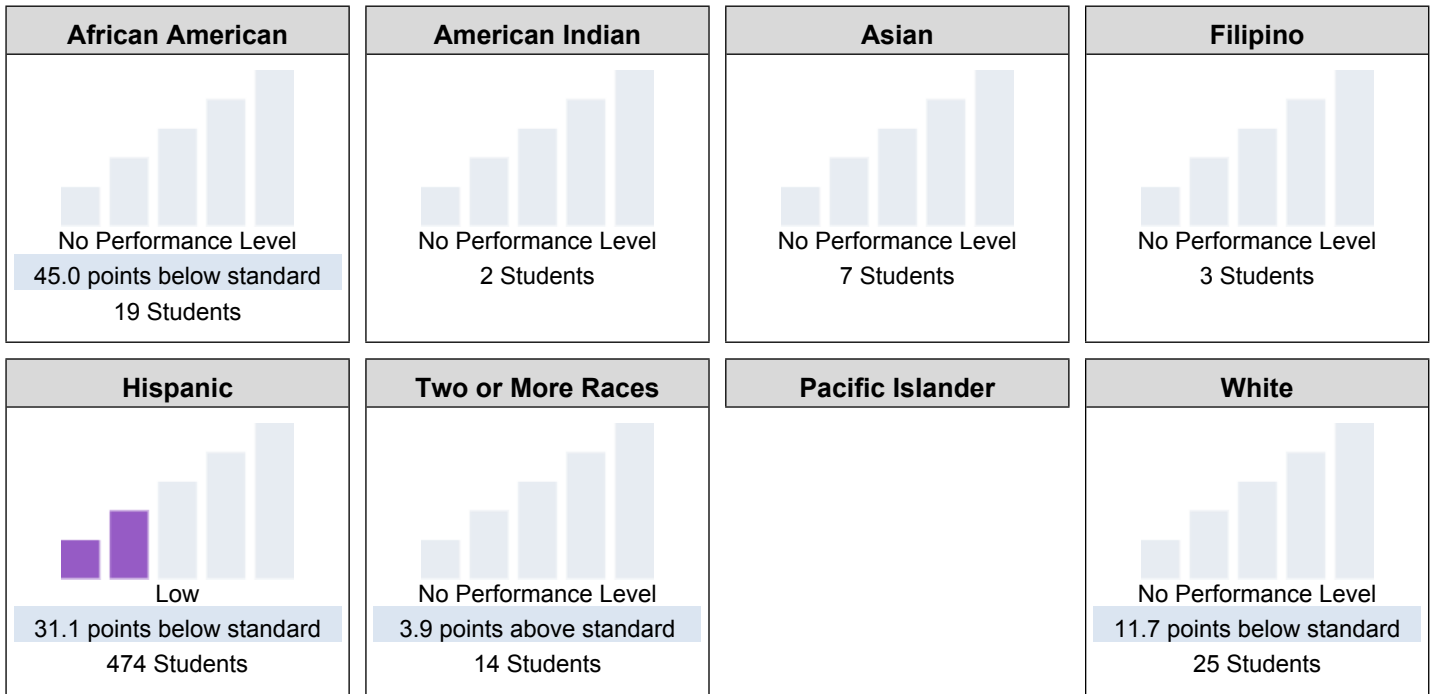
This section provides number of student groups in each level.



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
117.6 points below standard 101 Students	6.1 points below standard 87 Students	28.9 points below standard 215 Students

**Conclusions based on this data:**

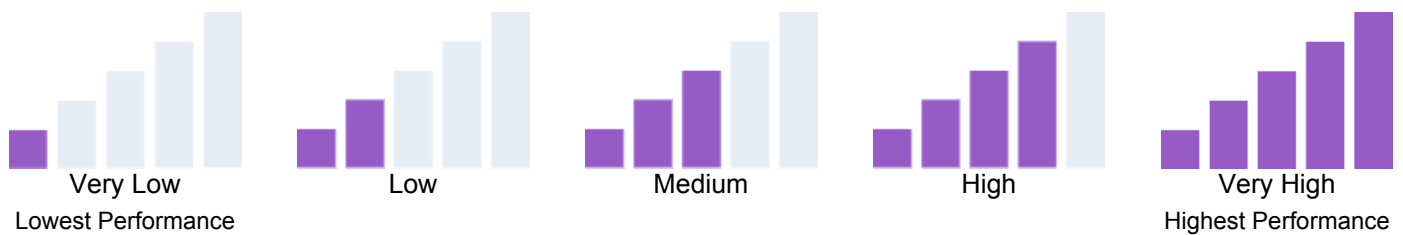
1.

# School and Student Performance Data

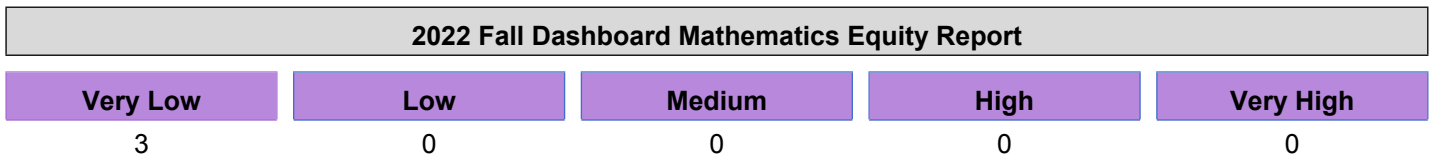
## Academic Performance Mathematics

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](#).

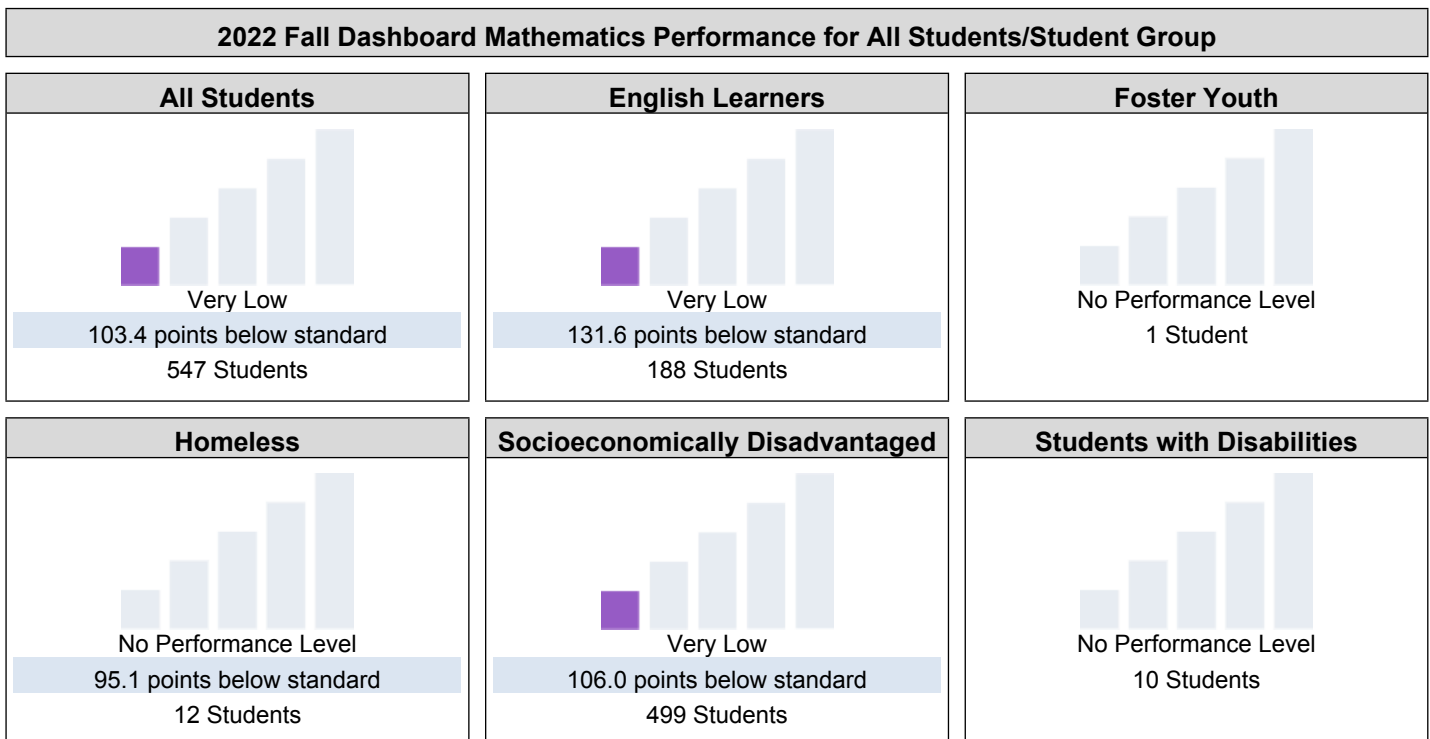
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



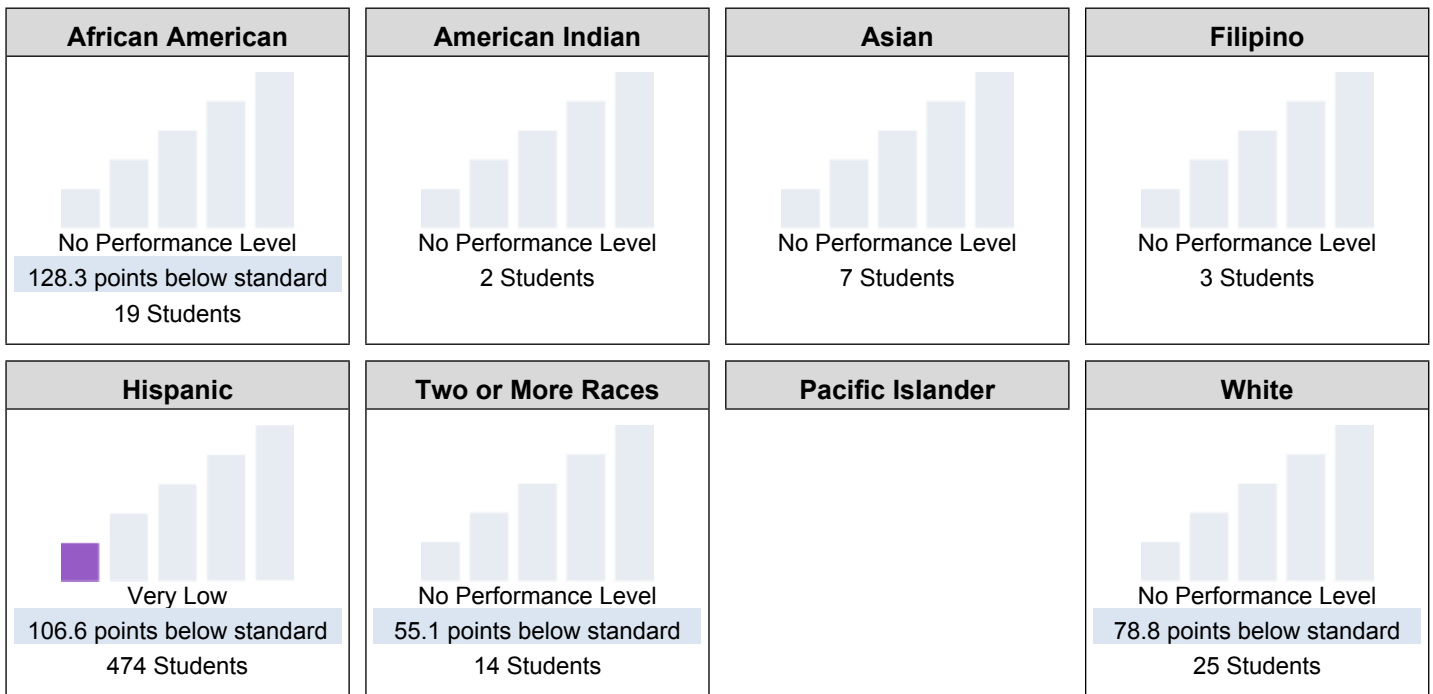
This section provides number of student groups in each level.



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
<p style="background-color: #e6f2ff; padding: 2px;">174.5 points below standard</p> <p>101 Students</p>	<p style="background-color: #e6f2ff; padding: 2px;">81.7 points below standard</p> <p>87 Students</p>	<p style="background-color: #e6f2ff; padding: 2px;">98.0 points below standard</p> <p>215 Students</p>

**Conclusions based on this data:**

1.

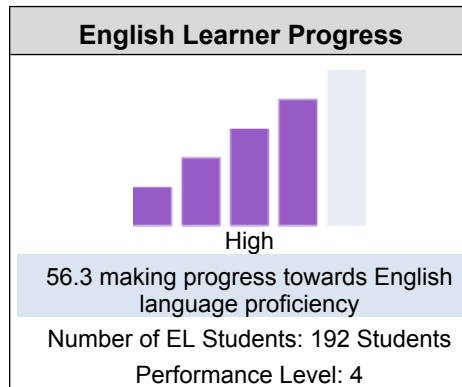
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.8%	25.0%	6.3%	50.0%

#### Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

- 1.

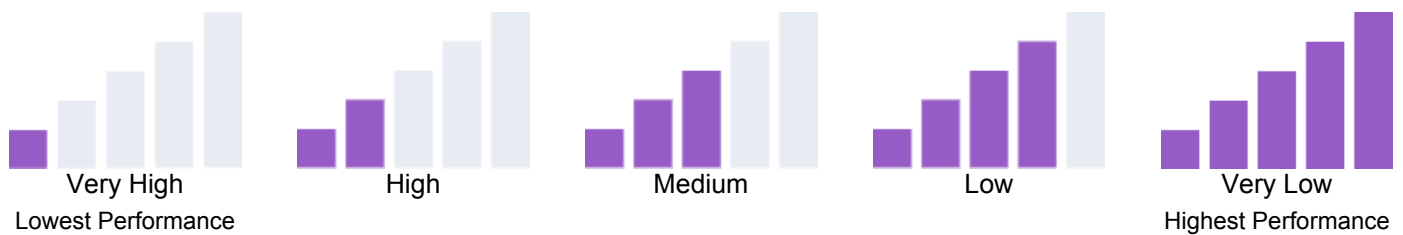


# School and Student Performance Data

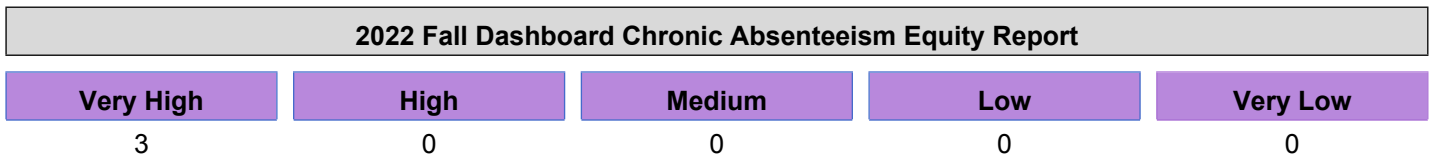
## Academic Engagement Chronic Absenteeism

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

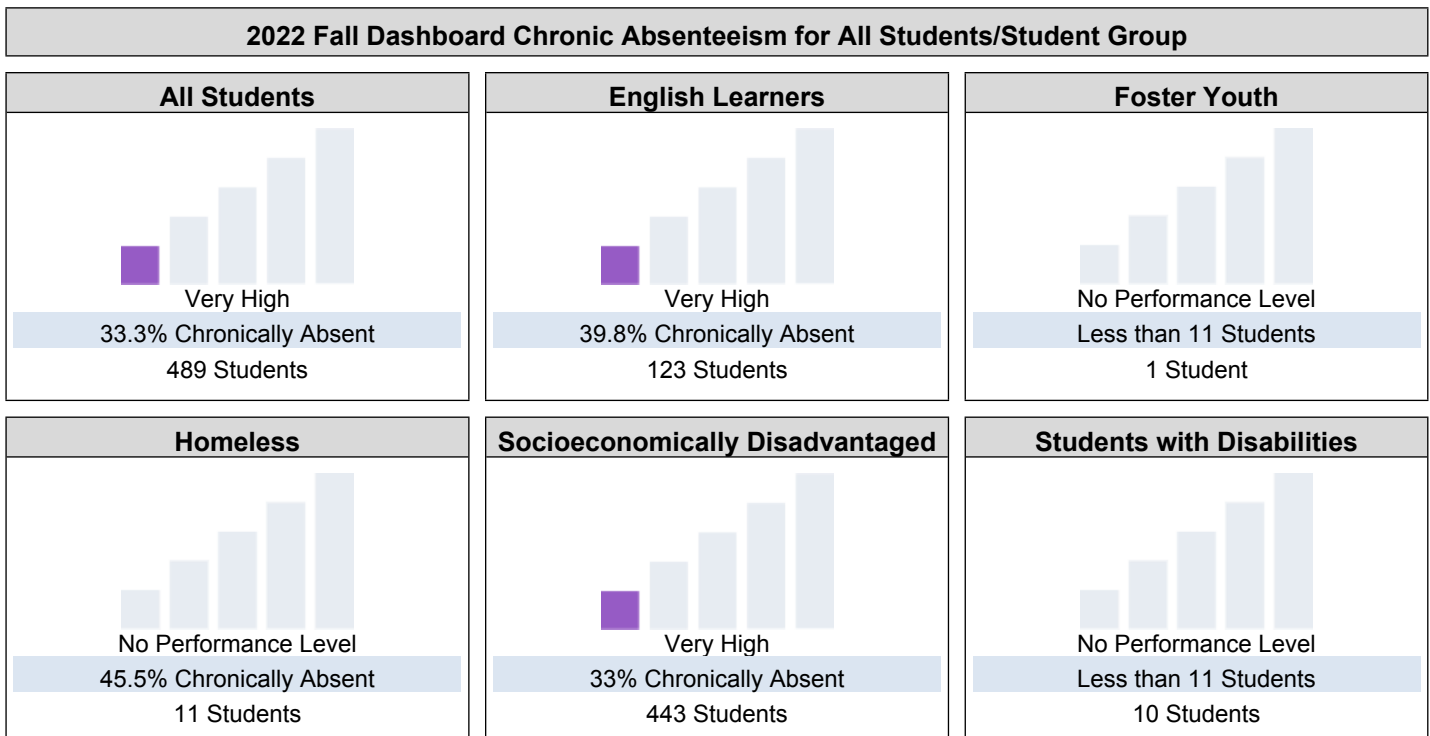
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



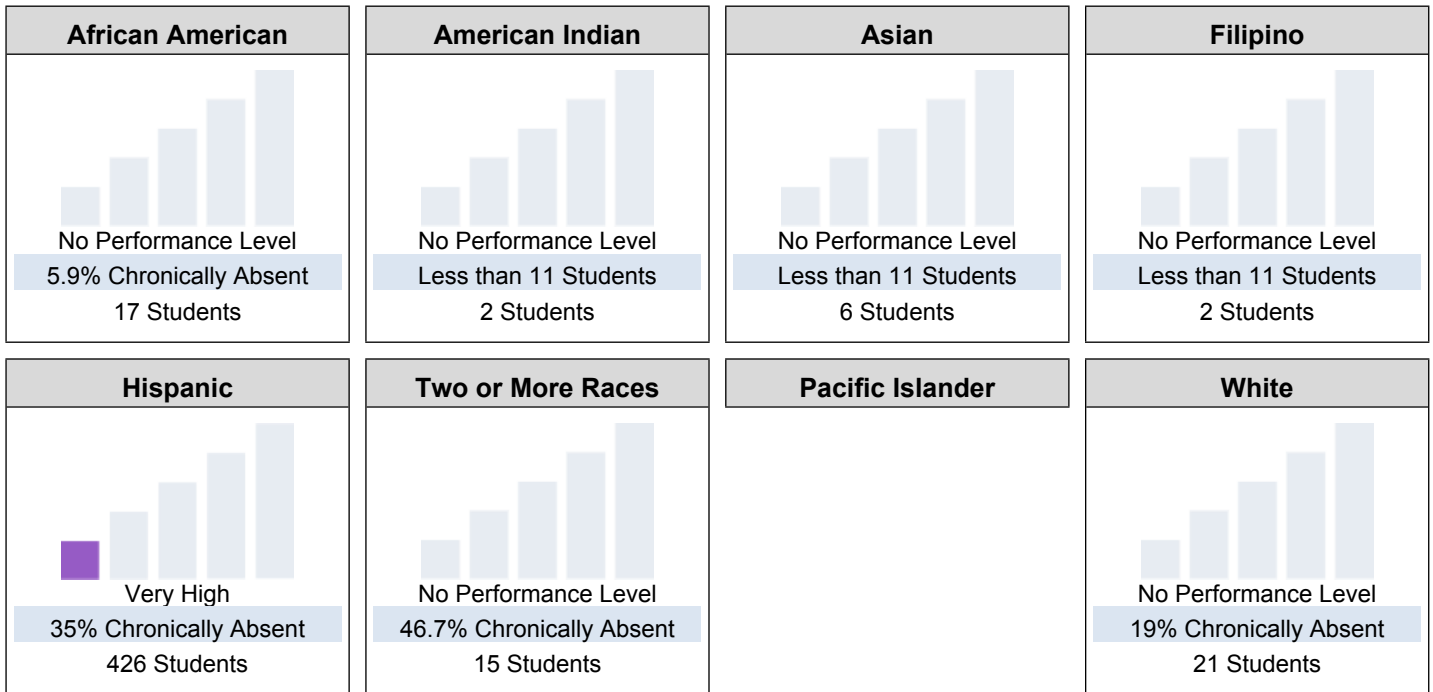
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



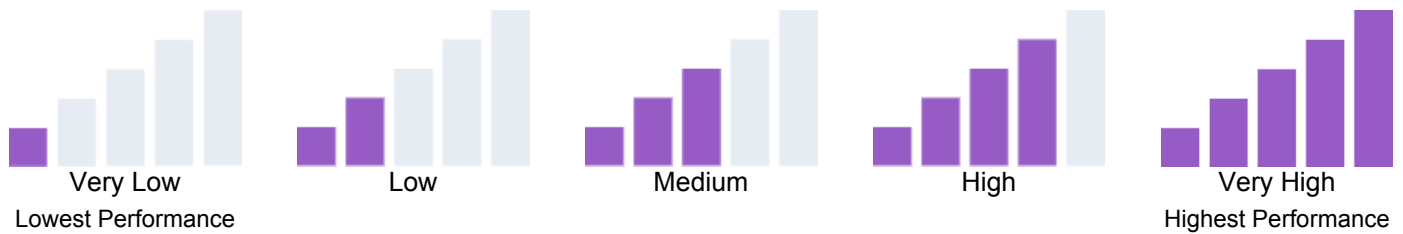
**Conclusions based on this data:**

- 1.

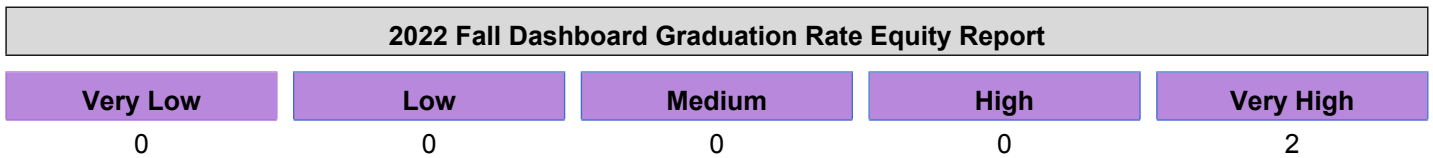
# School and Student Performance Data

## Academic Engagement Graduation Rate

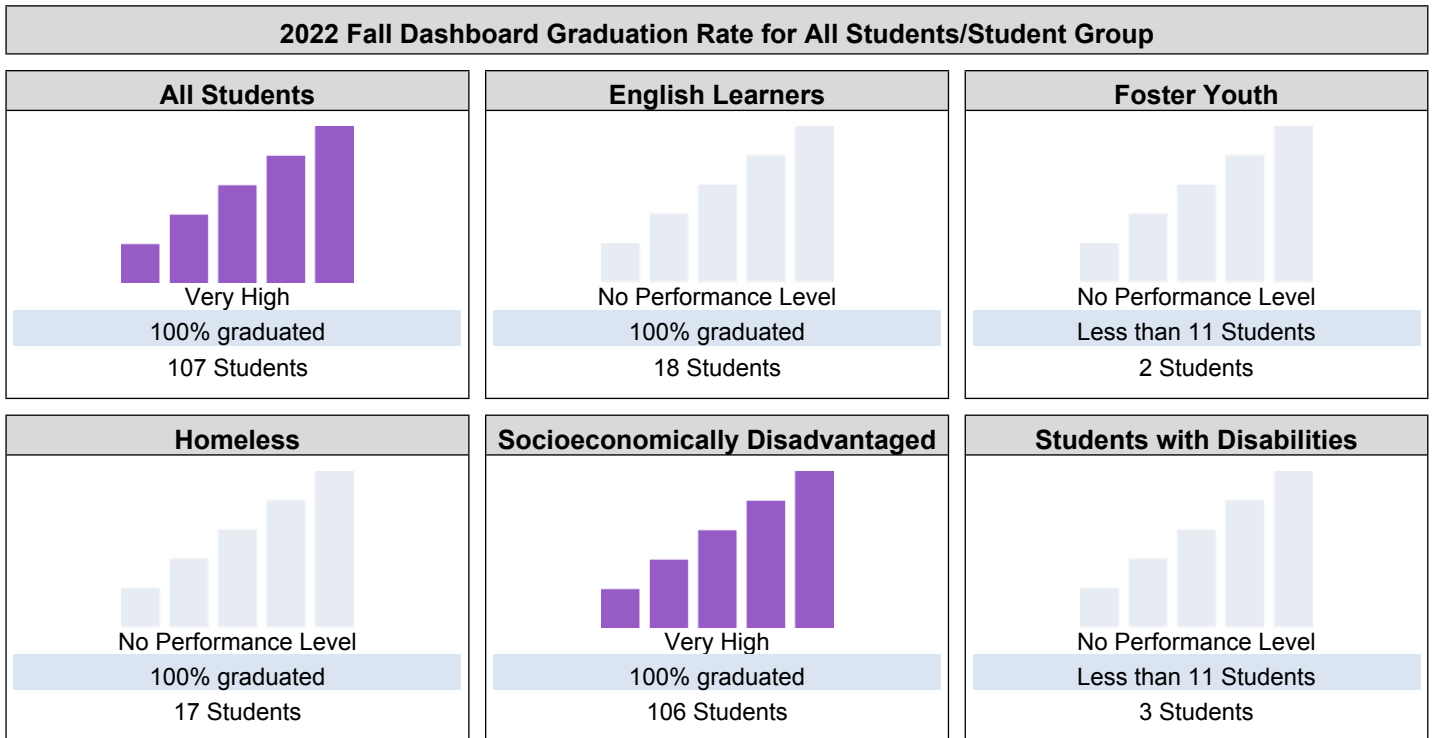
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. 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](#).



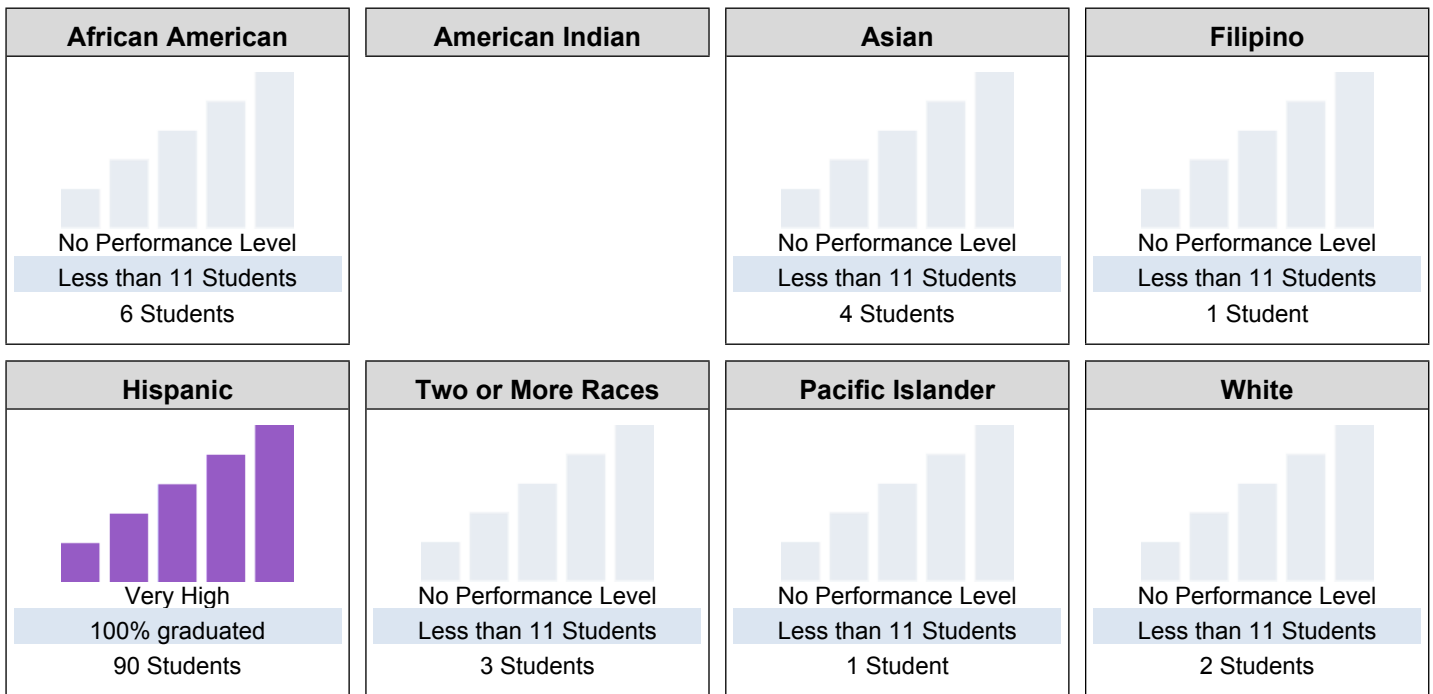
This section provides number of student groups in each level.



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:**

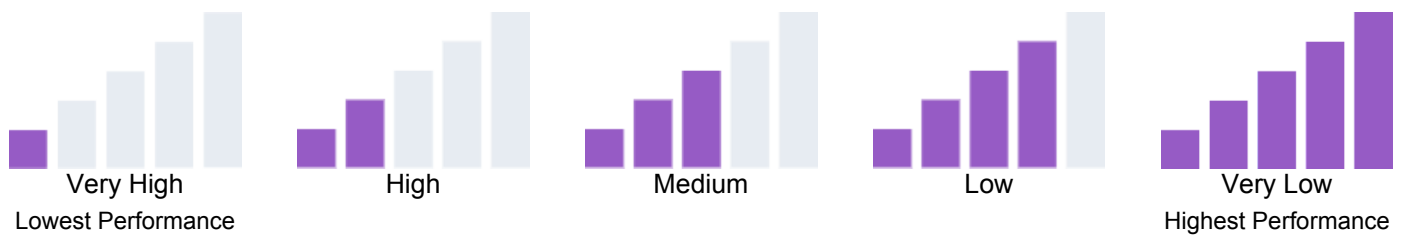
- 1.

# School and Student Performance Data

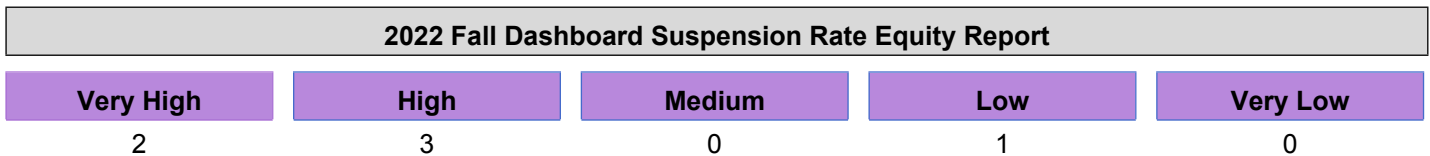
## Conditions & Climate Suspension Rate

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](#).

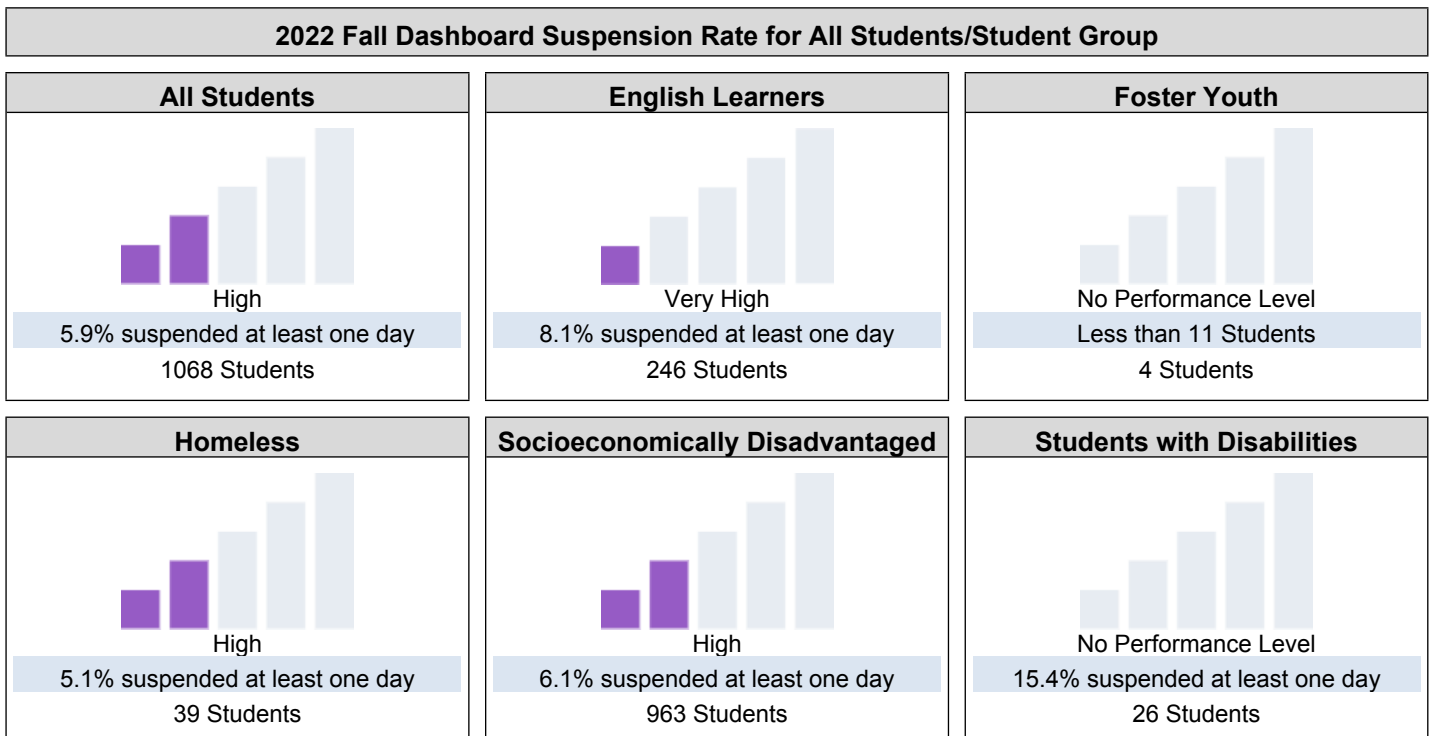
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



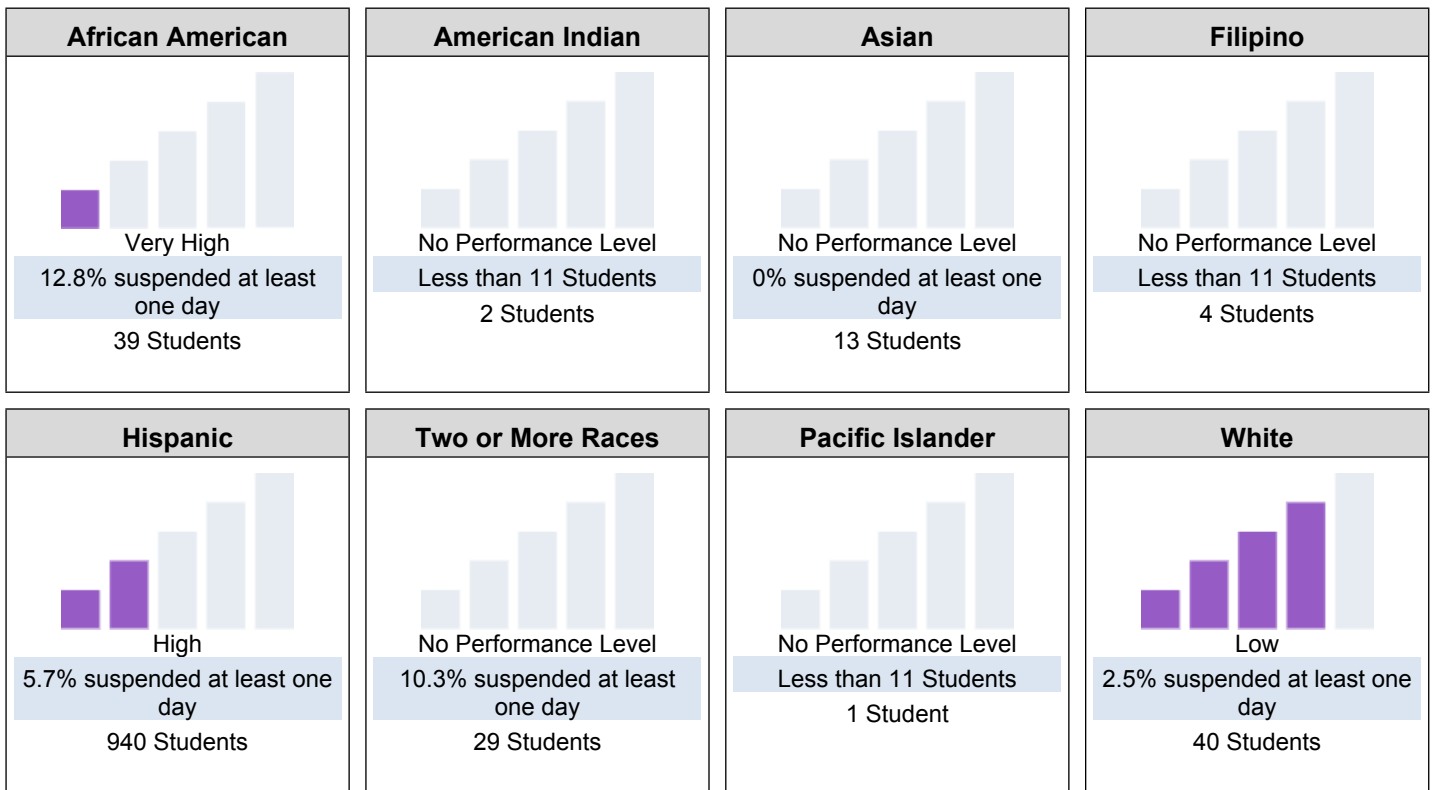
This section provides number of student groups in each level.



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.

# 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

All students will attain proficiency in all academic areas.

## LEA/LCAP Goal

All students will attain grade level proficiency in English Language Arts and Mathematics.

## Goal 1

All students will attain grade level proficiency in all academic areas.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Academic Indicator ELA (Grade 11)	2021-22 Overall: Dashboard Performance: Low  English Learner: Dashboard Performance :Low  Hispanic: Dashboard Performance: Low  Socioeconomically Disadvantaged: Dashboard Performance: Low	2022-23 Overall: Dashboard Performance: Low  English Learner: Dashboard Performance: Low  Hispanic: Dashboard Performance: Low  Socioeconomically Disadvantaged: Dashboard Performance: Low
CA Dashboard Academic Indicator Math (Grade 11)	2021-22 Overall: Dashboard Performance: Very Low  English Learner: Dashboard Performance: Low  Hispanic: Dashboard Performance: Low  Socioeconomically Disadvantaged: Dashboard Performance: Loiw	2022-23 Overall: Dashboard Performance: Low  English Learner: Dashboard Performance: Low  Hispanic: Dashboard Performance: Low  Socioeconomically Disadvantaged: Dashboard Performance: Low

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment (ELPAC)	2021-22 56.3% made progress toward EL Proficiency	2022-23 Increase the number of students scoring Level 4 by 12%

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

1.1 Provide extra curricular opportunities and supports for students to improve academic proficiency.

#### 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	Title I 1000-1999: Certificated Personnel Salaries Teacher extra duty: before and after school tutoring, release time, sub coverage
5000	Title I 1000-1999: Certificated Personnel Salaries Counselor Extra Duty for summer Bridge Program, transition to high school

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity

1.2 Increase teacher capacity to deliver outstanding standards based first best instruction.

#### 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)

5000

Source(s)

Title I  
None Specified  
Materials and supplies designed to increase student engagement and achievement.

### 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

1.3 Provide supplemental materials and supplies to support teachers and increase academic success for all students.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

30000

Source(s)

Title I  
4000-4999: Books And Supplies  
Materials and supplies to support core content courses.

# 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

College and Career Readiness

## LEA/LCAP Goal

All students will graduate from high school prepared for postsecondary and career options.

## Goal 2

All students will graduate from high school prepared for postsecondary and career options.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career Indicator	2021-2022 Not reported	2022-23 Not yet available
Graduation Rate	2021-2022 Maintain graduation rate between: 98% - 99% Dashboard Performance: Very High	2022-23 Maintain graduation rate between: 98% - 99% Dashboard Performance: Very High
AVID Enrollment	2021-2022 AVID Enrollment - 232	2022-23 AVID Enrollment
FAFSA Completion Rate	2021-2022 FAFSA Completion Rate of 100%	2022-23 Maintain FAFSA Completion Rate of 100%
A-G Completion Rate	2021-2022 A-G Completion Rate 96%	2022-23 Maintain A-G Completion Rate of 95% - 100%
AP Participation	2021-2022 AP Participation Rate: 10	2022-23 AP Participation 25

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Concurrent Enrollment	2021-2022 Concurrent Enrollment	2022-23
CTE Enrollment	2021-2022 Maintain CTE Enrollment	2022-23 Increase CTE Enrollment by 5%

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

2.1 Utilize incentives designed to improve passing and proficiency rates for SBAC, AP Exams, CTE Pathways completion.

#### 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)

5,582

#### Source(s)

Title I  
4000-4999: Books And Supplies  
Materials and supplies to include but limited too:  
certificates, ribbons, awards

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity

2.2 Continue to support CTE pathways (Biomedical, Military, Game Design)

#### 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)

10000

#### Source(s)

Title I

4000-4999: Books And Supplies  
CTE Program Development

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

2.3 Continue to support and increase College Concurrent and online college Enrollment

#### 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)

3669

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Extra duty for counselors to provide college and  
career readiness

# 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

School Climate and Safety

## LEA/LCAP Goal

All departments and sites will provide a safe and positive environment for staff and students.

## Goal 3

CMI will provide a safe and positive environment for staff and students.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2021-2022 Overall: High 5.9%	2022-23 Overall: decrease students suspended at least once by 2% Dashboard Performance: Medium
Chronic Absenteeism	2021-2022 Very High 33%	2022-23 24%
CA Healthy Kids Student Survey	2021-2022 not done due to COVID	2022-23 62.9%
Attendance Rate	2021-2022 94.2%	2022-23 Increase Attendance Rate by 1%
Dismissal Rate	2021-2022 4	2022-23 3

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

3.1 Provide programs that promote positive behavior expectations.

### 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)

32109

#### Source(s)

Title I

None Specified

Provide positive and educational experiences to students designed to incentivize positive student behavior.

5000

Title I

4000-4999: Books And Supplies

Provide positive educational experience through CTE electives

## 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

3.2 Provide Social Emotional Support to students.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

5000

#### Source(s)

Title I

None Specified

To support positive school culture and activities that promote social emotional well being.

1000

Title I

1000-1999: Certificated Personnel Salaries

Extra counselor supports for students

# 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

Parent, Community Outreach and Engagement

## LEA/LCAP Goal

Secure and strengthen the home- school- community connections and communications.

## Goal 4

CMi will secure and strengthen the home- school- community connections and communications.

## Identified Need

- Many of our Spanish speaking parents aren't computer literate so data entered into the IC system isn't accurate which makes contact with parents more difficult.
- Staff needs to communicate their needs for announcements, translation of written documents in a timely manner.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	2021-22: 3291	2022-23 Increased Parent Participation by 23% 4.047
CA Healthy Kids Survey: Parent Survey	2021-22: not administered due to COVID-19 and distance learning.	2022-23 Increase parent survey responses by 3%
Social Media	2021-22 Metrics down due to to COVID- 19 and distance learning.	2022-23 Increased social media followers by 26%
IC Parent Accounts	2021-22 99.35%	2022-23 920 -107.19%

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

4.1 Provide ongoing professional development for our parent liaison and staff that support CMI parent groups.

### 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)

13400

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Conference registration fees, mileage reimbursement, lodging



# 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

Academic and Language Proficiency Needs of English Learners

## LEA/LCAP Goal

All students will attain proficiency in English Language Arts and Mathematics.

## Goal 5

English Learners will attain language proficiency allowing them to be academically prepared for college and careers.

## Identified Need

The 2020-21 Students Redesignated FEP report from California Department of Education (CDE), Dataquest shows a 4.9% reclassification rate.

2022 ELPAC data demonstrates the following student performance level breakdown:

Level 4- 22.5%

Level 3- 50.5%

Level 2- 26.0%

Level 1- 1.0%

Qualitative data from the 2022 ELAC Needs Assessment shows that 66% of respondents are concerned about the academic progress of their child.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	20-21 RFEP Rate 5% 2021-22 RFEP Rate 10%	2022-23 RFEP Rate:
ELPAC Results	2022 ELPAC Level 4- 10.7% Level 3- 36.3% Level 2- 35.3% Level 1- 17.7%	2023 ELPAC Level 4- 13.7% Level 3- 39.3% Level 2- 32.3% Level 1- 14.7%

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)

English Learners

Strategy/Activity

5.1 Provide for an English Learner Teacher Lead to Design and conduct professional development sessions using effective research-based strategies to support English learners and provide instructional support to teachers in the 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)

Source(s)

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$120,760.00

## 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 (\$)
Title I	\$120,760.00

Subtotal of additional federal funds included for this school: \$120,760.00

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$120,760.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
Title I	120,760.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	14,669.00
4000-4999: Books And Supplies	50,582.00
5000-5999: Services And Other Operating Expenditures	13,400.00
None Specified	42,109.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	14,669.00
4000-4999: Books And Supplies	Title I	50,582.00
5000-5999: Services And Other Operating Expenditures	Title I	13,400.00
None Specified	Title I	42,109.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	45,000.00

Goal 2	19,251.00
Goal 3	43,109.00
Goal 4	13,400.00

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
I. Nicholas Milosavljevich PhD	Principal
Joyce Lee	Classroom Teacher
Mason Estrada	Secondary Student
Karina Velazquez Ramirez	Secondary Student
Jesus Rayo	Secondary Student
Monica Jimenez	Parent or Community Member
Elizabeth Marmalejo	Parent or Community Member
Gail Collins	Other School Staff
Jeremy Wold	Classroom Teacher
Alison Miller	Classroom Teacher Secondary Student
David Sibley	Classroom Teacher
Romelia Duran	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on May 23, 2023.

Attested:



Principal, Dr. I. Nicholas Milosavljevich, PhD on 5/23/23



SSC Chairperson, Gail Collins on 5/23/23

# Instructions

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