

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Prospect Small Continuation High School	07 61754 0730358	11/4/24	

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Prospect Small Continuation High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The goal of this plan is to ensure transparency for all Prospect stakeholders—parents, staff, and the community—regarding budget allocation and spending beyond the core funding of the Local Control Funding Formula, specifically in relation to enhancing academic performance for all students.

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

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Plan Description

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

This plan is being used by Prospect Small Continuation High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The goal of this plan is to ensure transparency for all Prospect stakeholders—parents, staff, and the community—regarding budget allocation and spending beyond the core funding of the Local Control Funding Formula, specifically in relation to enhancing academic performance for all students.

Prospect High School's goals align with Mt. Diablo Unified School District's LCAP goals, excluding Goal #5, which is specific to Olympic and High Schools:

Goal #1:

All students will receive a high-quality education in a safe, welcoming environment with equitable expectations, access to technology, and instruction based on California State Standards, preparing them for college and career.

Goal #2:

High-quality, culturally proficient, and responsive staff will provide engaging instruction that respects all students' backgrounds, ensuring they are ready for college and career.

Goal #3:

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

Goal #4:

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

To achieve these goals, the following are key components for overall student success:

PLC Time: Teachers are given dedicated time to collaborate, align instructional strategies, assessments, and in-class interventions.

Conferences/Workshops: Teachers are provided opportunities to attend workshops and conferences that support the development of engaging curriculum and instruction (e.g., The Curriculum Rehab Workshop, CCEA Conference).

Lexia Reading Support: 50 licenses are available for Emerging Bilingual students and those needing additional reading support.

Technological Tools: Such as EdPuzzle to enhance instruction.

Educational Partner Involvement

How, when, and with whom did Prospect Small Continuation High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholders involved in the review and planning process of the SPSA include staff, students and parents at:

Back to School Night 8/21/24

Prospect Staff Meeting 9/4/24

Instructional Leadership Team Meeting 10/2/24

Prospect Staff Development Day Data Analysis and Mission Statement Review 10/16/24

Site Council Member Review 10/2 thru 10/29/24

Site Council Meeting 11//24

Resource Inequities

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

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

As a continuation high school, Prospect starts the school year with a smaller student population that gradually increases throughout the year. Because some resources are allocated based on the student count in September, there may be a mismatch in resources when the student population rises by January.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

According to the California School Dashboard, Prospect High School's suspension rate is currently in the red performance category. Fortunately, after continued advocacy for additional on-campus support, Prospect was assigned a Vice Principal for the 2024-2025 school year. The impact of the Vice Principal's presence has been significant, especially given the absence of a campus supervisor and the large campus with multiple programs.

Since 2019, Prospect has grown from 50 students to a consistent enrollment of 100 students. While the number of suspensions remains lower than that of comprehensive schools, it has increased this year. The most common reasons for suspension involve substance use and threats of violence. Prospect maintains a zero-tolerance policy for violence, drug use, and hate speech. Other causes of suspension included harassment of school officials and incidents of sexual harassment.

During the 2021-2022 and 2022-2023 school years, staff noticed that several male students struggled with maintaining appropriate physical boundaries, leading to issues like inappropriate touching and sexual gestures. After extensive education on appropriate behavior, students who failed to comply faced suspension. As of October 2024, staff have observed a marked improvement, with students demonstrating more respectful behavior toward each other.

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

There are no state indicators on the 2023 Dashboard for which any student group was two or more performance levels below the overall performance level.

Other Needs

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

The California School Dashboard shows no performance color ratings for English Language Arts, English Learner Progress, and Mathematics.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	5.17%	4.55%	1.33%	3	3	1
Asian	5.17%	6.06%	%	3	4	
Filipino	1.72%	1.52%	1.33%	1	1	1
Hispanic/Latino	62.07%	59.09%	66.67%	36	39	50
Pacific Islander	1.72%	0%	2.67%	1	0	2
White	12.07%	18.18%	24.00%	7	12	18
Multiple/No Response	8.62%	7.58%	4.00%	5	5	3
Total Enrollment				58	66	75

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 11	21	29	19
Grade 12	37	37	56
Total Enrollment	58	66	75

Conclusions based on this data:

1. Data from the 2023-2024 school year shows that the majority of students at Prospect are Hispanic/Latino.
2. Data from the 2023-2024 school year shows that the majority of students at Prospect are 12th graders.
3. Data from the 2023-2024 school year indicates that Prospect started the school year with more students than in the 2022-2023 school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	12	12	21	13.0%	20.7%	28.0%
Fluent English Proficient (FEP)	17	18	24	17.4%	29.3%	31.3%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. There is no data for the percentage of students reclassified fluent English Proficient.
2. Data indicates that the percentage of English Language Learners at Prospect in 2023-2024 is higher than the percentage in 2022-2023.
3. Data indicates that the number of Fluent English Proficient students at Prospect in 2023-2024 is higher than the number of Fluent English Proficient students in 2022-2023.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	40	54	32	24	36	14	24	35	12	60.0	66.7	43.8
All Grades	40	54	32	24	36	14	24	35	12	60.0	66.7	43.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2450.	2444.	2486.	0.00	2.86	0.00	4.17	5.71	16.67	20.83	17.14	33.33	75.00	74.29	50.00
All Grades	N/A	N/A	N/A	0.00	2.86	0.00	4.17	5.71	16.67	20.83	17.14	33.33	75.00	74.29	50.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	2.86	*	*	45.71	*	*	51.43	*
All Grades	*	2.86	*	*	45.71	*	*	51.43	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	0.00	*	*	23.53	*	*	76.47	*
All Grades	*	0.00	*	*	23.53	*	*	76.47	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	2.86	*	*	74.29	*	*	22.86	*
All Grades	*	2.86	*	*	74.29	*	*	22.86	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	5.71	*	*	48.57	*	*	45.71	*
All Grades	*	5.71	*	*	48.57	*	*	45.71	*

Conclusions based on this data:

1. Data indicates that the percentage of enrolled students tested in the 2023-2024 school year declined compared to 2022-2023, despite efforts to boost testing participation. It's important to note that the percentage of students tested differs from the participation rate used for federal accountability purposes.
2. Data shows a 24.9% decrease in the overall percentage of students not meeting standards from the 2022-2023 school year to the 2023-2024 school year.
3. Data shows that an increase of percentage of standard met in overall achievement for all students in English from 5.71% in 2022-2023 to 16.67% in 2023-2024.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	40	55	34	25	30	12	25	30	11	62.5	54.5	35.3
All Grades	40	55	34	25	30	12	25	30	11	62.5	54.5	35.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2407.	2411.	2439.	0.00	0.00	0.00	0.00	0.00	0.00	8.00	6.67	0.00	92.00	93.33	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	8.00	6.67	0.00	92.00	93.33	100.0

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	0.00	*	*	46.67	*	*	53.33	*
All Grades	*	0.00	*	*	46.67	*	*	53.33	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	0.00	*	*	60.00	*	*	40.00	*
All Grades	*	0.00	*	*	60.00	*	*	40.00	*

Conclusions based on this data:

1. Data indicates that percentage of students that completed CAASPP testing decreased from the 2022-2023 school year to the 2023-2024 school year.
2. Data indicates that percentage of overall all achievement for students in mathematics on the CAASPP decreased from the 2022-2023 school year to the 2023-2024 school year. However, the mean scale score increased by 28.5 points.

School and Student Performance Data

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

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

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	6	11	9
12	*	*	1545.5	*	*	1556.2	*	*	1534.4	*	*	13
All Grades										8	13	22

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	27.27	*	*	9.09	*	*	27.27	*	*	36.36	*	*	11
All Grades	*	*	16.67	*	*	33.33	*	*	27.78	*	*	22.22	*	*	18

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	36.36	*	*	18.18	*	*	45.45	*	*	0.00	*	*	11
All Grades	*	*	27.78	*	*	44.44	*	*	27.78	*	*	0.00	*	*	18

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	9.09	*	*	9.09	*	*	27.27	*	*	54.55	*	*	11
All Grades	*	*	5.56	*	*	11.11	*	*	44.44	*	*	38.89	*	*	18

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	0.00	*	*	45.45	*	*	54.55	*	*	11
All Grades	*	*	5.56	*	*	55.56	*	*	38.89	*	*	18

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	90.91	*	*	9.09	*	*	0.00	*	*	11
All Grades	*	*	88.89	*	*	11.11	*	*	0.00	*	*	18

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	18.18	*	*	45.45	*	*	36.36	*	*	11
All Grades	*	*	16.67	*	*	38.89	*	*	44.44	*	*	18

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	0.00	*	*	44.44	*	*	55.56	*	*	9
All Grades	*	*	0.00	*	*	62.50	*	*	37.50	*	*	16

Conclusions based on this data:

1. Data indicates that a greater number of students were administered the ELPAC in the 2023-2024 from the 2022-2023 school year.
2. There is no 2023-2024 data in domain areas for the ELPAC.
3. Data provided is limited, a deeper dive into the data is necessary.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
66	51.5	18.2	
Total Number of Students enrolled in Prospect Small Continuation High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	18.2
Foster Youth		
Homeless	1	1.5
Socioeconomically Disadvantaged	34	51.5
Students with Disabilities	6	9.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	4.5
Asian	4	6.1
Filipino	1	1.5
Hispanic	39	59.1
Two or More Races	5	7.6
White	12	18.2

Conclusions based on this data:

- 2022-2023 Data indicates that Hispanic is the highest student group population.

2. 2022-2023 data indicates that 51.5% of the enrolled student population qualified as socio-economically disadvantaged.
3. 2022-2023 data indicates that 18.2% of the enrolled student population qualified as students who are English Learners.

School and Student Performance Data

Overall Performance

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

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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
College/Career Very Low	Graduation Rate Green	Suspension Rate Red
	Chronic Absenteeism No Performance Color	

Conclusions based on this data:

1. Data shows no academic performance data on the Fall 2023 dashboard.
2. Data shows a green color performance rate for the graduation rates on the Fall 2023 dashboard.
3. The Fall 2023 dashboard shows a red performance rating for suspension rates. While the total number of suspensions remains lower than at comprehensive schools, there has been an increase this school year. The most

frequent reasons for suspension involve substance use and threats of violence. Prospect enforces a zero-tolerance policy for violence, drug use, and hate speech. Other suspension causes include harassment of school officials and incidents of sexual harassment.

Staff observed that, during the 2021-2022 and 2022-2023 school years, several male students struggled with maintaining appropriate boundaries, sometimes engaging in inappropriate touching or sexual gestures. Despite extensive education on appropriate behavior, those who did not adhere to expectations were suspended. As of October 2024, staff have noticed a significant improvement, with students showing greater respect toward one another.

School and Student Performance Data

Academic Performance English Language Arts

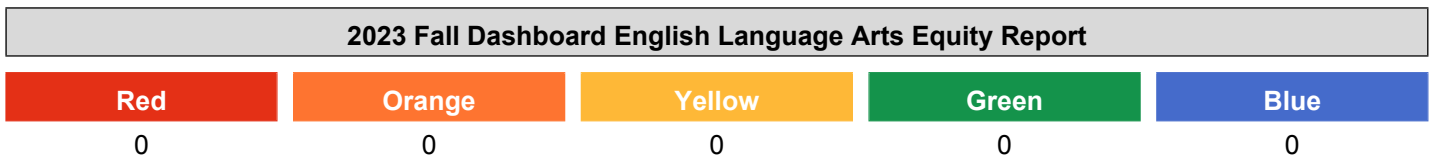
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>222.3 points below standard</p> <p>Maintained +0.5 points</p> <p>33 Students</p>	<p>English Learners</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Foster Youth</p> <p></p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>216.2 points below standard</p> <p>Increased +13 points</p> <p>20 Students</p>	<p>Students with Disabilities</p> <p>Less than 11 Students</p> <p>2 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
235.7 points below standard Decreased Significantly - 16.8 points 22 Students	Less than 11 Students 2 Students	Less than 11 Students 0 Students	Less than 11 Students 8 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 8 Students	0 Students	195.5 points below standard Increased +14.6 points 11 Students

Conclusions based on this data:

1. Data indicates that the Hispanic student subgroup had the highest number of points of students below standard in English Language Arts.
2. Data indicates that there are no performance levels for many of the student groups.
3. Data indicates that the English only student subgroup had the highest number of students and that that subgroup scored 235.7 points below standard in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

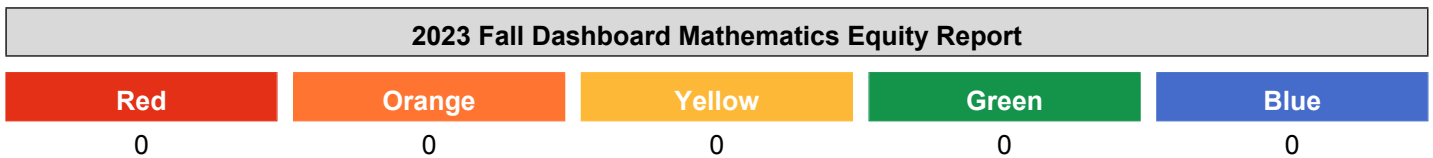
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
305.6 points below standard Decreased Significantly -27.8 points 35 Students	Less than 11 Students 10 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 0 Students	292.1 points below standard Decreased -3.7 points 23 Students	Less than 11 Students 2 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
319.3 points below standard Decreased Significantly - 43.2 points 24 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 8 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 10 Students	0 Students	275.7 points below standard Decreased -11.3 points 11 Students

Conclusions based on this data:

1. Data indicates that there are no performance levels in English Language Arts for many of the student groups. There was a significant decrease of -27.8 points of students below standard.
2. Data indicates that the English only student subgroup had the highest number of students and that that subgroup scored 275.7 points below standard in Mathematics.
3. Data indicates that the Hispanic student subgroup population had the highest number of students and that that subgroup scored 319.3 points below standard in Mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 5 Students Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. Data indicates no performance level data due to the number of EL students (5 students).

School and Student Performance Data

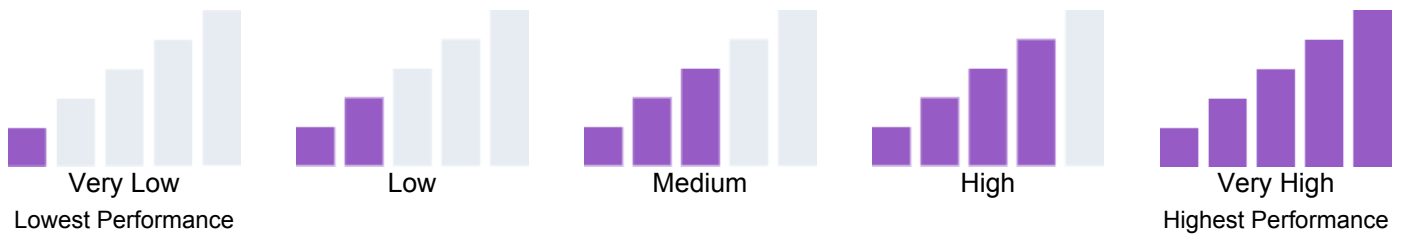
Academic Performance College/Career Report

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

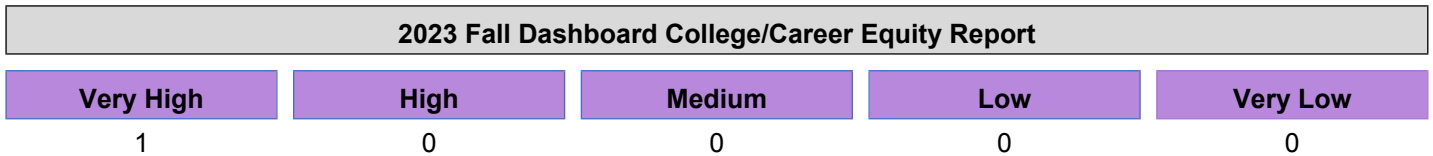
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

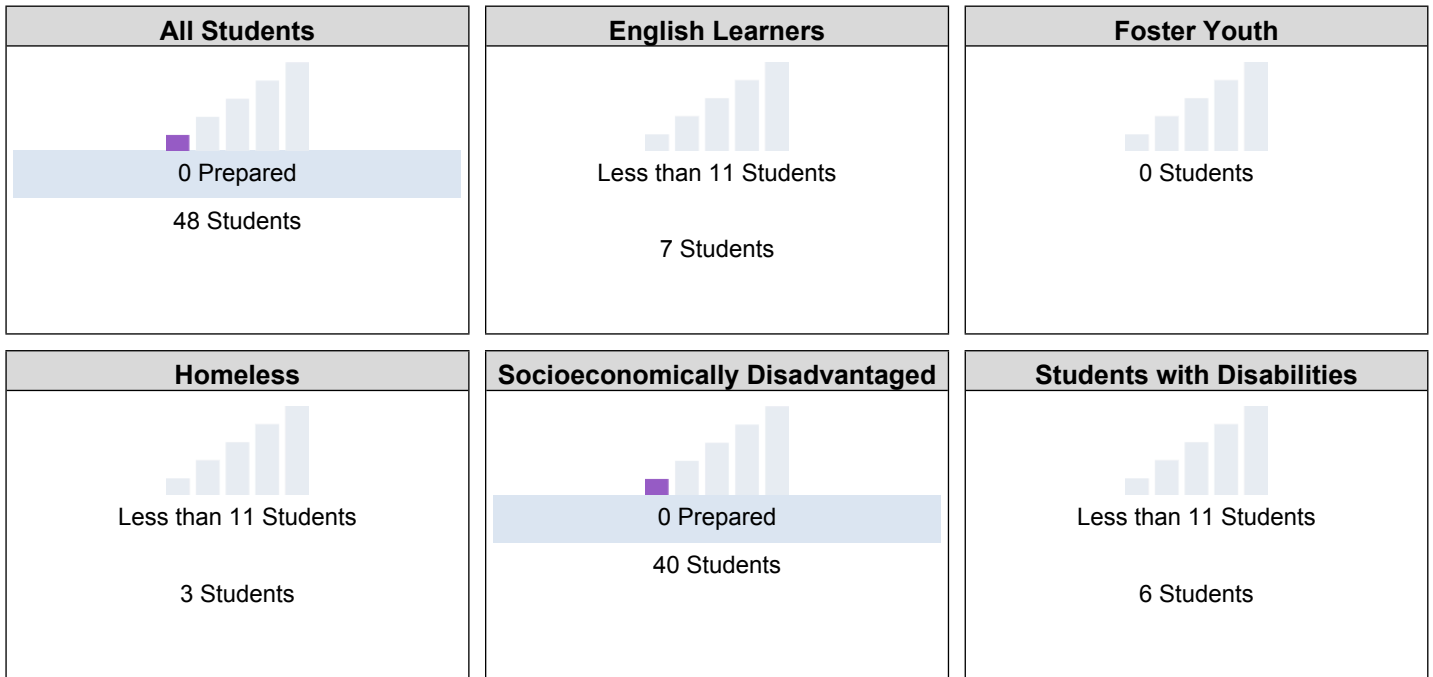


This section provides number of student groups in each level.

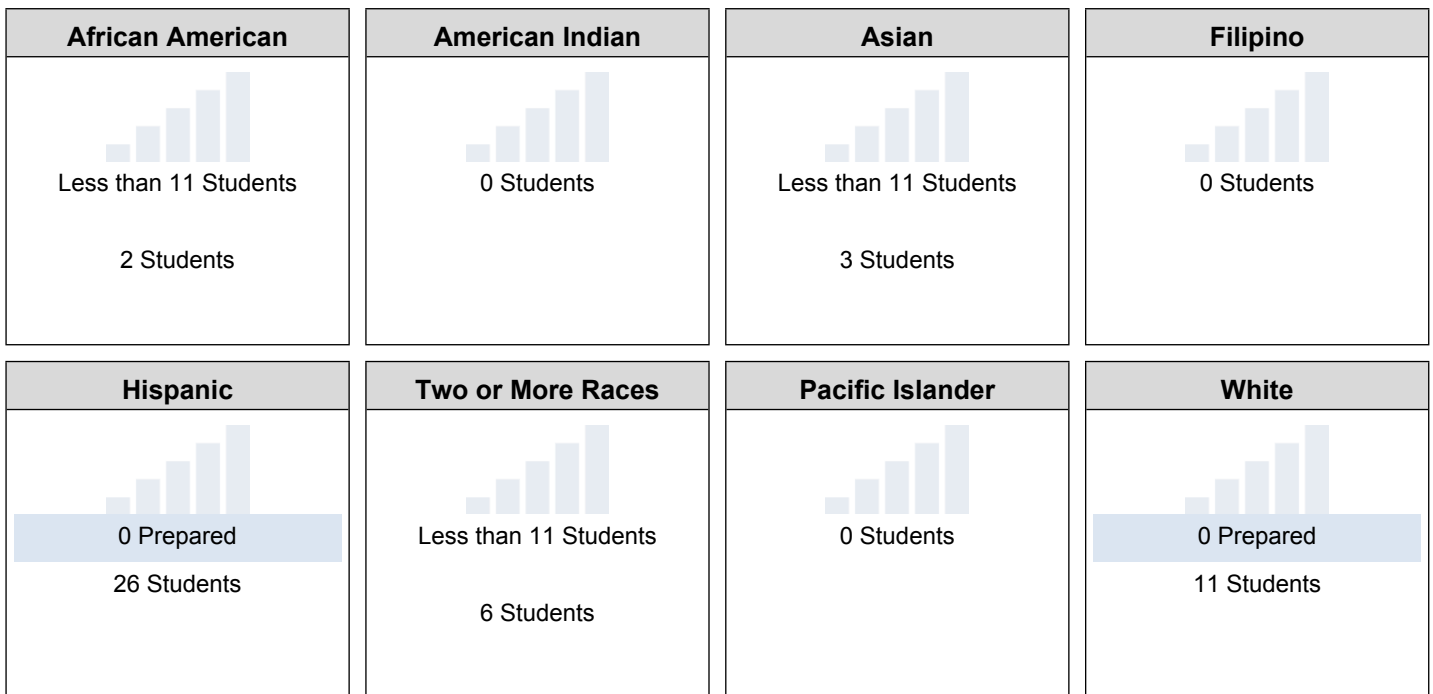


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. Data indicates that the percentage of students prepared for college and career is very low.
2. Data indicates that the percentage of standard not met in both ELA and Math for the overall of student population is very high.
3. Data indicates that the graduation rate percentage is at a green performance level at Prospect.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



















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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
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Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. No performance color data indicated for the attendance data provided.

School and Student Performance Data

Academic Engagement Graduation Rate

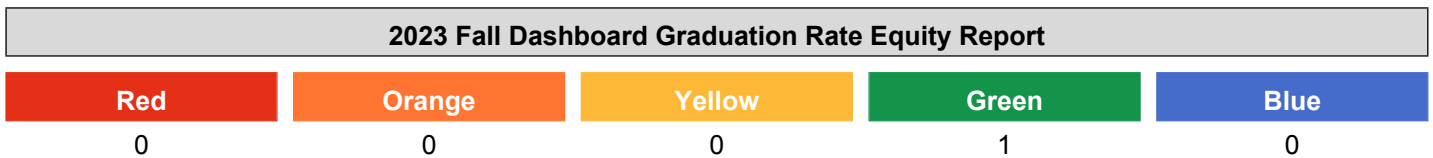
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Green 81.6% graduated Increased 1.6 49 Students	English Learners Less than 11 Students 7 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Green 85.4% graduated Increased Significantly 7.6 41 Students	Students with Disabilities Less than 11 Students 6 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
81.5% graduated Decreased -1.3 27 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students	72.7% graduated 11 Students

Conclusions based on this data:

1. Data indicates that the graduation percentage for the Hispanic student subgroup was 81.5%, higher than the graduation percentage for the white student subgroup which was 72.7%.
2. Data indicates that the graduation percentage for the Hispanic student subgroup decreased by 1.3% in the 2022-2023 school year.
3. Data indicates that graduation percentage of socioeconomically disadvantaged students increased Significantly to 85.4%.

School and Student Performance Data

Conditions & Climate Suspension Rate

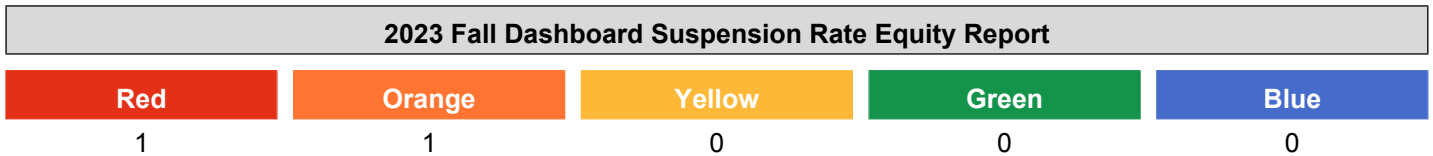
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr style="background-color: #e0e0e0;"> <td>12.6% suspended at least one day</td> </tr> <tr> <td>Increased 10.6 119 Students</td> </tr> </tbody> </table>	All Students	 Red	12.6% suspended at least one day	Increased 10.6 119 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>English Learners</th> </tr> </thead> <tbody> <tr style="background-color: #e0e0e0;"> <td>16% suspended at least one day</td> </tr> <tr> <td>Increased 11.5 25 Students</td> </tr> </tbody> </table>	English Learners	16% suspended at least one day	Increased 11.5 25 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students
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Students with Disabilities												
Less than 11 Students 10 Students												

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 13.3% suspended at least one day Increased 10.1 75 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student	7.7% suspended at least one day Increased 7.7 26 Students

Conclusions based on this data:

1. Data indicates that the overall suspension rate increased by 10.6%. Data also indicates that many of the student subgroup populations contained less than 11 students so no performance levels were provided.
2. Data indicates that the overall suspension rate for Prospect for the 2023-2024 school year was at a red performance color at 12.6% of the students suspended at least one day.
3. Data indicates that the Hispanic student population subgroup had the highest percentage of students suspended at 13.3%. This is an increase of 10/1% from the 2022-2023 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 1

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 career. As a small continuation school, we will also work on pathways for students to earn and recover credits and their high school diploma.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

2023-24 CAASPP and Academic Performance Data

English Language Arts (ELA): The CAASPP results indicate that 16.67% of 11th graders are performing at or above grade level in ELA.

Mathematics: None of the 11th graders achieved grade-level proficiency in Math.

Participation Rate: The data shows that 43.8% of enrolled students participated in the CAASPP testing.

Attendance Data (2022-23): According to Aeries Analytics, overall attendance for that year was reported as 64.2% severely chronic, 10.4% moderately chronic, 19.4% at risk, and 6% satisfactory. Attendance data by ethnicity was not available.

Attendance Data (2023-24): According to Aeries Analytics, overall attendance for that year was reported as 81.9% chronic, 18.1% Non Chronic.

Attendance Data (2023-24) from Aeries Analytics shows concerning trends across various student subgroups:

Hispanic students: 82% experienced chronic attendance issues.

White students: 80% faced chronic attendance rates.

Students with IEPs: 40% had chronic attendance problems.

Socio-economically disadvantaged students: 85.7% showed chronic attendance rates.

Redesignated English Proficient students: 84% faced chronic attendance issues.

Students with Limited English Proficiency: 84% had chronic attendance rates.

Foster Youth students: 100% (1 student) faced chronic attendance issues.

These numbers highlight significant attendance challenges among these groups.

Expected Outcomes and Results

Testing Performance: The overall testing population did not meet the goal of increasing the scaled scores by 10 points in state assessments.

Math Participation: Participation in CAASPP Math assessments decreased by 19.2%, falling short of the target to increase participation by 10%.

Emerging Bilingual Students: 18.2% of the student population is considered Emerging Bilingual, highlighting the ongoing need to focus on language skills for re-designation.

Suspension and Student Behavior

Suspensions: The 2023-24 school year saw an increase in student suspensions, primarily due to the challenges of returning to in-person learning after the COVID pandemic. Students were suspended for drug possession, hate speech, and fighting incidents.

SEL Assessment and Student Competency

Social-Emotional Learning (SEL) Assessment:

Prospect students participated in SEL assessments three times during the year.

March SEL Assessment Results:

Relationship Skills: 71.9%

Self-Management Skills: 75%

Responsible Decision-Making: 75%

Self-Awareness: 80%

Social Awareness: 85.7%

College and Career Readiness: 100%

Healthy Kids Survey Results

Participation Rate: 73% response rate (54 out of 74 students)

Life Satisfaction: 56%

Caring Adult on Campus: 59%

School Connectedness: 52%

Academic Motivation: 69%

High Expectations: 75%

Experienced Harassment: 24%

Cyber Bullying: 31%

Rumors or Lies Spread: 29%

Chronic Sadness: 38%

Emotional Distress: 27%

School Goals

Increase Testing Participation: Raise the overall testing participation rate by 5%.

Boost Academic Performance: Increase the percentage of 11th graders performing at grade level or higher in both ELA and Math by 5%.
 Improve Attendance: Increase the percentage of students with a satisfactory attendance rate by 5%.
 Enhance SEL Competency: Raise the number of students self-reporting high and middle levels of competency from 48.8% to 54% by the end of the year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 ELA CAASPP overall testing participation percentage.	43.8%	53.8%
2023-2024 Math CAASPP overall testing participation percentage.	35.3%	45.3%
2023-2024 ELA CAASPP overall achievement for all students standard met or nearly met.	16.67% Significant increase from 2022-2023 school year	18%
2023-2024 Math CAASPP overall achievement for all students standard met or nearly met.	6.67%	16.67%
2023-2024 suspension rate	21 suspension incidents	decrease by 2 incidents
2023-2024 SEL survey data	March SEL assessment data indicates that 14% of the student population self-reported high levels of competency, 34.8% reported mid levels of competency, and 4.3% reported low levels of competency.	increase self-reporting high and middle level of competency by a little over 5%, from 48.8% to 54% from the first to last survey.
2023-2024 Attendance percentage rate for chronic absenteeism group.	81.9%	70%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Promote a college going/post secondary plans culture through implementation of research-based strategies, a professional learning community, timely analysis of formative assessment data that prepare students for the educational future with a focus on 21st century skills.	All Students	2400.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitutes for release time for teachers to work collaboratively in teams and attend workshops. 6000 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Professional development opportunities including conference attendance.

			500 LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies for the Leadership class 1000 LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies for the Culinary Arts class 4502 LCFF Supplemental 4000 - 4999 Books and Supplies Books and supplies
1.2	Improve attendance percentage for chronic absent group by 5%	All Students	1000.00 Site Discretionary 4000 - 4999 Books and Supplies Supplies 1050.00 Site Discretionary 4000 - 4999 Books and Supplies Awards and recognition materials related to attendance
1.3	Software Computer-based instruction for students to practice reading skills in English	English Learners	2400.00 Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Lexia
1.4	Provide social emotional support for students, including collaboration with district personnel, consultants, and or/outside agencies.	All Students	1200 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Feet First Boxing Program

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In 2023-2024, the baseline for overall testing participation in the ELA CAASPP was 66.7%, with an expected target of 71.7%. However, the actual participation rate was 43.8%, falling short of the goal. Similarly, for Math CAASPP, the participation baseline was 54.5%, with an expected target of 59.5%, but the final participation rate was 35.3%, not meeting the expected outcome.

For overall achievement in the 2023-2024 ELA CAASPP, the baseline for students meeting or nearly meeting standards was 8.57%, with an expected target of 13.57%. The final outcome showed significant improvement, reaching 50% (16.67% met the standard and 33.33% nearly met it), surpassing the expected target.

In contrast, overall achievement in the Math CAASPP showed a baseline of 3.33% for students meeting or nearly meeting standards, with a target of 8.33%. The outcome was 6.67% (all nearly met the standard), falling short of the expected goal.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 2

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready. As a small continuation school we will also work on pathways for students to earn and recover credits and their high school diploma.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

Aeries Analytics data shows that Prospect's student population includes 28% English learners, 1.6% foster youth, 1.6% homeless students, 50% socioeconomically disadvantaged students, and 9.7% students with disabilities. Regarding race and ethnicity, 66.1% of students are Hispanic, making it the largest group, followed by White students at 22.6%.

The data highlights that Hispanic students had the highest percentage of those performing below standard in English Language Arts (ELA). Among all subgroups, English-only students had the largest number of test-takers but scored 185.2 points below the standard in ELA. Socioeconomically disadvantaged students scored 216.2 points below standard in ELA, an increase of 13 points. For the Hispanic subgroup, 22 students were tested, scoring 235.7 points below standard, which marked a 16.8-point improvement.

In Mathematics, socioeconomically disadvantaged students showed the highest points below standard, consistent with the 2022-2023 data. Among the 23 students tested in this group, they scored 292.1 points below standard, reflecting a slight improvement of 3.7 points.

However, there is a notable mismatch between the racial composition of Prospect's staff and its student population. Therefore, it is essential for the staff to adopt instructional practices that are culturally responsive and attuned to the diverse backgrounds and linguistic needs of the students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 Fall Dashboard Mathematics Performance Socioeconomically disadvantaged students.	235.7 points below standard	Decrease by 10 points
2023 Fall Dashboard English Language Arts Performance English Only students	292.1 points below standard	Decrease by 10 points
2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity Hispanic student group	319.3 points below standard	Decrease by 10 points

2023 Fall Dashboard English Language Arts Performance all students/student group	305.6 points below standard	Decrease by 10 points
2023 Fall Dashboard English Language Arts Performance all students/student group: Socioeconomically disadvantaged	292.1 points below standard	Decrease by 10 points

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provided professional development regarding: how to support students socio-economically disadvantaged students, Hispanic students, and emerging bilingual students. Teachers will provide targeted support with a focus on healthy communication. Teachers will ensure inclusion of ELD standards and practices in all content areas. Provide Lexia to students who are not moving towards reclassification at predictable rates.	All Students	2000 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Lexia 2800 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitutes for release time for teachers to analyze data and assist with targeted intervention planning.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Data indicates that the socioeconomically disadvantaged student subgroup scored 216.2 points below standard in ELA, this is an increase of 13 points.
 Data indicates that the Hispanic student subgroup had the highest number of points of students below standard in ELA. 22 students in the Hispanic subgroup tested, results indicate them being 235.7 points below standard, this was a significant decrease of 16.8 points.
 Data indicates that the socio-economically disadvantaged student subgroup had the highest number of points of students below standard in Math. This is consistent with the 2022-2023 school year data. 23 students in the socio-economically disadvantaged subgroup tested. The socio-economically disadvantaged subgroup data shows them 292.1 points below standard, a decrease of -3.7 points.
 The staff that serves students at families at Prospect does not reflect the racial make-up of the students; therefore it is imperative that our staff learn about and apply instructional practices that are respectful and responsive of students' various cultural backgrounds and linguistic needs.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 3

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The 2020-21 California School Parent Survey provided information that indicates Prospect can improve in our communication with and to parents, families, and community in the areas listed below in the measurable outcomes.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 California School Healthy Kid Parent Report Promotion of Parental Involvement	77%	Increase by 5% points
2020-2021 California School Parent Survey-Parental involvement in school	28%	Increase by 10% points
2020-2021 California School Parent Survey-School encourages me to be an active partner	60%	Increase by 10% points
2020-2021 California School Parent Survey-School actively seeks the input of parents	80%	Increase by 10% points
2020-2021 California School Parent Survey-Parents feel welcome to participate at this school	60%	Increase by 10% points
Attendance at Back to School Night 2023	8 families in 2023-2024 School year	8 or more families
Attendance at Graduation Fair Event 2024	85% of graduating students	85% or more of graduating students

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Engage parents, students, and staff through improved and increased communication.	All Students	2000 Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Flyers-Print Shop, materials 0 S'more Newsletter Weekly
3.2	Quarterly mailings to families about academic progress and school announcements.	All Students	1000 Site Discretionary 4000 - 4999 Books and Supplies Postage

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Parental involvement saw a notable rise, increasing from 38% to 77%, far surpassing the goal of a 10% improvement. Engagement in school activities grew from 5% to 28%, also exceeding the 10% target. The percentage of parents who felt encouraged to be active partners in the school increased from 38% to 60%. Similarly, those who felt their input was actively sought by the school grew from 38% to 60%, again surpassing the 10% target. The sense of being welcomed to participate jumped significantly from 14% to 80%, well above the expected increase of 10%. Additionally, participation in Back-to-School Night rose from 3 families to 8 families, achieving the set target.

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

Weekly S'mores communication
Frequent student meetings
Parent Calls and emails from teachers and administrator

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

The percentage of African American students enrolled at Prospect is 4.55%. The enrollment percentage for Foster Youth students is 1.7%. The Fall 2023 dashboard indicates that there is no performance data available for Prospect's African American student population. Similarly, there is no data for the performance of students in the Foster Youth or Homeless subgroups.

To address this, Prospect will focus on administering CAASPP testing to these student populations in order to gather performance level data for the 2024-2025 school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Participation Rate for 11th graders	14/32 11th graders participated in 22-23 CAASPP	Increase by 4 students completing the CAASPP testing
STAR Assessment	New assessment; no baseline	80% of students will have STAR assessment data in Winter and Spring to be used for progress monitoring

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Academic check-in with the counselor.	Foster Youth African American	

			1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) No cost; district funded
4.2	Staff will be provided release to support teachers in developing cultural relevant lesson plans.	Foster Youth African American	798.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Timesheet pay for teachers to develop culturally relevant lesson plans. 1000.00 Site Discretionary 4000 - 4999 Books and Supplies Materials and supplies
4.3	Provide professional development to teachers regarding standards based grading.		No cost; conduct during scheduled meeting time and district-funded PD.
4.4	Provide release time to teachers to visit programs that have been identified as having culturally responsive teaching practices.		800.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitute time to cover for teacher when teacher is released to view culturally relevant teaching practices.
4.5	Provide staff time to review SEL curriculum.		No cost; conduct during scheduled meeting time.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

First year of strategy implementation; progress will be monitored to determine effectiveness.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

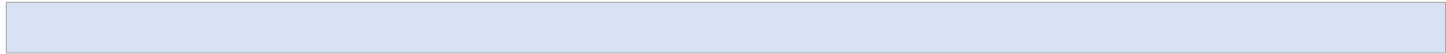
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$30,450.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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	\$22,000.00
Site Discretionary	\$8,450.00

Subtotal of state or local funds included for this school: \$30,450.00

Total of federal, state, and/or local funds for this school: \$30,450.00

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	8,450	0.00
LCFF Supplemental	22,000	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental	22,000.00
Site Discretionary	8,450.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	6,798.00
4000 - 4999 Books and Supplies	10,052.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	6,400.00
5800 Professional/Consulting Services and Operating Expenditures	7,200.00

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	6,798.00
4000 - 4999 Books and Supplies	LCFF Supplemental	6,002.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	2,000.00
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	7,200.00

4000 - 4999 Books and Supplies	Site Discretionary	4,050.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Site Discretionary	4,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,052.00
Goal 2	4,800.00
Goal 3	3,000.00
Goal 4	2,598.00

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

Name of Members	Role
Melissa Brennan	Principal
Liz Weaver	Other School Staff
Steven Clemmons	Classroom Teacher
Luis Rodriguez Guerrero	Secondary Student
Veronica Rodriguez Guerrero	Parent or Community Member
Open position	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 11/4/24.

Attested:



Principal, Melissa Brennan on 11/4/24



SSC Chairperson, Elizabeth Weaver on 11/4/24

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

Prospect MTSS

Mission: Mt. Diablo Staff has a moral imperative to prepare all students for post-secondary success upon graduation by providing high expectations and a rigorous instructional program in a safe, supportive, and inclusive environment.

All Means All

MDUSD Multi-Tiered System of Support			
	Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
	<i>Built on High Quality and Culturally Responsive Instruction, College and Career Readiness, and Parent, Family, Community Partnership</i>		
Tier I	-Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -School Based Team to develop, monitor, and assess through a Cycle of Inquiry (COI) process, -Universal screening and benchmark assessment 3x a year, -Pre-referral interventions, -Professional development and collaboration time for staff, -Student voice, -Engagement with parents/community		
Tier I	<ul style="list-style-type: none"> - Teachers prepare lessons that accommodate students IEP and 504. - Teachers provide supportive learning. - School provides small class sizes. - Teachers provide a variety of classes to prepare students for life lessons beyond high school graduation. - We teach the common core standards to all of the students. - We use scaffolding for our students - All students track their academic progress every term with support from teachers and counselor. 	<ul style="list-style-type: none"> - Teachers refer students for intervention and document all behavior issues in Aeries. - Administrators use restorative justice to help students. - All of our students are encouraged to be encouraging and supportive to one another and respectful to everyone in class with regards to academic success. 	<ul style="list-style-type: none"> - Teachers and staff meet every other week and discuss students' progress. - Students get to learn life lesson skills. - All of our students are made to feel supported and comfortable with asking for any additional help that they may feel that they need at any point during non direct instructional time to the entire class. - Integrated SEL activities in classrooms (check ins, Reading with Relevance, etc.)
Tier II	-Coordinated Care Team and identified interventions and support monitored every 4-6 weeks		
Tier II	<ul style="list-style-type: none"> - Our Care Team is our Counselor, Principal and Resource Specialist. They meet twice a month. - We do scaffolding for my students in addition to a follow-up closer checking for understanding. - We allow students to access notes, calculators and give them more time to finish assignments. 	<ul style="list-style-type: none"> - School discusses students behaviors during staff meetings - Some of our students may need additional assistance in having a more clear understanding of what their expectations are from me as a teacher to them as a student within a classroom environment. - We mentor students. 	<ul style="list-style-type: none"> - Our Teacher Dr. McDonagh allows students to stay in her class before and after school to provide a safe space for students. - Students who are having difficulties with being with certain students in proximity of one another are made to feel comfortable with asking for any adjustments that would help them to be more academically successful.
Tier III	-Student Success Team and possible assessment for Section 504 Plan or Special Education, multi-agency collaboration (wrap-around services)		
Tier III	<ul style="list-style-type: none"> - Teachers accommodate student' IEP and 504 	<ul style="list-style-type: none"> - Our Resource coordinator schedules meetings with parents. 	<ul style="list-style-type: none"> - Staff schedule parent meetings to work on individual issues

	<ul style="list-style-type: none"> - We individually check in for students who may have specific needs that are not common to the majority. <p>I make myself available to those students specifically to get additional support for their individual needs.</p>	<ul style="list-style-type: none"> - Some of our students may need additional help apart from their families or other services to make sure that they are able to function like most others in the classroom. 	<ul style="list-style-type: none"> - Students who have documented special circumstances that might be causing them to need individualized adjustments are made clearly aware these adjustments are present and in place for them to take advantage of.
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**yellow shaded areas are district-wide structures and systems that cross academic-behavior-social emotional instruction.*

	Administrative Leadership Strong & engaged site leader & educator support system	Integrated Framework Fully integrated organizational structure & strong and positive school culture	Family & Community Engagement Trusting family and community partnerships	Inclusive Policy Structure & Practice Strong LEA/School relationship & LEA policy framework
Tier I	We have a principal at our school. Principal is available to and speaks openly with all students throughout the school day	All staff is dedicated to students Advisory meetings Wednesdays to discuss progress with teachers and/or have a whole school meeting for information on SEL, college, and career or for community bonding	All staff collaborates constantly to help students Parent contact when students are absent Parent Square Contact	We have an ELD teacher and all teachers accommodate LEA students.
Tier II	Tupe Intervention for the kids who get caught vaping. Teachers intervene in the classroom by assigning seats and moving students from bad influences. We meet with the counselor to ask her to separate groups of friends of students so they can focus in class.	In lieu of suspensions, students will complete a TUPE intervention of 2 sessions with the school counselor.	Parents will be notified of their student's behavior and be connected with resources provided by TUPE and CCOE.	Students are provided education surrounding vape usage, advocate for a harm reduction model and are given a quit kit.
Tier III	Students who are not succeeding academically and behavior.	Teachers stay late and allow students to come for tutoring sessions one-on-one.	Staff schedules and meets with families of students to help support them.	We have interpreter when we meet with Spanish Speaking parents.

Date of current document _____