

School Year: 2021-22



School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Spring View Middle School	30-66613-6029698	January 31, 2022	March 8, 2022

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application and ESEA Program Improvement into the SPSA.

Spring View's Single Plan for Student Achievement is aligned with Ocean View School District's Local Control and Accountability Plan (LCAP). This Plan is supplemented by actions and services provided through federal funds. Spring View's mission is to meet the academic and behavioral needs of students through a Multi-Tiered System of Supports (MTSS) which includes data analysis and a Response to Intervention/Instruction (RtI) process. Spring View's core educational program delivers supports at the classroom level through Tier 1 (Core) first best instruction and commits to strategically enhancing services at the classroom level for struggling students. Supplemental supports for students who continue to struggle are provided through Tier 2 (Strategic) and Tier 3 (Intensive) evidence-based intervention and services to ensure all students meet state academic standards and success.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parent surveys include: LCAP Survey 2021, Title I Parent Survey (Dec 2021)
Student Surveys: Healthy Kids Survey (7th grade)

Classroom Observations

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

Administrators observe classrooms at least once a week (in addition to formal observations conducted with teachers who are on an evaluation cycle). Teachers also observe each other and participate in the collaboration. During weekly classroom visits by the Principal and Assistant Principal, classrooms showcase student work and examples of students practicing work within the district initiatives: The Writing Continuum (which includes typing skills and managing cursive skills), Depth of Knowledge (Students considering and dealing with "How do you know?" and "Why do you think?" questions and presenting publicly), Use of Thinking Maps (they are displayed prominently in all classes and used daily), SEL (Social Emotional Learning continuum and focus on student SEL needs in the classroom), and Foundation Skills building.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Spring View utilizes the California Assessment of Student Performance and Progress (CAASPP) assessment system. The primary purpose of the CAASPP assessment system is to assist teachers, administrators, and pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types. Spring View also reviews and analyzes data from local benchmark assessments and multiple measures to improve student achievement for all students.

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

Currently, teachers utilize the following local assessments each trimester to monitor student progress:

- * Embedded language arts assessment
 - * RI scores
 - * District writing prompt score
 - * Embedded mathematics assessment
 - * ELPAC Scores
 - * Teachers meet monthly to create Smart Goals, including identifying common formative assessments for evaluation.
- Teachers will utilize the following state assessment each year to monitor student growth:
- * Smarter Balanced Assessment

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the requirement for ESEA highly qualified staff.

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

Teachers receive ongoing training provided by the District for each new adoption. ELA, Math, NGSS, ELA, HSS, and other training on District Initiatives and Signature Practices.

- Math teachers have received instructional materials training in the most recent math adoption.

- History-Social-Science Teachers received training in the new textbook adoption (Pearson) that was newly adopted. Multiple teachers from each site participated in the adoption and piloting process.

- All teachers are provided professional development regarding district initiatives during our Modified Schedule Thursday meetings once a month to plan curriculum alignment, analyze data, and refine instructional practices regarding Social Emotional Learning.

OVSD adopted new textbook materials for Science 2021 which aligns with the NGSS standards. Fall 2021 is the first year of implementation. In addition, all Science teachers were provided training for the district Benchmark which included Socratic Seminar training and training in the use of Thinking Maps.

Special Education Specialists are offered monthly training in best practices, legality, and professional development opportunities within their curriculum as well.

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

All staff participate in staff development activities directly related to content standards, assessments and improving student performance including differentiating instruction to address the unique needs of all students, specifically student subgroups of students who are EL, SWD, SED, Hispanic, and White.

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

Spring View's Leadership Team serve as content experts and leaders in the implementation of the CCSS. Additionally, grade-level teams meet once a month to discuss and share intervention support strategies to ensure all students are supported. Coaching Tuesdays (day dedicated to Administration visiting classrooms and supporting instructional needs of the teachers) continues and allows administration time to coach and support teachers in their instructional practice. Site Climate Leads and Partnership in Administration and Labor (PAL) Reps assist with culture and climate initiatives.

The district provides support and training through Teachers on Special Assignment (TOSAs) in the areas of English Language Development, Curriculum and Instruction, GATE and Common Core Standards. The TOSAs provide monthly support to teachers through the "Teacher Talk" newsletters and the OVSD Teacher website, which includes a variety of supports, lesson plans, and resources for teachers to access each month to discuss and share intervention support strategies to ensure all students are supported. Coaching Tuesdays (day dedicated to Administration visiting classrooms and supporting instructional needs of the teachers) allow administration time to coach and support teachers in their instructional practice.

The district provides support and training by means of Teachers on Special Assignment (TOSAs) in the areas of English Language Development, Curriculum and Instruction, GATE, student engagement and Common Core Standards. The TOSAs provide monthly support to teachers through the "Teacher Talk" newsletters and the OVSD Teacher website, which includes a variety of supports, lesson plans, and resources for teachers to access. Staff are currently receiving training in AVID strategies which support the learning of all students.

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

- Staff participates in monthly meetings as follows:
- Curricular teams
- Grade level teams
- Staff
- Staff collaborations on Districtwide curriculum and instructional-related committee(s).

Teaching and Learning

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

District review of curriculum follows the state adoption cycle. With each curricular adoption, teacher committees analyze state standards. Based on District test results, state standards serve as a base to give emphasis to skills students need most. Student progress towards these standards are reported to parents on a standards-based report card. Common Core State Standards (CCSS) are examined for 6-12 articulation. Research on instructional methods reveals the most effective techniques for a particular content, and this information is used in the creation of the materials' evaluation criteria. Materials purchased match the state and District Standards and Standards-based instructional materials are purchased for all students with each curricular adoption. Teachers serve on committees to identify needs for GATE, English learners, Special Education students and others requiring intervention. Based on identified needs of these students, supplementary materials are purchased to help students meet academic standards.

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

- Reading/Language Arts and math are 53 minutes per day.
- Math Clinic is offered to all students who are in need of extra support.
- Collaborative classes (collab classes) in which a Resource Specialist co-teaches with a general education teacher, is provided to students in need of extra support in RLA and math in grades 6-8.

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

- The master schedule is built with the Response to Intervention structure in mind.
- Core curriculum maps are followed in ELA and Math that are aligned with CCSS.

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

- All teachers use standards-based instructional materials appropriate to the content and instructional level of students.
- Core teachers have at least one class set of textbooks in their classrooms.
- Students are provided with core textbooks to keep at home.
- Intensive classes utilize standards-based materials at the students' instructional levels.
- Research-based supplementary materials are purchased and utilized to accelerate and/or enrich students' learning.

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

- All teachers use state-adopted, standards-aligned instructional materials appropriate to the content and instructional level of students.

Opportunity and Equal Educational Access

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

District assessment and SBA scores are analyzed and students in need of interventions are referred to Student Study Team (SST) for review. An improvement plan is created and shared with parents for implementation and monitoring.

- Students' growth is monitored by use of a District rubric in which assessments are recorded three times a year:
 - Embedded language arts assessment
 - Reading Inventory scores
 - District writing prompt score
 - Embedded mathematics assessment
- English learners receive intensive English Language Development instruction (53 minutes daily).
- A bilingual instructional aide provides supplemental language support to English learners in the mainstream, content area classes.
- English only students, who are more than two grade levels below in reading, receive intensive instruction using state-approved state adopted grade level intervention materials and/or differentiation in a small class setting.
- In mathematics, students scoring at the intensive level also receive a differentiated, mathematics intervention program to address identified skill deficiencies.
- Special Education students are placed in programs according to their IEP goals.
- Students receive specialized support and are monitored through the IEP process.
- Parent conferences are held twice a year for students as needed.

Evidence-based educational practices to raise student achievement

Positive Behavioral Interventions Support (PBIS) is in place as a foundation for supporting the educational environment (school-wide rules, BEST Characteristics/Expectations, BEST cards, and drawings, looking at data)

Common research-based instructional strategies: active participation, Write from the Beginning, Thinking Maps, Differentiated Instruction, and vocabulary development strategies are utilized in all classrooms.

Parental Engagement

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

Spring View works closely with our parents and community to support our students journey to success. Academic supports include, Homework Club, ELD, study skills, and math clinic classes. In addition, Spring View has an intern counselor, School Counselor 1 day a week, access to the District's Social Worker and a school psychologist 5 days a week in order to support our students social emotional well being. In an effort to support and communicate with out families Spring View offers a wide range of services including the county sponsored 211 phone system, School Resource Officer, Parent Liaison, and School Attendance Review Board Panel. As a way of engaging our parents and community Spring View utilizes a number of communication tools. Those tools include Aeries Parent Portal, student planners, Aeries mass message system with weekly updates, Parent Teacher Student Organization (PTSO), school and teacher websites. Parent and community members are also encouraged to be a part of the School Site Council and English Learner Advisory Committee to review, update, and approve school goals related to academic achievement and school safety.

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

The staff and SSC reviewed the school data, budgets and ConApp program and associated funding during September and October 2021, and January 2022 meetings.

Funding

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

- Intensive intervention programs in R/LA and math support students who are not meeting performance goals. (Intensive Tier 3)
- Supplemental support programs are provided for students performing at Near Standard. (Strategic Tier 2)
- English Learners and Special Education students receive additional classroom support from instructional assistants.
- An intern counselor LCSW are available to support students.
- Power Hour provides a supervised place for students to work on their homework three days a week.
- An after school tutorial is offered after school upon student request.
- A late bus is provided to allow students the opportunity to participate in support programs.

Fiscal support (EPC)

School general funds and categorical funds are coordinated and prioritized to align with our site plan.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA was reviewed by Spring View Middle Schools School Site Council in October, November of 2021 and approved on January 28, 2022.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.49%	1.41%	0.9%	10	9	6
Asian	8.06%	8.29%	8.2%	54	53	53
Filipino	2.09%	2.35%	2.3%	14	15	15
Hispanic/Latino	39.55%	37.87%	43.5%	265	242	282
Pacific Islander	0.75%	0.31%	0.3%	5	2	2
White	42.24%	43.82%	37.8%	283	280	245
Multiple/No Response	5.82%	0.63%	6.2%	39	34	40
	Total Enrollment			670	639	649

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	200	197	221
Grade 7	237	199	210
Grade 8	233	243	218
Total Enrollment	670	639	649

Conclusions based on this data:

1. Spring View has declining enrollment
2. There is a need to provide programs to attract and retain students
3. Resources, programs, and systems need to be reevaluated to address declining enrollment

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	97	93	103	14.5%	14.6%	15.9%
Fluent English Proficient (FEP)	118	115	108	17.6%	18.0%	16.6%
Reclassified Fluent English Proficient (RFEP)	13	19	14	11.6%	19.6%	15.1%

Conclusions based on this data:

1. 2018-219 Spring View declined in the percentage of students that were reclassified.
2. The overall number of EL students has declined over the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	222	194	217	220	193	0	220	193	0	99.1	99.5	0.0
Grade 7	226	239	205	224	235	0	224	235	0	99.1	98.3	0.0
Grade 8	257	228	212	254	222	0	254	222	0	98.8	97.4	0.0
All Grades	705	661	634	698	650	0	698	650	0	99	98.3	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2545.	2532.		20.91	19.69		36.82	36.27		28.18	23.83		14.09	20.21	
Grade 7	2534.	2576.		11.61	20.00		39.29	45.96		24.11	18.30		25.00	15.74	
Grade 8	2584.	2564.		16.14	12.61		48.03	40.09		19.29	28.38		16.54	18.92	
All Grades	N/A	N/A	N/A	16.19	17.38		41.69	41.08		23.64	23.38		18.48	18.15	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	28.64	30.57		46.82	42.49		24.55	26.94	
Grade 7	20.54	28.51		49.55	48.51		29.91	22.98	
Grade 8	30.31	21.62		48.03	51.35		21.65	27.03	
All Grades	26.65	26.77		48.14	47.69		25.21	25.54	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	29.55	20.73		50.00	54.92		20.45	24.35	
Grade 7	22.42	38.89		50.67	52.56		26.91	8.55	
Grade 8	29.13	24.77		50.00	59.01		20.87	16.22	
All Grades	27.12	28.66		50.22	55.47		22.67	15.87	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	19.55	18.65		69.55	65.28		10.91	16.06	
Grade 7	8.97	18.30		65.02	65.11		26.01	16.60	
Grade 8	20.08	16.67		66.14	67.12		13.78	16.22	
All Grades	16.36	17.85		66.86	65.85		16.79	16.31	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	36.36	23.83		53.18	55.96		10.45	20.21	
Grade 7	26.01	32.77		50.22	53.62		23.77	13.62	
Grade 8	36.61	23.87		50.79	54.50		12.60	21.62	
All Grades	33.14	27.08		51.36	54.62		15.49	18.31	

2019-20 Data:

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Conclusions based on this data:

1. The percentage of students that are above standards has declined over the last three years.
2. The percentage of students that are below standard has increased.
3. The Claim Area of Reading has the highest percentage of students Below Standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	222	194	217	220	193	0	220	193	0	99.1	99.5	0.0
Grade 7	226	239	205	224	237	0	224	237	0	99.1	99.2	0.0
Grade 8	257	228	212	256	224	0	256	224	0	99.6	98.2	0.0
All Grades	705	661	634	700	654	0	700	654	0	99.3	98.9	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2543.	2538.		23.18	27.98		26.82	17.62		29.55	29.53		20.45	24.87	
Grade 7	2539.	2581.		21.88	29.11		19.20	28.69		31.70	27.00		27.23	15.19	
Grade 8	2608.	2580.		38.67	27.23		23.05	25.00		21.88	21.43		16.41	26.34	
All Grades	N/A	N/A	N/A	28.43	28.13		23.00	24.16		27.43	25.84		21.14	21.87	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	32.73	31.61		39.55	39.38		27.73	29.02	
Grade 7	27.23	44.73		35.27	32.91		37.50	22.36	
Grade 8	52.55	38.84		29.41	31.70		18.04	29.46	
All Grades	38.20	38.84		34.48	34.40		27.32	26.76	

2019-20 Data:

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	20.91	24.87		51.82	43.52		27.27	31.61	
Grade 7	23.66	32.07		46.43	50.21		29.91	17.72	
Grade 8	36.72	27.23		41.80	41.96		21.48	30.80	
All Grades	27.57	28.29		46.43	45.41		26.00	26.30	

2019-20 Data:

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	20.91	23.83		49.55	48.19		29.55	27.98	
Grade 7	22.32	24.05		51.79	64.14		25.89	11.81	
Grade 8	38.04	27.23		45.88	52.23		16.08	20.54	
All Grades	27.61	25.08		48.93	55.35		23.46	19.57	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Math scores have maintained and have not had a significant increase over the last three years.
2. All three Claim Areas have close to 20% of students who are Below Standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1534.2	1515.2	1521.1	1530.8	1508.0	1522.9	1537.2	1521.8	1518.8	33	32	37
7	1547.0	1534.6	1525.3	1536.5	1533.6	1521.6	1557.2	1535.2	1528.6	31	37	29
8	1560.2	1593.1	1515.1	1541.4	1606.1	1524.2	1578.5	1579.7	1505.5	38	28	34
All Grades										102	97	100

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	42.42	31.25	24.32	33.33	40.63	32.43	*	12.50	29.73	*	15.63	13.51	33	32	37
7	41.94	40.54	27.59	35.48	37.84	20.69	*	10.81	34.48	*	10.81	17.24	31	37	29
8	65.79	46.43	14.71	*	28.57	41.18	*	21.43	26.47	*	3.57	17.65	38	28	34
All Grades	50.98	39.18	22.00	27.45	36.08	32.00	13.73	14.43	30.00	*	10.31	16.00	102	97	100

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	51.52	43.75	29.73	33.33	40.63	45.95	*	0.00	16.22	*	15.63	8.11	33	32	37
7	51.61	59.46	34.48	35.48	24.32	34.48	*	5.41	17.24	*	10.81	13.79	31	37	29
8	65.79	60.71	32.35	*	17.86	41.18	*	21.43	11.76	*	0.00	14.71	38	28	34
All Grades	56.86	54.64	32.00	29.41	27.84	41.00	*	8.25	15.00	*	9.28	12.00	102	97	100

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	9.38	8.11	45.45	40.63	24.32	*	31.25	35.14	*	18.75	32.43	33	32	37
7	*	27.03	17.24	41.94	21.62	20.69	*	37.84	31.03	*	13.51	31.03	31	37	29
8	63.16	39.29	5.88	*	17.86	20.59	*	35.71	44.12	*	7.14	29.41	38	28	34
All Grades	37.25	24.74	10.00	34.31	26.80	22.00	17.65	35.05	37.00	10.78	13.40	31.00	102	97	100

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	45.45	28.13	32.43	48.48	59.38	54.05	*	12.50	13.51	33	32	37
7	45.16	5.41	20.69	48.39	72.97	62.07	*	21.62	17.24	31	37	29
8	55.26	39.29	20.59	42.11	42.86	61.76	*	17.86	17.65	38	28	34
All Grades	49.02	22.68	25.00	46.08	59.79	59.00	*	17.53	16.00	102	97	100

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	63.64	56.25	43.24	*	28.13	45.95	*	15.63	10.81	33	32	37
7	54.84	81.08	44.83	38.71	8.11	44.83	*	10.81	10.34	31	37	29
8	65.79	78.57	50.00	*	17.86	32.35	*	3.57	17.65	38	28	34
All Grades	61.76	72.16	46.00	30.39	17.53	41.00	*	10.31	13.00	102	97	100

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	6.25	10.81	54.55	53.13	32.43	*	40.63	56.76	33	32	37
7	*	32.43	27.59	35.48	48.65	20.69	35.48	18.92	51.72	31	37	29
8	60.53	32.14	14.71	*	35.71	41.18	*	32.14	44.12	38	28	34
All Grades	36.27	23.71	17.00	36.27	46.39	32.00	27.45	29.90	51.00	102	97	100

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	53.13	16.22	72.73	31.25	78.38	*	15.63	5.41	33	32	37
7	38.71	10.81	6.90	54.84	78.38	79.31	*	10.81	13.79	31	37	29
8	52.63	21.43	0.00	44.74	78.57	76.47	*	0.00	23.53	38	28	34
All Grades	38.24	27.84	8.00	56.86	62.89	78.00	*	9.28	14.00	102	97	100

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Over 70% of EL learners are at a level 3 and 4
2. Students dropped in the writing domain from 17/18 to 18/19.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
649	63.0	15.9	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	103	15.9
Foster Youth	3	0.5
Homeless	46	7.1
Socioeconomically Disadvantaged	409	63.0
Students with Disabilities	107	16.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.9
American Indian or Alaska Native		
Asian	53	8.2
Filipino	15	2.3
Hispanic	282	43.5
Two or More Races	40	6.2
Native Hawaiian or Pacific Islander	2	0.3
White	245	37.8

Conclusions based on this data:

1. The largest Student Group is our Socioeconomically disadvantaged students population at 50.1%





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="293 747 373 779">Yellow</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="784 747 834 779">Red</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1245 747 1325 779">Orange</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="293 947 373 978">Green</p>		

Conclusions based on this data:

1. Spring is at a yellow level in the area of ELA
2. Chronic Absenteeism is at the red level.
3. Suspension is orange

School and Student Performance Data

Academic Performance English Language Arts

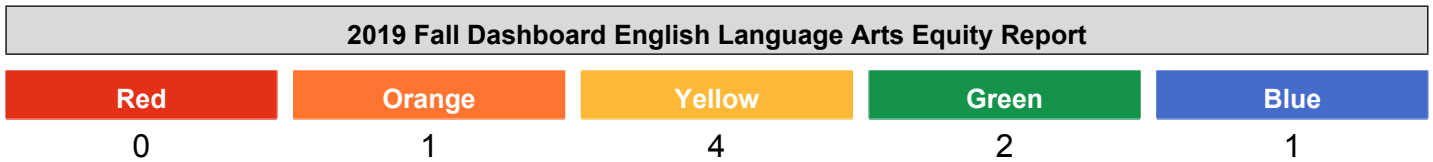
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 9.3 points above standard Maintained ++2.2 points 621	<p>English Learners</p> Yellow 22.9 points below standard Increased Significantly ++17.1 points 164	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> Yellow 12.3 points below standard Increased Significantly ++16.9 points 49	<p>Socioeconomically Disadvantaged</p> Yellow 18.2 points below standard Increased ++4.9 points 312	<p>Students with Disabilities</p> Orange 88 points below standard Increased ++4.2 points 104

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 Blue 53.5 points above standard Increased Significantly ++22.5 points 49	 No Performance Color 43.9 points above standard 14
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13.1 points below standard Increased ++6.6 points 244	 Green 28.1 points above standard Declined Significantly -16.5 points 37	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 20.4 points above standard Declined -3.8 points 265

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.8 points below standard Increased ++9.7 points 68	18.1 points above standard Maintained -0.6 points 96	17.5 points above standard Maintained ++1.2 points 422

Conclusions based on this data:

- Many of student groups' performance levels were Yellow despite increasing performance.
- Hispanic, Two or More Races, and White student groups declined.

School and Student Performance Data

Academic Performance Mathematics

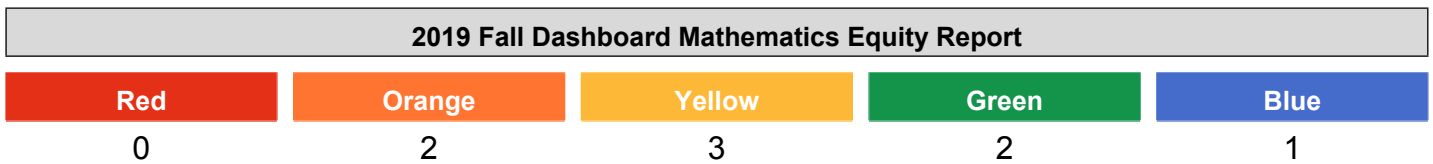
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.6 points above standard</p> <p>Increased ++3 points</p> <p>622</p>	<p>English Learners</p> <p>Yellow</p> <p>48.1 points below standard</p> <p>Increased ++7.6 points</p> <p>164</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>Yellow</p> <p>27.2 points below standard</p> <p>Increased Significantly ++10.2 points</p> <p>49</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>35.5 points below standard</p> <p>Maintained ++2 points</p> <p>313</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>106.7 points below standard</p> <p>Increased Significantly ++25.8 points</p> <p>103</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		 Blue 62 points above standard Increased Significantly ++15.1 points 49	 No Performance Color 27.8 points above standard 14
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.2 points below standard Increased ++3.5 points 245	 Green 27.1 points above standard Declined -13.8 points 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 19.8 points above standard Increased ++4 points 266

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
100.9 points below standard Maintained -0.3 points 68	10.7 points below standard Declined -7.1 points 96	13.9 points above standard Increased ++6.1 points 423

Conclusions based on this data:

1. Most areas demonstrated an increase
2. English Learner, Students With Disabilities and other significant subgroups are orange and yellow
3. Current English Learners are 100.9 pts. below standard

School and Student Performance Data

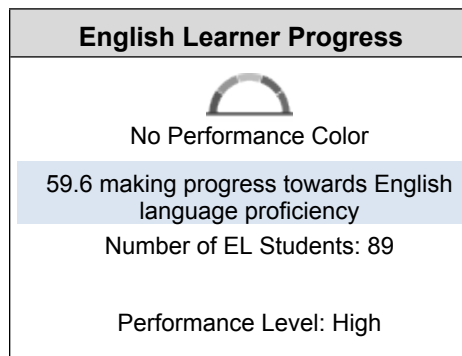
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 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
8.9	31.4	23.5	35.9

Conclusions based on this data:

- 59.6% of English Learners demonstrated progress towards English proficiency.
- ELPI is high.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

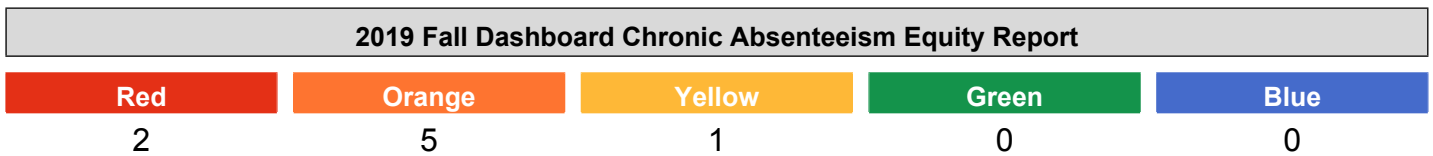
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 10.4 Increased Significantly +3.6 704	 Orange 12.6 Increased +3.8 103	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 23.4 Increased +2.1 64	 Red 15.8 Increased Significantly +6 367	 Orange 17.9 Increased +1.5 123

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 16.7 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 12.3 Increased +9.2 57	 No Performance Color 13.3 15
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.9 Increased +2.8 275	 Yellow 4.8 Increased +4.8 42	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 9.7 Increased +2.5 298

Conclusions based on this data:

1. All areas increased in Chronic Absenteeism.
2. Overall performance is red.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

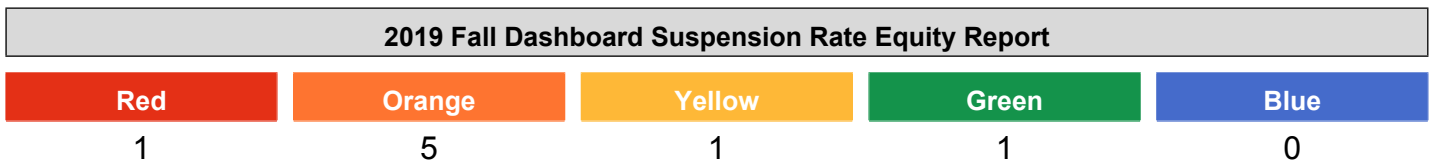
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Orange 5.8 Increased +3 712	<p>English Learners</p> Orange 7.7 Increased +6 104	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 2
<p>Homeless</p> Red 12.3 Increased +7.5 65	<p>Socioeconomically Disadvantaged</p> Orange 7 Increased +3.7 372	<p>Students with Disabilities</p> Orange 5.6 Increased +0.3 125

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">16.7</div> 12		 Yellow <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">1.8</div> Increased +0.3 57	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0</div> 15
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">6.4</div> Increased +4 281	 Green <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">2.4</div> Declined -0.6 42	 No Performance Color Less than 11 Students - Data 5	 Orange <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">6.3</div> Increased +3.1 300

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.8	5.8

Conclusions based on this data:

1. In 2018/19, the suspension rate increase 3% and is orange.
2. All student subgroups except one are yellow, orange or red.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

PUPIL OUTCOMES & CONDITIONS OF LEARNING

To enrich and accelerate achievement, learners will engage in rigorous academics, demonstrate continued growth in all content areas, and participate in innovative and unique program opportunities, and to address the opportunity gap between subgroups, targeted supports will be provided to increase achievement and engagement.

Goal 1

All students will show growth and improve from yellow to green on the California Accountability Dashboard in English Language Arts.

Identified Need

58% of all students Met or Exceeded Standard for ELA. 21.65% of students with disability Met or Exceeded Standard for ELA. Significant subgroups are scoring orange and yellow on the California Dashboard. On the 2019 California School Dashboard, Students with a Disability are in the category of orange. Spring View has four groups that are in yellow. (EL, Hispanic, Homeless, Socioeconomically Disadvantaged (SED)). Our need is to bring these significant subgroups up one level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment	<p>Spring 2019:</p> <p>All students - 9 pts above standard (Yellow)</p> <p>EL students - 23 pts below standard (Yellow)</p> <p>SWD - 88 points below standard (Orange)</p> <p>SED - 18 points below standard (Yellow)</p> <p>Hispanic - 13 points below standard (Yellow)</p>	<p>Increase in SBA scores by 5 points and all yellow will improve one level to green. The orange level will increase to yellow.</p>
i-Ready Reading	<p>Fall 2021 Reading Data:</p> <p>All Students:</p> <p>43% of students are At Core; 25.74% (2-Strategic); 41.45% (3-Intensive)</p> <p>6th Grade Students: 40% of students At Risk (Tier 3)</p> <p>7th Grade Students: 48% of students At Risk (Tier 3)</p>	<p>Decrease the percentage of students by at least 5% that are "At Risk" Tier 3.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	8h Grade Students: 41% of students At Risk (Tier 3)	
i-Ready Reading	<p>Winter 2021 Reading Data: All Students: 33% of students are At Core; 22% (2- Strategic); 45% (3- Intensive)</p> <p>6th Grade students: 40% of students At Risk (Tier 3) 7th Grade students: 47% of students At Risk (Tier 3) 8th Grade students: 50% of students At Risk (Tier 3)</p>	Decrease the percentage of students by at least 5% of our "At Risk" Tier 3 status.
i-Ready Reading	<p>Spring 2022 Reading Data: All Students: 42% of students are At Core; 21% (2- Strategic); 37% (3- Intensive)</p> <p>6th Grade Students; 36% of students At Risk (Tier 3) 7th Grade Students: 42% of students At Risk (Tier 3) 8th Grade Students: 33% of students At Risk (Tier 3)</p>	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

In order to provide equitable access to instruction and improve student achievement, Spring View teachers will implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting or exceeding academic goals in ELA. Teachers will collaborate by department and grade level periodically to discuss strategies, common assessments and academic plans for students. A teacher will be assigned to provide 1:1 intensive intervention. 2 rosters will be assigned to the teacher and remaining periods, the assigned teachers will push into classrooms to provide academic support. During his rostered periods, the teacher will review school work and communicate with parents on academic update.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

13,000

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To increase teachers' instructional efficacy and student achievement, design and implement a strong ELA program of professional development. This will include strategies for providing targeted, differentiated instruction and built-in collaboration time for teachers develop best instructional practices to support all learners. Training in the i-Ready diagnostic and instructional platforms will also support teachers in identifying students' gaps in skills/understanding and identifying instructional strategies that can assist in providing differentiated, targeted minilessons.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, including students in the EL, Hispanic, Homeless, SED subgroups

Strategy/Activity

In order to provide equitable opportunities to learn, Spring View will offer extended learning and tutoring opportunities for all students, but specifically targeting students in the EL, Hispanic, Homeless, and SED subgroups. This support can include include: homework assistance, field trips, and after school tutoring opportunities so that students can access support for understanding and completing their homework. Students have access to curriculum through Google Classroom to continuously submit work to improve grades.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In an effort to increase access to instruction and promote student achievement, classroom supplies, materials, and technology will be purchased so that students have the opportunity to utilize appropriate data-driven instructional resources and applications that support their identified skills gaps/needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

13180

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Continue to increase the achievement of English Learners and provide targeted support through implementing research-based, engaging strategies and instruction on the ELD standards. English language skills instruction will occur in all classroom settings based on the Designated (ELD Support class) and Integrated (other core classes) skills and standards. Focused instruction in language and literacy in all content areas will specifically target increasing English Language Proficiency levels and move students from yellow to Green status. In addition, Instructional Assistant Bilingual, Instructional Assistant EL, and Parent Liaison Instructional Assistant Bilingual support staff will assist teachers in providing small group, differentiated instruction for English learner students and providing parent communication/translation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3208.39

Title III

18538.05

LCFF

7486.24

Title III Immigrant Education Program

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Language Learners and Students with a Disabilities

Strategy/Activity

In order to expand access to equitable instruction and increase student achievement, EL and Students with a Disabilities will be engaged in Authentic Literacy strategies in all classes to strengthen learning outcomes and progress academically. Authentic literacy strategies include: gathering information from reading/listening as evidence to support an argument, discuss their learning with other students, and then presenting their findings in either a written or oral presentation. Teachers will receive additional professional development in strategies that support Authentic Literacy, including Thinking Maps, Academic Vocabulary, and Short-Constructed Writing Responses (Multi-Map to Writing).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

While Spring View contended with a variety of instructional models during the 2020-2021 year (including distance learning, hybrid, and in-person learning), the teachers and staff were able to implement many of these instructional supports in an effort to increase student achievement. 2021-2022 teachers will continue to implement the strategies listed and adjustments will be made to meet the need of all students.

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

While the different instructional models impacted how the instruction was delivered, it did not impact the implementation or budgeted expenditures toward these strategies/activities.

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.

In 2020-2021, Spring View students did not participate in the Smarter Balanced Assessments. The district did provide access to the iReady diagnostic and individualized learning platforms; the data

from the iReady reading diagnostic has been added as a metric to the measurable outcomes. For 2021-2022, it is anticipated that students will resume SBA testing, in addition to the local iReady diagnostics.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

PUPIL OUTCOMES & CONDITIONS OF LEARNING

To enrich and accelerate achievement, learners will engage in rigorous academics, demonstrate continued growth in all content areas, and participate in innovative and unique program opportunities, and to address the opportunity gap between subgroups, targeted supports will be provided to increase achievement and engagement.

Goal 2

All students will show growth and improve green to blue on the California School Dashboard in the areas of Mathematics.

Identified Need

At Spring View, 52% of students Met or Exceeded Standard for Math. 14.43% of students with a disability met or exceeded standard for math. Two significant subgroups are in the Orange category (Socioeconomically Disadvantaged and Special Education). Three significant sub groups are in the yellow category (EL, Hispanic, Homeless).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready	Fall 2021 Math Data All students- 48% At Risk for Tier 3 6th Grade - 41% At Risk for Tier 3 7th Grade - 54% At Risk for Tier 3 8th Grade - 47% At Risk for Tier 3	Decrease the percentage of students that are in Tier 3 by at least 5%
i-Ready	Winter 2021 Math Data All students- 39% At Risk for Tier 3 6th Grade - 35% At Risk for Tier 3 7th Grade - 43% At Risk for Tier 3 8th Grade - 37% At Risk for Tier 3	Decrease the percentage of students that are in Tier 3 by at least 5%
Smart Balanced Assessment	Spring 2019-	Increase SBA scores by 5 points. Move the Orange Level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All Students - .6 points above standard (Green) EL Students - 48 points below standard (Yellow) SWD- 107 points below standard (Orange) SED- 35 points below standard (Orange) Hispanic - 33 points below standard (Yellow)	to Yellow. Move the Yellow level to Green. Increase the green level to blue.
i-Ready Data	Spring 2022 Math Data: 39% of all students are at Core; 28% of students are Strategic; 34% are Intensive 6th grade students: 33% are Tier 3 7th grade students: 37% are Tier 3 8th grade students: 30% are Tier 3	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All teachers will provide effective Instruction of CA State Standards: Implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic proficiency goals. Teachers will collaborate by department and grade level periodically to discuss instructional practices, common assessments and data collecting to better meet the needs of all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7112

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to provide a robust math program professional development and teacher collaboration will be provided to enhance instruction leading to increased student achievement. In providing teachers with research-based practices best instructional practices and collaboration time so they can provide scaffolding and targeted intervention to support identified learners needs within subgroups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide professional development and collaboration time and support to all staff to impact and accelerate student learning. This may include any of the following areas: Effective engagement strategies, communication verbally and in writing to increase problem solving skills and understanding of mathematical concepts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including students in the Socioeconomically Disadvantaged, EL, Hispanic, Homeless subgroups

Strategy/Activity

In order to fill instructional gaps and increase student achievement in math, provide extended learning and tutoring opportunities. This may include: after school homework time with teachers, power hour (academic support) field trips and after school tutoring opportunities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to provide continued classroom instruction support, purchase of classroom supplies and technology in all classrooms so that students can access educational technology applications that increase student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students with Disabilities and EL

Strategy/Activity

In all academic classes, students will have the opportunity be engaged in collaborative work in mathematical practices and small group instruction to increase understanding and performance outcomes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

While Spring View contended with a variety of instructional models during the 2020-2021 year (including distance learning, hybrid, and in-person learning), the teachers and staff were able to implement many of these instructional supports in an effort to increase student achievement. The practice will continue for the 2021-2022 school year.

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

While the different instructional models impacted how the instruction was delivered, it did not impact the implementation or budgeted expenditures toward these strategies/activities.

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.

In 2020-2021, Spring View students did not participate in the Smarter Balanced Assessments. The district did provide access to the iReady diagnostic and individualized learning platforms; the data from the iReady math diagnostic has been added as a metric to the measurable outcomes. For 2021-2022, it is anticipated that students will resume SBA testing, in addition to the local iReady diagnostics.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Ocean View School District will continue to increase methods of communicating and engaging students, employees, parents, the community and business partners to both provide information and seek input.

Goal 3

Spring View has an invested interest to create a positive, engaging and safe learning climate on campus for all stakeholders. Spring View will supplement tools, manipulatives, equipment for all classrooms to enhance learning for all students in all programs including but not limited to elective courses. Providing opportunities to have stakeholders effectively communicate and provide feedback will help create a positive school climate. Academic Intervention Support.

Identified Need

Spring View has a invested interest to create a positive, engaging and safe learning climate for all stakeholders. Providing opportunities to have stakeholders effectively communicate and provide feedback will help create a positive school climate. Tools and manipulatives will be made available through Title 1 funding to supplement all programs on campus. Academic Support for students that are in Tier II and Tier III academically.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/Family Events	2020-21 events held via Zoom - new baseline 2021-2022	Increase the number of events by implementing parent education events.
Title 1 Parent Survey Results	When surveyed, 94 parents out of 120 stated their children feels very safe going to school.	Increase the percentage of students that report they feel safe going to school.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to provide services outside of the academic classroom, Spring View will maintain partnership with community agencies. Partnerships may include: PTSO, Huntington Beach Police Department, Optimist Club, Huntington Beach Assistance League, Boys and Girls Club, OVSD After School Care, GOALs, and Social Wise.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Home School Communication: Keep all stakeholders engaged and informed and implement communication guidelines to facilitate communication process for all stakeholders. Communication may include Peach Jar, School Marquee, Social Media, School Website, Aeries Communication.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

In order to provide clear communication Spring View will continue to provide translation services to ensure EL representation and involvement in school decisions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1744

Source(s)

Title I Part A: Parent Involvement

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

In order to provide continued support for students, Spring View will continue to provide Parent Education opportunities to strengthen involvement and learning outcomes for students when appropriate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

Title I Part A: Parent Involvement

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

In order to maximize participation for students and families, Spring View will continue to provide incentives for participation in Back to School Night and Open House events with the assistance of PTSO.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

256

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase and replace classroom tools, manipulatives, instruments for classroom programs so students are able stay aligned with the need to the 21st Century expectations. This equipment are for the following classes: Music, Robotics, Special Education classes, Woodshop, Photography, Physical Education, AViD, and Science.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

52,590.00

Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

While the 2020-2021 parent engagement activities were modified to meet COVID-19 protocols, Spring View was able to implement many of these activities/strategies in an effort to increase parent participation and student achievement.

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

Due to COVID-19 protocols, parent and family engagement nights were moved to be live via Zoom. Many of the events were recorded and provided to parents who were unable to attend the presentation.

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.

The goal to involved stakeholders remains the same. Due to restricted COVID protocols and restrictions, parent activities have been limited.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

In partnership with the District, schools, parents, local agencies and the community, OVSD will develop systems, structures, programs, services and allocate resources to provide a safe, secure, and respectful learning environment for all students, including students identified in subgroups.

Goal 4

Spring View will continue to promote a positive and safe learning climate for staff and students. At Spring View, all students will show growth and improve from Red to Yellow on the Chronic Absenteeism and and from Orange to Green Suspension on the California School Dashboard.

Identified Need

On the California Dashboard for 2018, 6.8% of students were chronically absent. This was an increase in 1.6%. In the area of suspension, 2.8% of students were suspended. This was a decline in 4.7%. In the 2019 California Dashboard, 10% of the student dashboard has been reported as Chronically Absent. Spring View is in the Red Category. There is a strong need to decrease Spring View suspension rate and chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 California School Dashboard Suspension Rate	According to the 2019 Dashboard, 5.8% of students have been suspended. Spring View is in the Orange category for suspensions	Spring View will decline our suspension rate by 2% to enter the green category in the California School Dashboard.
2019 California Dashboard Absenteeism Rate	According to the 2019 Dashboard, 10.4% of the student population was chronically absent (red) at Spring View. This was a 3.6% increase from the previous school year.	Reduction in the number of students that are chronically absent by 5% to enter the blue category on the California School Dashboard.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All learners

Strategy/Activity

Review the implementation of consistent discipline procedures, systems of positive behavior intervention programs, and systems of support for students so that students are aware of and reinforced for expected behaviors. Spring View will continue to adjust procedures to meet the

needs of students. Consistent communication with parents regarding admin/parent meetings to confirm dates and times.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to meet the need of our students we will continue to create a positive school campus that encourages students to academic challenges. Build practices that support student motivation in classrooms and school with a focus on Spring View's PBIS focus: Learning Together, Empowering Others, Achieving Goals, Discovering Our Potential (LEAD). This will include developing LEAD curriculum, defining systems for Advisement Period which provides all students access to leadership skill development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

26360

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All learners

Strategy/Activity

In order to address attendance concerns. Spring View continues to develop programs that target improvement in attendance. Review monthly data to identify needs and implement programs to support improved attendance and address accordingly with the guidance of district personnel.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1429

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to promote school engagement, Spring View will continue to provide opportunities for students to be involved and engaged in school. This may include: after school activities, enrichment programs, assemblies, electives, field trips, ASB, after school sports in order to provide all students with a positive school experience and school connectedness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10000

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To promote a healthy lifestyle and increase student achievement, Spring View will provide Tobacco Use and Prevention Education lessons and activities. These lessons, in combination with Social Emotional Learning (SEL) strategies, will help make students aware of the dangers of tobacco and vaping, plus learn the social emotional skills to regulate their behavior.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

In order to address the use of tobacco use by students, Spring View will Provide Tobacco Use and Prevention Education youth development lessons and activities taught to promote healthy choices,

along with Social Emotional Learning (SEL) strategies so that students are aware of the dangers of tobacco and vaping, and learn the social emotional skills to regulate their behavior.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantage Students

Strategy/Activity

In order to maximize student attendance and provide a safe learning environment, SED students will receive Other Means of Correction as an alternative to suspension. This will include targeted SEL lessons so that students' behavior is corrected as they develop the social emotional skills to regulate their behavior.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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5326.50

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to promote a safe and supportive environment that is conducive to learning for our Special Education and our English Language Learner students; we are going to provide a flexible seating arrangement with other supporting materials in order to regulate behavior and accelerate growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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60,000

Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

While the suspension rate dropped during the 2020-2021 year, the variety of instructional models (including distance learning, hybrid, and in-person learning) likely attributed to the change. With the return of in-person instruction, Spring View's teachers and staff will be able to implement the planned supports to increase attendance and reduce suspensions.

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

Due to COVID protocols and restrictions, student gatherings have been limited. Adjustments have been created to support the distance recommended by District Board Regulations.

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.

Spring View continues to bring in activities during the school day.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$280,230.18

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$247,253.50
Title I Part A: Parent Involvement	\$3,744.00
Title III	\$3,208.39
Title III Immigrant Education Program	\$7,486.24

Subtotal of additional federal funds included for this school: \$261,692.13

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 (\$)
LCFF	\$18,538.05

Subtotal of state or local funds included for this school: \$18,538.05

Total of federal, state, and/or local funds for this school: \$280,230.18

School Site Council Membership

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

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

Name of Members	Role
Alfredo Torres	Principal
Gloria Treece	Classroom Teacher
Julia Lucas	Classroom Teacher
Michele McRae	Classroom Teacher
Anna Sera	Parent or Community Member
Lori Emi	Parent or Community Member
Maria Ross	Parent or Community Member
Maria Di Paolo	Parent or Community Member
Mrs. Patricia Conklin	Other School Staff
Marianne Porto	Classroom Teacher
Keira Bolt	Secondary Student
Addison Smith	Secondary Student

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

Recommendations and Assurances

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

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

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

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

By signing this application electronically, I agree that my electronic signature represents a handwritten signature.

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on February 25, 2021.

Attested:



Principal, Mr. Alfredo Torres on 1-31-2022



SSC Chairperson, Lori Emi on 1-31-22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019