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School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silver Valley Academy	36-73890-3630282	October 5, 2023	November 14, 2023

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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.

Silver Valley Unified School District develops a Local Control and Accountability Plan to address how students will meet the requirements defined in the ESSA State Plan. To align with these initiatives, the plan for Silver Valley Academy is developed by the School Site Council and utilizes goals from the district LCAP to create yearly targets based upon the unique needs of students. The SPSA for Silver Valley Academy addresses both the academic and social emotional needs of students as they complete graduation requirements and prepare for careers and/or postsecondary educational opportunities.

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To address chronic absenteeism, a positive, productive, and inviting school environment will be maintained by fostering parent engagement and community partnerships. Communication with stakeholders will be a focal point in all planning and decision-making processes.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Each year a Parent Survey, Student Survey and a Staff Survey is administered. The data gathered from these surveys is reviewed at both the staff level and by the School Site Council (SSC). Survey results are interpreted and shared with school stakeholders. Copies of the surveys and the results are available in the school office and presented at SSC meetings which are open to the public. AEC demonstrates strengths in the following areas: communication with stakeholders, academic expectations, academic excellence, creating a safe and supportive environment, social emotional learning, and school safety. Areas of potential improvement identified by the survey results include:

Clearly delineating the details of California Common Core State Standards to parents. Continuously developing plans and approaches to comprehensive campus safety. Strengthen collaboration and the logistics of our professional learning communities (PLC)

Student Surveys
According to data collected from the student survey, the majority of students feel their work is challenging and appropriate. The majority feel that their teachers have high expectations for their students, use a variety of ways to present material and check for understanding, and believe that all of their students can be a success. Most students feel that the school emphasizes academics appropriately. The majority feel they are treated fairly by school staff and that they are able to get additional help outside of their regular classes. Most students feel the counselor is available for both academic planning and personal support and most feel there is at least one adult they can go to with problems. Areas for growth include teaching students to accept responsibility for their actions and show respect for the opinions of others. Moreover, areas of growth include ensuring students feel their concerns and needs are heard.

Staff Surveys
For each of the questions about other adults on campus, all staff members feel that all adults at AEC care and listen to their students, as well as treat them fairly and with respect. AEC staff also felt that all adults on campus support and treat each other fairly and feel a responsibility to improve the school. According to the survey results, the majority of AEC staff feel that they have opportunities to collaborate with fellow staff members and work toward goals to improving the school.

Parent Surveys
According to the parent survey results, most parents believe that the school is providing a rigorous and caring environment to the students. Moreover, parents believe that their students are comfortable reaching out to AEC in regard to any concerns, both academically and emotionally. The survey results also revealed that the school communicates extremely well with parents and all community stakeholders. The vast majority of parents also expressed that they feel that their student is safe at AEC.

Classroom Observations

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

Formal classroom observations take place and adhere to guidelines outlined in the collective bargaining agreement between the District and certificated staff members. Additionally, informal classroom observations are frequently scheduled by the Principal in a collaborative manner with teachers. Feedback is provided to teachers in an open and supportive discussion. Observations have revealed a high level of collaboration among AEC staff, effective student engagement, rigorous standards, and high student expectations. Areas requiring greater focus include emphasizing student collaboration, providing opportunities for students to explain their learning, and providing opportunities for students to strengthen their critical thinking skills.

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)

CAASPP, Diagnostic Testing, and Interim Comprehensive Assessment data is utilized to guide instruction and set or modify goals for student achievement.

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

Teachers utilize various comprehensive assessments including embedded in the curriculum to modify instruction based upon student performance and individualized learning goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified as defined in the ESEA.

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

All teachers at the Alternative Education Center are fully-credentialed in their respective areas of instruction. At the Alternative Education Center, professional development opportunities have been provided for instructional staff that is focused upon English Language Arts and mathematics instructional strategies in addition to targeted intervention.

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

Professional development opportunities are based upon areas of need in relation to student performance, as well as professional needs that are outlined by the staff.

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

Instructional staff has engage in ongoing instructional assistance focused upon English Language Arts, mathematics instructional strategies, and targeted intervention. Additionally, all instructional staff has engaged in instructional assistance to expand their knowledge of project-based learning. Further trainings, follow-ups, and instructional assistance opportunities for project-based learning are planned as we continue to evaluate the effectiveness of the initiative.

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

Due to the small school size, in terms of student population, teachers engage in frequent collaboration to discuss all elements of academic and social emotional initiatives.

Teaching and Learning

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

Teachers create pacing guides and the align curriculum, instruction, and materials for individual students based upon student needs and goals.

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

The AEC adheres to the recommended instructional minutes for reading/language arts and mathematics as set by Education Code.

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

Lesson pacing is individualized for each student based on student needs and goals.

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

All students have equal access to common core instructional materials.

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 adopted instructional materials that are standards based. We also offer standards based intervention materials (ExactPath, Read 180) and all students have equal access tostandards based core classes.

Opportunity and Equal Educational Access

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

We provide opportunities for students to receive support for reading through targeted intervention and to receive assistance in math though one-on-one tutoring. Students that are credit deficient can work at accelerated pacing through our Edmentum Courseware curriculum.

Evidence-based educational practices to raise student achievement

Edmentum Courseware
i-Ready
Project-Based Learning
Differentiated Instruction Strategies
Targeted Intervention

Parental Engagement

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

All students regularly engage in Student Monitoring Conferences (SMC) with the school counselor teacher(s), parents/guardians, and the Principal to ensure students have a clear academic plan, are making positive progress, and are receiving the appropriate resources, interventions, and supports.

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 Alternative Education Center has committed to emphasizing collaboration and shared decision-making at all opportunities which include School Site Council meetings, monthly meetings with the Principal, weekly staff meetings, site strategic planning, and school awards assemblies. Moreover, AEC staff remains highly accessible, present, and transparent to welcome families and students for discussion to foster a positive and communicative environment. AEC staff has also carried out daily goals to develop positive relationships with all stakeholders to assist in fostering a positive school community and climate.

Funding

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

Edmentum Courseware
i-Ready
STEM Initiatives
Read 180

Fiscal support (EPC)

The Alternative Education Center receives fiscal support from the District and District partners to ensure that students receive comprehensive supports both academically and social emotionally.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Representatives of our community stakeholder groups are voted into positions of our School Site Council (SSC). The Alternative Education Center consults and engages in an annual planning process with SSC community stakeholders to review and update the SPSA. The SPSA is discussed during SSC meetings that are scheduled once per month throughout the school year. Our SSC also reviews WASC goals, school initiatives, and engage in in-depth Site Strategic Planning.

Resource Inequities

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

At this time, no resource inequities were identified during our needs assessment.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	2.70%	0%	2	2	0
African American	4.0%	10.81%	6%	10	8	3
Asian	1.6%	%	2%	4	0	1
Filipino	2.0%	%	0%	5	0	0
Hispanic/Latino	39.0%	29.73%	36%	98	22	18
Pacific Islander	2.4%	2.70%	4%	6	2	2
White	44.6%	45.95%	42%	112	34	21
Multiple/No Response	5.2%	6.76%	10%	13	5	5
			Total Enrollment	251	74	50

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	21	7	
Grade 1	14	5	2
Grade 2	20	2	2
Grade3	30	7	2
Grade 4	19	5	3
Grade 5	25	1	4
Grade 6	21	4	3
Grade 7	27	3	3
Grade 8	12	2	2
Grade 9	19	5	4
Grade 10	7	11	8
Grade 11	15	11	9
Grade 12	21	11	8
Total Enrollment	251	74	50

Conclusions based on this data:

1. Due to the pandemic, enrollment drastically increased in the 20-21 school year and then decreased during 21-22 school year as students returned to in-person schooling.

2. Due to the wide-range of students that Silver Valley Academy serves, it is imperative to ensure a diverse source of resources and materials are available.

3. Due to many factors, the enrollment of Silver Valley Academy frequently fluctuates and has an unpredictable nature. Therefore, it is important to remain prepared for changes.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	11	1	1	4.4%	1.4%	2.0%
Fluent English Proficient (FEP)	8	1	1	3.2%	1.4%	2.0%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.0%	0.0%

Conclusions based on this data:

1. Historically, the school has consistently had a low English Learner enrollment.
2. Though we have a low English Learner population, it is imperative that we continue to appropriately serve the students.
3. It is important that we remain prepared for an increase in our English Learner enrollment.

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10	6	*	10	6	*	10	6	*	100.0	100.0	
Grade 4	5	6		4	5		4	5		80.0	83.3	
Grade 5	15	*	5	13	*	5	13	*	5	86.7	0	100.0
Grade 6	10	9	8	9	8	8	9	7	8	90.0	88.9	100.0
Grade 7	20	8	5	17	5	4	17	5	4	85.0	62.5	80.0
Grade 8	10	10	6	10	4	6	10	4	6	100.0	40.0	100.0
Grade 11	13	15	11	4	10	10	4	10	10	30.8	66.7	90.9
All Grades	83	56	36	67	39	34	67	38	34	80.7	69.6	94.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	2479.	*	*	15.38	*	*	23.08	*	*	30.77	*	*	30.77	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2535.	*	*	11.76	*	*	29.41	*	*	35.29	*	*	23.53	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	13.43	15.79	2.94	23.88	28.95	26.47	32.84	18.42	11.76	29.85	36.84	58.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	10.45	21.05	11.76	59.70	47.37	41.18	29.85	31.58	47.06

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	17.91	10.53	3.03	44.78	42.11	33.33	37.31	47.37	63.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	11.94	13.16	11.76	73.13	73.68	61.76	14.93	13.16	26.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	11.94	21.05	0.00	74.63	57.89	64.71	13.43	21.05	35.29

Conclusions based on this data:

1. Due to low student enrollment coupled with participation rates, much of the data was withheld to for student privacy.
2. For the data that is available, it is clear that we must be more intentional in preparing students for the English Language Arts sections of the CAASPP.
3. As a school, we will utilize 21-22 data as a baseline given the effects of the pandemic.

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10	6	*	10	5	*	10	5	*	100.0	83.3	
Grade 4	5	6		4	5		4	5		80.0	83.3	
Grade 5	15	*	5	13	*	4	13	*	4	86.7	*	80.0
Grade 6	10	9	8	9	8	8	9	8	8	90.0	88.9	100.0
Grade 7	20	8	5	16	5	4	16	5	4	80.0	62.5	80.0
Grade 8	10	10	6	10	4	6	10	4	6	100.0	40.0	100.0
Grade 11	13	15	11	*	11	10	*	11	10	*	73.3	90.9
All Grades	83	56	36	65	39	33	65	39	33	78.3	69.6	91.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	2459.	*	*	0.00	*	*	7.69	*	*	46.15	*	*	46.15	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2495.	*	*	12.50	*	*	12.50	*	*	37.50	*	*	37.50	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	2610.	*	*	18.18	*	*	18.18	*	*	27.27	*	*	36.36	*
All Grades	N/A	N/A	N/A	6.15	10.26	0.00	13.85	23.08	9.09	33.85	30.77	15.15	46.15	35.90	75.76

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	9.23	15.38	3.03	46.15	38.46	27.27	44.62	46.15	69.70

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	9.23	23.08	0.00	50.77	53.85	54.55	40.00	23.08	45.45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	1.54	7.69	0.00	72.31	69.23	45.45	26.15	23.08	54.55

Conclusions based on this data:

1. Due to low student enrollment coupled with participation rates, much of the data was withheld to for student privacy.
2. For the data that is available, it is clear that we must be more intentional in preparing students for the Mathematics sections of the CAASPP.

3. As a school, we will utilize 21-22 data as a baseline given the effects of the pandemic.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	0	
1	*	*		*	*		*	*		0	0	
2	*	*		*	*		*	*		0	0	
3	*	*		*	*		*	*		*	0	
4	*	*		*	*		*	*		*	0	
5	*	*		*	*		*	*		0	0	
6	*	*	*	*	*	*	*	*	*	0	0	*
7	*	*		*	*		*	*		*	0	
8	*	*		*	*		*	*		0	0	
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	0	0	*
11	*	*		*	*		*	*		0	0	
12	*	*		*	*		*	*		*	*	
All Grades										6	*	*

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	0	
1	*	*		*	*		*	*		*	*		0	0	
2	*	*		*	*		*	*		*	*		0	0	
3	*	*		*	*		*	*		*	*		*	0	
4	*	*		*	*		*	*		*	*		*	0	
5	*	*		*	*		*	*		*	*		0	0	
6	*	*	*	*	*	*	*	*	*	*	*	*	0	0	*
7	*	*		*	*		*	*		*	*		*	0	
8	*	*		*	*		*	*		*	*		0	0	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	0	0	*
11	*	*		*	*		*	*		*	*		0	0	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	0	
1	*	*		*	*		*	*		*	*		0	0	
2	*	*		*	*		*	*		*	*		0	0	
3	*	*		*	*		*	*		*	*		*	0	
4	*	*		*	*		*	*		*	*		*	0	
5	*	*		*	*		*	*		*	*		0	0	
6	*	*	*	*	*	*	*	*	*	*	*	*	0	0	*
7	*	*		*	*		*	*		*	*		*	0	
8	*	*		*	*		*	*		*	*		0	0	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	0	0	*
11	*	*		*	*		*	*		*	*		0	0	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	0	
1	*	*		*	*		*	*		*	*		0	0	
2	*	*		*	*		*	*		*	*		0	0	
3	*	*		*	*		*	*		*	*		*	0	
4	*	*		*	*		*	*		*	*		*	0	
5	*	*		*	*		*	*		*	*		0	0	
6	*	*	*	*	*	*	*	*	*	*	*	*	0	0	*
7	*	*		*	*		*	*		*	*		*	0	
8	*	*		*	*		*	*		*	*		0	0	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	0	0	*
11	*	*		*	*		*	*		*	*		0	0	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	0	
1	*	*		*	*		*	*		0	0	
2	*	*		*	*		*	*		0	0	
3	*	*		*	*		*	*		*	0	
4	*	*		*	*		*	*		*	0	
5	*	*		*	*		*	*		0	0	
6	*	*	*	*	*	*	*	*	*	0	0	*
7	*	*		*	*		*	*		*	0	
8	*	*		*	*		*	*		0	0	
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	0	0	*
11	*	*		*	*		*	*		0	0	
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	0	
1	*	*		*	*		*	*		0	0	
2	*	*		*	*		*	*		0	0	
3	*	*		*	*		*	*		*	0	
4	*	*		*	*		*	*		*	0	
5	*	*		*	*		*	*		0	0	
6	*	*	*	*	*	*	*	*	*	0	0	*
7	*	*		*	*		*	*		*	0	
8	*	*		*	*		*	*		0	0	
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	0	0	*
11	*	*		*	*		*	*		0	0	
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	0	
1	*	*		*	*		*	*		0	0	
2	*	*		*	*		*	*		0	0	
3	*	*		*	*		*	*		*	0	
4	*	*		*	*		*	*		*	0	
5	*	*		*	*		*	*		0	0	
6	*	*	*	*	*	*	*	*	*	0	0	*
7	*	*		*	*		*	*		*	0	
8	*	*		*	*		*	*		0	0	
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	0	0	*
11	*	*		*	*		*	*		0	0	
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	0	
1	*	*		*	*		*	*		0	0	
2	*	*		*	*		*	*		0	0	
3	*	*		*	*		*	*		*	0	
4	*	*		*	*		*	*		*	0	
5	*	*		*	*		*	*		0	*	
6	*	*	*	*	*	*	*	*	*	0	*	*
7	*	*		*	*		*	*		*	0	
8	*	*		*	*		*	*		0	0	
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	0	0	*
11	*	*		*	*		*	*		0	0	
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Due to little or no enrolled students who were required to take the ELPAC, very little data exists.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
74	**68.9**	**1.4**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Silver Valley Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	1	1.4
Foster Youth		
Homeless	8	10.8
Socioeconomically Disadvantaged	51	68.9
Students with Disabilities	13	17.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	10.8
American Indian	2	2.7
Asian		
Filipino		
Hispanic	22	29.7
Two or More Races	5	6.8
Pacific Islander	2	2.7
White	34	45.9

Conclusions based on this data:

1. Due to a relatively high number of socioeconomically disadvantage students, it is a critical responsibility of our school to address the needs of students to ensure a quality, safe, and productive school environment.
2. Due to our English Learner and Foster Youth population, it is imperative that we are prepared with resources to address these student populations
3. In general, our small school allows us to focus and provide individualized supports to all students.

School and Student Performance Data

Overall Performance

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

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

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	**Graduation Rate** No Performance Level	**Suspension Rate** Very Low
Mathematics No Performance Level	**Chronic Absenteeism** Very High	
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

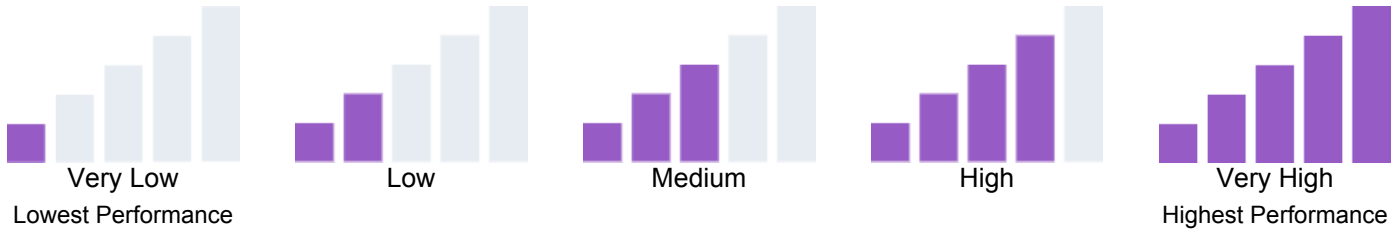
1. Chronic Absenteeism is a significant area of growth. A comprehensive plan is required to address this area and increase student attendance.
2. The school Suspension Rate is Very Low and we will continue to work on maintaining a positive school environment.
3. Due to low student enrollment, some data is unavailable.

School and Student Performance Data

Academic Performance
English Language Arts

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Level 103.9 points below standard 22 Students	No Performance Level 0 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level 1 Student	No Performance Level 134.0 points below standard 12 Students	No Performance Level 3 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students	No Performance Level 2 Students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 4 Students	No Performance Level 2 Students		No Performance Level 125.7 points below standard 13 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
	0 Students	103.9 points below standard 22 Students

Conclusions based on this data:

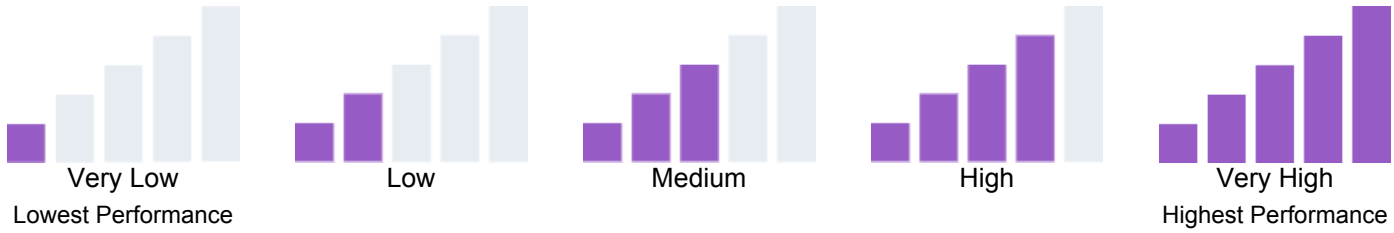
1. The school shall use other ways to assess student learning and adjust as needed.
2. Due to our low student enrollment, some data is unavailable.
3. Each of these areas will continue to be a focus for our school.

School and Student Performance Data

Academic Performance
Mathematics

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Level 85.0 points below standard 23 Students	No Performance Level 0 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level 1 Student	No Performance Level 89.6 points below standard 13 Students	No Performance Level 3 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students	No Performance Level 2 Students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 4 Students	No Performance Level 2 Students		No Performance Level 108.9 points below standard 14 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
	0 Students	85.0 points below standard 23 Students

Conclusions based on this data:

1. The school shall use other ways to assess student learning and adjust as needed.
2. Due to our low student enrollment, some data is unavailable.
3. Each of these areas will continue to be a focus for our school.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
making progress towards English language proficiency
Number of EL Students: 2 Students
Performance Level: No Performance Level

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. Due to low student enrollment, some data is unavailable.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

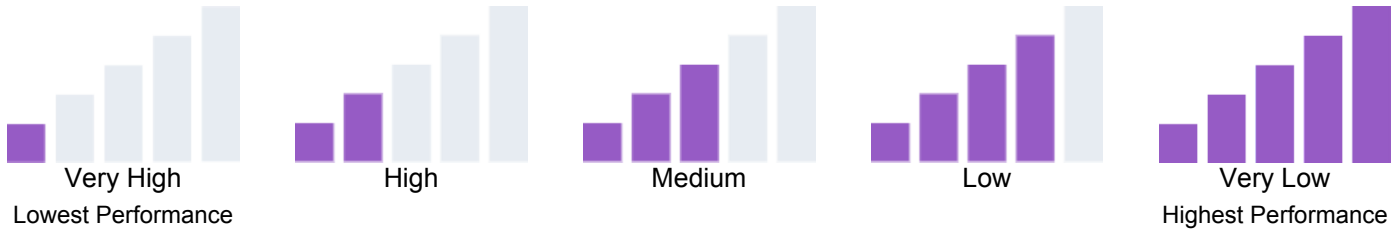
1. A school focus is to increase students completing A-G requirements and CTE Pathways.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
2	0	0	0	0

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

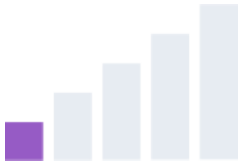
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	
68.7% Chronically Absent	Less than 11 Students	
67 Students	4 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	No Performance Level
Less than 11 Students	67.6% Chronically Absent	Less than 11 Students
4 Students	34 Students	8 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
5 Students	2 Students	1 Student	

Hispanic	Two or More Races	Pacific Islander	White
			
No Performance Level	No Performance Level	No Performance Level	Very High
72.7% Chronically Absent	Less than 11 Students	Less than 11 Students	61.3% Chronically Absent
22 Students	5 Students	1 Student	31 Students

Conclusions based on this data:

1. Chronic Absenteeism is and will continue to be a focus area for our school.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Level	No Performance Level	No Performance Level
100% graduated	Less than 11 Students	Less than 11 Students
17 Students	1 Student	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	100% graduated	Less than 11 Students
4 Students	17 Students	5 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 1 Student			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level Less than 11 Students 9 Students	No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 4 Students

Conclusions based on this data:

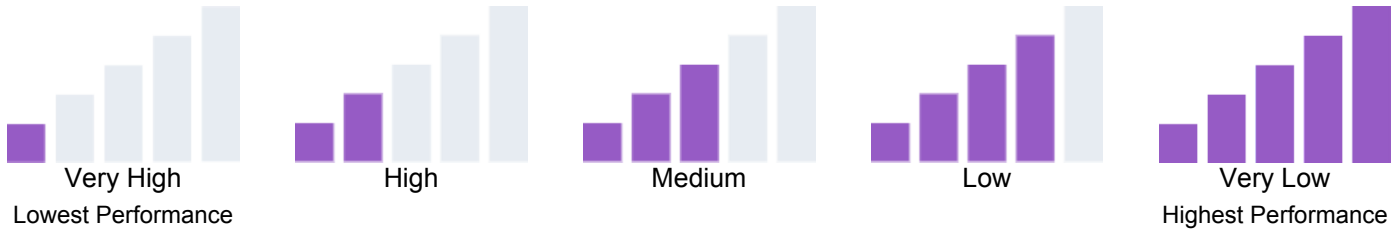
1. A school focus is to maintain a 100% graduation rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	0	4

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	No Performance Level	No Performance Level
0% suspended at least one day	Less than 11 Students	Less than 11 Students
182 Students	8 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
11 Students	88 Students	37 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
0% suspended at least one day	Less than 11 Students	Less than 11 Students	
12 Students	4 Students	2 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very Low	No Performance Level	No Performance Level	Very Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
75 Students	15 Students	5 Students	69 Students

Conclusions based on this data:

1. Based upon this data, it is clear that AEC has a need to develop a holistic educational plan to address the academic and socioemotional needs of our students, in addition to the implementation of behavior intervention initiatives.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

Increase student achievement as reflected in CAASPP scores, course grades, and graduation rates.

Goal 1

Sub-Goal 1: Improve the percentage of students achieving proficiency on the CAASPP.
Sub-Goal 2: Improve the percentage of students receiving a grade of "C" or better in all courses.
Sub-Goal 3: Address credit deficiency and achieve a 100% graduation rate.

Identified Need

The mission, vision, and SLOs of the Alternative Education Center (AEC) detail commitment to the success of all students in all programs. At the AEC, each demographic and subgroup has scored below state standards on the CAASPP in recent years. An analysis of grades in recent years has revealed that a significant portion of the student population has earned a "D" or "F" in core courses, which jeopardizes their academic progress and their ability to graduate on-time.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Prepare students for CAASPP via practice assessments and test preparation initiatives
- Identify students who need intervention
- Implement various in-class intervention methods
- Provide professional development for intervention strategies

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.

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Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Attendance Rates and Suspension Rates

LEA/LCAP Goal

Maintaining high student attendance rates and addressing behaviors accordingly through social supports.

Goal 2

- Increase student attendance rate and decrease suspension rate.

Identified Need

Research shows that poor attendance and suspensions have a negative effect on student achievement and social emotional well-being. The establishment of a positive school climate and safe learning environment will increase student engagement as well as motivate students to attend school and exhibit productive behaviors.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Utilize RRIP program to generate specific recognition for attendance
- Formalize "Alternate Means of Correction" response to behavior
- Implement a school-wide Restorative Practices initiative
- Implement a school-wide Social Emotional Learning initiative
- Implement Suite360 as a tool to strategically engage students in social emotional learning

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)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Professional Development

LEA/LCAP Goal

Ensuring school staff is trained and has up-to-date knowledge on all developments in education to best serve students.

Goal 3

- Sub-Goal 1: Provide instructional staff with continued professional development opportunities to expand knowledge and implementation of project-based learning.
- Sub-Goal 2: Provide staff with continued professional development opportunities for Restorative Practices.
- Sub-Goal 3: Provide staff with continued professional development opportunities for Social Emotional Learning.

Identified Need

All staff will have the opportunity to attend professional development specific to working with students who come from diverse social and economic backgrounds. Educators in alternative education settings serve students with different motivations for engaging in learning, behaving positively, and performing academically. Project-based learning provides opportunities for students to engage in hands-on, real-world projects that enhance the traditional school curriculum. Social Emotional Learning and Restorative Practices provide a foundation for safe and positive learning, and enhance students' abilities to succeed in school, careers, and life.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Provide formal and comprehensive training on PBL to all instructional staff.
- Provide formal and comprehensive training on Restorative to all instructional staff.
- Provide formal and comprehensive training on Social Emotional Learning to all staff.

- Provide professional development for new and relevant practices identified by staff as promising for students in alternative education settings.

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)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate and Community Engagement

LEA/LCAP Goal

Maintaining positive school environments and engaging school stakeholders is critical to student success and support.

Goal 4

- Sub-Goal 1: Formalize the Real Rewards Incentive Program
- Sub-Goal 2: Utilize technology and online presence to increase communication with community stakeholders

Identified Need

Students receiving positive reinforcement and incentive-based rewards remain engaged, motivated, and exhibit a positive attitude that is conducive to a productive learning environment. Moreover, students and all stakeholders gain a sense of school pride which sets a foundation for an improved connection between the school and the community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Assess and restructure current RRIP
- Explore the use of social media, school website, and online newsletter to communicate with community
- Celebrate successes and share with the community through use of school website and social media
- Recognize student achievements via the RRIP program, awards assemblies, and tangible rewards

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)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

No Goal 5 at this time.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Budget Summary

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

Budget Summary

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

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)

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

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

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

School Site Council Membership

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

1 School Principal

1 Classroom Teachers

2 Other School Staff

1 Parent or Community Members

2 Secondary Students

Name of Members	Role
Dr. Brice Scott	Principal
Deyonisha Arnold	Other School Staff
Jannice Steele	Other School Staff
Gideon Billbe	Secondary Student
Patricia Holdridge	Classroom Teacher
Yvette Lemus-Green	Secondary Student
Deanna Green	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

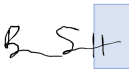
Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on October 5, 2023.

Attested:


Principal, Dr. Brice Scott on 10/5/2023

SSC Chairperson, Deanna Green on 10/5/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

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

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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