School Year: **2024-25**

Additional Targeted Support and Improvement (ATSI)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Spring Valley Academy	37-68197-0134155	May 24, 2024	June 25, 2024

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

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

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

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

This plan is being used by Spring Valley Academy for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2023-24 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:
- ELAC #3 Meeting on 4/9/24 at 8:00am; ELAC #4 5/7/24 at 8:00am
- SSC # 4 Meeting: 4/16/24 at 8:00am; SSC #5 Meeting: 5/23/24 at 8:00am
- Staff Meeting where the 2023-24 SPSA goals and metrics were discussed: 3/12/24 at 7:45am

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The district Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the district's LCAP.

Resource Inequities

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

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

Spring Valley Academy was determined to be eligible in the following categories and student groups:
Suspension Rate: Homeless Youth, 2 or more races
Chronic Absenteeism: 2 or more races

Our needs assessment involved a review of our SBAC and dashboard data as well as our current academic data, parent survey results, chronic attendance rates, and student survey results. When we look at our data compared to our actions and services, we noted the following resource inequities:
- Lack of Teacher Professional Development to support Academics, Behavior Management, and Trauma Informed Care for Certificated and Classified staff.
- Lack of alternatives to suspension and alternatives to outside the classroom consequences
- Lack of parent connection between home and school to support school attendance and reduced suspension rates.
- Lack of school to home connection among diverse backgrounds to support students of multiple races.
- Lack of resources to support families in transitional living situations, including Certificated and Classified understanding of challenges faced by a family living in transition.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The area of Chronic Absenteeism is "Red" with 46.9% of students chronically absent. This increased 7%
English Learners had 53.4% chronically absent which is 103 students, this increased by 11.7%
Two or More Races Students had 48.4% chronically absent which is 31 students, this increased by 21.7%
Hispanic Students had 50% chronically absent which is 244 students, this increased by 12.1%
Socioeconomically Disadvantaged Students had 49.4% chronically absent which is 316 students, this increased by 7.7%
Students with Disabilities had 50.9% chronically absent which is 106 students, this increased by 5.2%

Spring Valley Academy has taken proactive steps working with students and families on school attendance. This has included our Social Worker and Counselors completing home visits, Student Attendance Parent Meetings, Attendance Team meetings, Student motivations for attendance, Additional PBIS and Positive Culture building as a school. The AVID program has been brought into Spring Valley to increase student engagement in academic work and provide schoolwide structures to scaffold for students. A parent Liaison has been made available to support familys' connections to Spring Valley Academy and resources to promote attendance.

Due to the closing of COVID pandemic precautions and quarantines as well as the supports implemented above Spring Valley Academy anticipates improvements in the area of chronic absenteeism.

The data above tells us that we need to support our English Learners as the group with the highest percentage of chronically absent students. This will be supported by the parent liaison, AVID Emerge program, positive climate and culture incentives, and attendance incentives.
Additionally our largest group by number of students is our Hispanic students of which 244 where chronically absent. These students will be supported through AVID program, Site Substitutes, Boys to Men mentorship program, instructional supplies to meet their classroom needs, parent liaison, counseling skills groups, positive climate and culture incentives, and attendance incentives. This data shows students would benefit from an attendance make up program. We can tell from this data students need to feel connections and belonging at their school.

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

ELA all students is "Yellow"
English Learners Sub group is "Red" at 74.2 points below standard with a decline of 3.5 points;

Suspension for all students is "Green" at 7.9% suspended at least 1 day with a decline of 3.1%;
African American Sub group "Orange" at 17.7% suspended at least 1 day with a decline of 0.8%;
White Sub group "Orange" at 8.3% suspended at least 1 day with a increase of 1.2%;
Homeless sub group "Red" at 20.5% suspended at least 1 day with a maintained -0.1%;
Two or more Races Sub group "Red" at 12.5% suspended at least 1 day with a increase of 2.8%;

Spring Valley Academy is working with teachers to complete additional Professional Development in Literacy and building Literacy skills across all grade levels and subject areas. The school has worked with IDS teacher to increase skills in implementing literacy instruction and applying instruction based on subject area standards. All Teachers have implemented AVID Program strategies to support student's academic and social emotional needs. Student GPA is monitored and students below 2.0 GPA are provided regular check-ins with trusted adults.

Spring Valley Academy is building a positive school culture through student connection to school and PBIS structures to decrease behavioral incidences. The Social Worker and Counselors work closely with students to mitigate student to student concerns. This team has lead student trainings in "No Place for Hate," "Student Ambassadors," and "Sources of Strength." The Admin team has utilized alternative mean to suspension including restorative practices, community services, mediation meetings, the Diversion program(an alternative to suspension program). Administrative, Wellness and Academic staff meet weekly to discuss students needs in the areas of SEL, Behavior, Family resource connections, attendance, and academics.

The data above shows that English Learners need increased support in language acquisition. This group is a transient group of students, thus they also need connection and belonging to the school community. Spring Valley anticipates continuing to support through the AVID program, professional development for ELD and ELA teachers, implementing positive school culture initiatives to support English Learners.

The data above shows general improvement in the suspension rate. Students in the Homeless category were suspended at an alarming rate of 20%. As well as the Two or More Races catagory which showed an increase of 2.8%. The suspension data reflects a need to continue work in the areas of Equity, Trauma informed care, restorative practices and supporting academic needs. This can be done through professional development and trainings for teachers. As well as additional instructional materials to support the needs of disadvantaged students. Creating mentorship, counseling, and support systems to help students feel connected and process their needs in productive ways would greatly help the suspension rate. Seeking alternatives to suspension that correct behaviors, restore relationships and allow students to remain int he academic setting more often would be greatly beneficial.

Other Needs

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

iReady Diagnostic #2 Reading all students 45% of students are 2+ grade levels below; Sub Groups for Reading in the Socioeconomically Disadvantaged group 52%, in the ELD sub group 53%, in the Homeless subgroup 61%, in the Students with Disabilities sub group 84% of students were 2+ grade levels below,

iReady Diagnostic #2 Math of the all students group 53% are 2+ years below grade level, Sub Groups for Math Socioeconomically Disadvantaged is 60%, ELD is 77%, Homeless is 72% and Students with Disabilities is 81% are 2+ years below grade level.

This ELA and Math data shows our students with disabilities are 2+ grade levels below and are lagging behind their peers. They need more supported instruction and additional time to make up large gaps in their knowledge. Students in the Homeless subgroup are also lagging behind and could benefit from additional instructional time. Students would benefit from after school tutoring, homework help, extended learning opportunities. Students would benefit from increased scaffolding and rigorous expectations through the AVID program. Students would benefit from data chats, mentor check ins, counseling skills groups, etc. to help their social and emotional well-being.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.6%	0.24%	0.28%	3	1	1
African American	12.3%	16.11%	15.32%	64	67	55
Asian	2.7%	1.92%	1.39%	14	8	5
Filipino	2.5%	1.20%	2.79%	13	5	10
Hispanic/Latino	64.9%	64.42%	63.51%	339	268	228
Pacific Islander	1.0%	1.20%	0.84%	5	5	3
White	11.1%	7.93%	8.36%	58	33	30
Multiple/No Response	5.0%	6.73%	7.52%	26	28	27
			Total Enrollment	522	416	359

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Grade 6	61		
Grade 7	214	204	174
Grade 8	247	212	185
Total Enrollment	522	416	359

Conclusions based on this data:

1. Over the 3 years Spring Valley Academy has experienced a decreasing trend in overall enrollment. This is due to reducing from 3 grade levels to 2 grade levels. In 24-25 Spring Valley Academy anticipates an increase in enrollment by adding 6th grade back to campus.

2. Over the 3 years Spring Valley Academy has experienced a decrease in enrollment for the subgroups of African American, Hispanic and White. Spring Valley is experiencing an increase in 2+ races and Pilipino students.

3. Grades 7 and 8 have decreased in enrollment over the 3 years. Poor school climate in previous years has contributed to this decline. As evidence of this SVA needs to work on strategies of Positive School Climate.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	121	109	94	23.2%	26.2%	26.2%
Fluent English Proficient (FEP)	95	67	53	18.2%	16.1%	14.8%
Reclassified Fluent English Proficient (RFEP)	10		3	8.3%		3.1%

Conclusions based on this data:

1. Over the 3 years EL student numbers have decreased, due to declining enrollment the percentages of EL students has increased. Due to this our plan should include strategies to support EL students.

2. Over the 3 years our FEP number of students has greatly decreased and the percentage of students has slightly decreased. This data shows that students are not succeeding in the EL program to become proficient. This indicates that our Long Term EL students need targeted support.

3. Over the 3 years our RFEP students have decrease and have had very few reclassifications in 22-23. In 23-24 many students have been reviewed and reclassified for appropriate programs through the IEP process. This has been successful in reclassifying students and focusing on their services and supports connected to their IEPs. This data shows that SVA is not moving students successfully through the ELD program and to accomplishing reclassification. In this years plan students will be provided support to reclassify.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	63			0			0			0.0		
Grade 7	212	181	147	0	177	141	0	177	140	0.0	97.8	95.9
Grade 8	241	197	166	0	189	160	0	187	159	0.0	95.9	96.4
All Grades	516	378	313	0	366	301	0	364	299	0.0	96.8	96.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2497.	2508.		5.08	2.86		31.07	34.29		24.86	27.14		38.98	35.71
Grade 8		2517.	2525.		7.49	5.66		28.34	31.45		26.74	28.93		37.43	33.96
All Grades	N/A	N/A	N/A		6.32	4.35		29.67	32.78		25.82	28.09		38.19	34.78

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 7		9.09	8.57		61.93	69.29		28.98	22.14
Grade 8		9.63	12.58		56.15	62.26		34.22	25.16
All Grades		9.37	10.70		58.95	65.55		31.68	23.75

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 7		6.86	7.19		50.29	56.12		42.86	36.69
Grade 8		5.41	6.41		47.57	50.64		47.03	42.95
All Grades		6.11	6.78		48.89	53.22		45.00	40.00

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 7		12.43	7.86		68.36	82.14		19.21	10.00
Grade 8		14.44	12.58		70.05	69.18		15.51	18.24
All Grades		13.46	10.37		69.23	75.25		17.31	14.38

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 7		9.60	10.00		64.97	67.14		25.42	22.86
Grade 8		16.04	15.72		63.64	66.04		20.32	18.24
All Grades		12.91	13.04		64.29	66.56		22.80	20.40

Conclusions based on this data:

1. Based on the data, Producing clear and purposeful writing needs to be a focus in all grades it is the lowest section.

2. Overall scores increased between 21-22 and 22-23, This is positive as the school returns to normalcy after covid.

3. There is a clear need to increase instuction in Writing, Organization, Rigor, Reading which can be supported by the AVID program.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	63			0			0			0.0		
Grade 7	212	181	149	0	176	142	0	176	141	0.0	97.2	95.3
Grade 8	242	198	167	0	192	160	0	192	159	0.0	97.0	95.8
All Grades	517	379	316	0	368	302	0	368	300	0.0	97.1	95.6

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2459.	2478.		2.84	6.38		13.07	14.89		24.43	26.24		59.66	52.48
Grade 8		2473.	2492.		7.29	7.55		13.54	15.72		16.67	24.53		62.50	52.20
All Grades	N/A	N/A	N/A		5.16	7.00		13.32	15.33		20.38	25.33		61.14	52.33

Overall Achievement for All Students

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 7		5.11	9.22		38.07	41.13		56.82	49.65
Grade 8		8.33	4.40		40.63	47.17		51.04	48.43
All Grades		6.79	6.67		39.40	44.33		53.80	49.00

Concepts & Procedures
Applying mathematical concepts and procedures

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 7		4.55	3.55		46.02	44.68		49.43	51.77
Grade 8		4.17	8.18		47.40	52.83		48.44	38.99
All Grades		4.35	6.00		46.74	49.00		48.91	45.00

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 7		1.14	8.51		63.64	59.57		35.23	31.91
Grade 8		8.85	4.40		52.60	60.38		38.54	35.22
All Grades		5.16	6.33		57.88	60.00		36.96	33.67

Conclusions based on this data:

1. The number of students tested decreased from 21-22 to 22-23 reflecting the school population that had decreased.

2. Mean scores for grades 7 and 8 increased by approximately 20 points between 21-22 and 22-23.

3. Concepts & Procedures Applying mathematical concepts and procedures had the highest Below Standard percentage, reflecting a need to focus on this concept area.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1517.7			1531.4			1503.3			18		
7	1542.5	1541.8	1529.8	1549.1	1542.1	1539.7	1535.2	1541.0	1519.3	55	58	43
8	1563.2	1548.9	1572.0	1577.5	1549.8	1582.7	1548.4	1547.6	1560.9	49	55	49
All Grades										122	113	92

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
6	11.11			38.89			33.33			16.67			18		
7	24.53	31.03	11.63	37.74	27.59	41.86	28.30	32.76	39.53	9.43	8.62	6.98	53	58	43
8	35.42	20.00	33.33	25.00	50.91	43.75	31.25	14.55	16.67	8.33	14.55	6.25	48	55	48
All Grades	26.89	25.66	23.08	32.77	38.94	42.86	30.25	23.89	27.47	10.08	11.50	6.59	119	113	91

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
6	44.44			33.33			5.56			16.67			18		
7	37.74	48.28	27.91	41.51	31.03	58.14	15.09	13.79	9.30	5.66	6.90	4.65	53	58	43
8	43.75	41.82	54.17	37.50	32.73	35.42	10.42	16.36	6.25	8.33	9.09	4.17	48	55	48
All Grades	41.18	45.13	41.76	38.66	31.86	46.15	11.76	15.04	7.69	8.40	7.96	4.40	119	113	91

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
6	0.00			16.67			38.89			44.44			18		
7	7.55	10.34	0.00	30.19	27.59	23.26	37.74	43.10	39.53	24.53	18.97	37.21	53	58	43
8	18.75	12.73	14.58	20.83	23.64	39.58	35.42	45.45	29.17	25.00	18.18	16.67	48	55	48
All Grades	10.92	11.50	7.69	24.37	25.66	31.87	36.97	44.25	34.07	27.73	18.58	26.37	119	113	91

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
6	16.67			66.67			16.67			18		
7	13.21	8.62	11.63	69.81	72.41	74.42	16.98	18.97	13.95	53	58	43
8	20.83	21.82	22.92	70.83	63.64	70.83	8.33	14.55	6.25	48	55	48
All Grades	16.81	15.04	17.58	69.75	68.14	72.53	13.45	16.81	9.89	119	113	91

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
6	72.22			11.11			16.67			18		
7	75.00	74.14	69.77	19.23	18.97	25.58	5.77	6.90	4.65	52	58	43
8	70.83	60.00	79.17	22.92	30.91	16.67	6.25	9.09	4.17	48	55	48
All Grades	72.88	67.26	74.73	19.49	24.78	20.88	7.63	7.96	4.40	118	113	91

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
6	0.00			16.67			83.33			18		
7	19.61	13.79	4.65	35.29	48.28	46.51	45.10	37.93	48.84	51	58	43
8	31.91	23.64	31.25	21.28	32.73	37.50	46.81	43.64	31.25	47	55	48
All Grades	21.55	18.58	18.68	26.72	40.71	41.76	51.72	40.71	39.56	116	113	91

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
6	5.56			83.33			11.11			18		
7	0.00	5.17	2.33	86.79	84.48	72.09	13.21	10.34	25.58	53	58	43
8	4.17	3.64	4.17	81.25	85.45	87.50	14.58	10.91	8.33	48	55	48
All Grades	2.52	4.42	3.30	84.03	84.96	80.22	13.45	10.62	16.48	119	113	91

**Writing Domain
Percentage of Students by Domain Performance Level for All Students**

Conclusions based on this data:

1. The number of EL students has decreased over the 3 year period. Our noticing in 23-24 school year is an increase in EL students especially newcomer students.

2. Overall across all grade levels the performance of Level 3 and 4 students has increase overtime. This shows progress in students moving through the levels.

3. The writing domain remains a challenge for students as the Well Developed category remains in the single digit percentage. This shows a need for writing development.

School and Student Performance Data

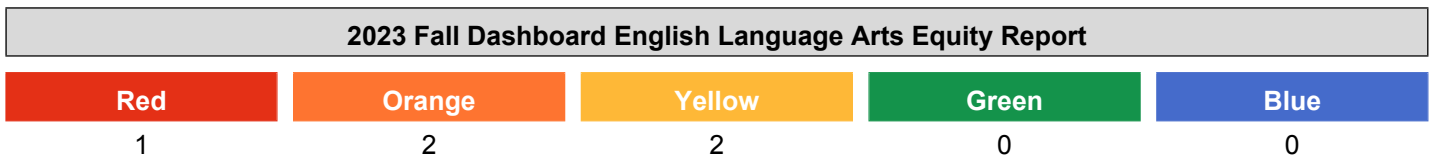## California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
359	**81.3**	**26.2**	**0.3**
Total Number of Students enrolled in Spring 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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	94	26.2
Foster Youth	1	0.3
Homeless	26	7.2
Socioeconomically Disadvantaged	292	81.3
Students with Disabilities	92	25.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	55	15.3
American Indian	1	0.3
Asian	5	1.4
Filipino	10	2.8
Hispanic	228	63.5
Two or More Races	27	7.5
Pacific Islander	3	0.8
White	30	8.4

Conclusions based on this data:

1. 81% of our students are Socioeconomically Disadvantaged, this shows a need for additional school support needed in instructional supplies, student support, Social and Emotional Learning, building the school to home connection.

2. 63% our our students are Hispanic, which shows our need for Spanish translation, bilingual staff members, and translated materials into Spanish. As well as cultivating and celebrating the Hispanic culture in our school commuinty.

3. 25% of our population are students with disabilities, this is partly due to several districtwide programs at Spring Valley Academy which specifically serve students with disabilities. This group of students need additional support of instructional items to help them access academic material/curriculum, staff and teacher training on working with the needs of a student with disabilities, increased access to academic support or activities that provide additional academic teaching.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. Progress is being made in the areas of Suspension and English Learners. Spring Valley will need to keep up efforts woring on reducing suspensions and providing alternatives to suspensions.

2. Chronic Absenteeism is an area in red. This area is an area of focus for next year with our Community Schools hub to help support and connect families.

3. English Language Arts and Math are areas that are improving, students need continued support through AVID, tutoring, reading intervention, data chats, etc. to continue to move the academic areas towards improvement.

School and Student Performance Data
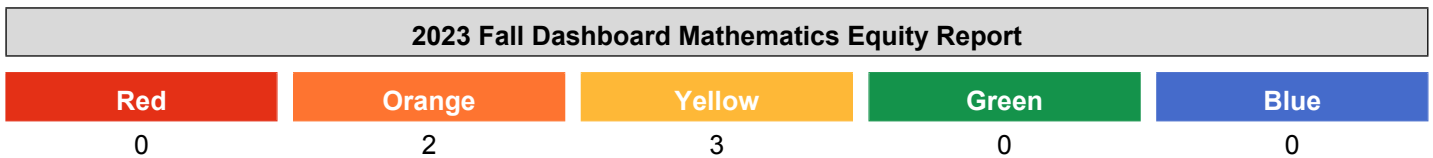
Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	2	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	Less than 11 Students
39.6 points below standard	74.2 points below standard	1 Student
Increased +10.7 points	Decreased -3.5 points	
315 Students	104 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
46.4 points below standard	Yellow	Orange
Increased Significantly +59.2 points	47.1 points below standard	76.8 points below standard
24 Students	Increased +12.5 points	Increased Significantly +47.3 points
	261 Students	87 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow 27.4 points below standard Increased Significantly +37 points 42 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students	Less than 11 Students 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 50.4 points below standard Maintained +2.8 points 205 Students	51.8 points below standard Decreased -5.5 points 23 Students	Less than 11 Students 3 Students	31.5 points below standard Increased +9.6 points 29 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
105.4 points below standard Decreased -10.9 points 77 Students	14.8 points above standard Increased +11.1 points 27 Students	26.6 points below standard Increased Significantly +15.5 points 179 Students

Conclusions based on this data:

1. English Learners continue to struggle in English Language Arts, This data shows a need to focus on our EL students in ELA to support their improvement. Adding Teacher professional Development such as GLAD or AVID training will be beneficial to providing better instruction.

2. Students in the category of 2 or more races showed a slight decrease by -3.5 points. This paired with the same category being chronically absent shows that school attendance affects academic output. These students need to attend school on a regular bases and need incentives to help keep them engaged in school.

3. Many categories saw positive increases, which shows our teaching staff should continue use of AVID strategies to support students.

School and Student Performance Data

Academic Performance
Mathematics

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	3	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
82.7 points below standard	122.7 points below standard	
Increased Significantly +18.5 points	Increased +4.2 points	1 Student
313 Students	102 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	Orange
77.8 points below standard	89 points below standard	111.6 points below standard
Increased Significantly +66.8 points	Increased Significantly +23.9 points	Increased Significantly +44.1 points
24 Students	260 Students	86 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	Less than 11 Students	Less than 11 Students	Less than 11 Students
69.2 points below standard			
Increased Significantly +47.1 points	1 Student	5 Students	9 Students
42 Students			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	106.2 points below standard	Less than 11 Students	66.7 points below standard
94.6 points below standard	Decreased -6.4 points		Maintained -0.5 points
Increased +14.6 points		3 Students	
203 Students	23 Students		29 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
144.4 points below standard	62.5 points below standard	68.9 points below standard
Increased +6.1 points	Decreased -9.5 points	Increased Significantly +20.6 points
75 Students	27 Students	179 Students

Conclusions based on this data:

1. Again students in the category of 2 or more races showed a decrease in their scores by -6.4 points. This paired with their high rate of chronic absenteeism shows that school attendance is important to support academics.

2. Students in the reclassified English Learner category also showed a decrease of -9.5 points. This may reflect a need for students to continue to be supported after reclassification with tutoring, homework assistance, additional time, etc.

3. Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, and English Only students all showed significant increases in their points. Showing that the additional supports provided are helping these students to grow in their math skills.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
52.9% making progress towards English language proficiency
Number of EL Students: 87 Students
Performance Level: 3
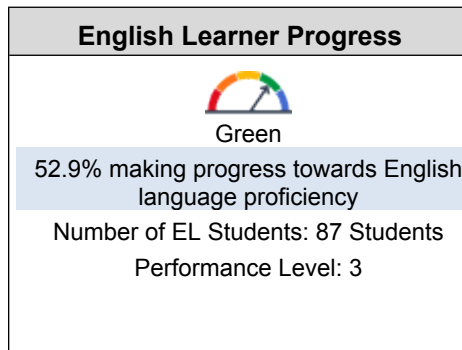
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16	25	13	33

Conclusions based on this data:

1. Our English Learner progress is 52 points above standard. This shows great progress for most of our English Learners. This reflects a need to continue teacher training, ELD programs and support of our ELD students.

2. 33 students maintained, This shows a large number of students who stagnated in their scores. This shows a need for additional support like after school learning oppurtunites, additional incentives and motivations.

3. 16 students decreased in at least 1 level. This shows a need to target students and provide additional support like after school learning opportunities.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
46.9% Chronically Absent	53.4% Chronically Absent	
Increased Significantly 7	Increased 11.7	2 Students
386 Students	103 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Red	Red
57.1% Chronically Absent	49.4% Chronically Absent	50.9% Chronically Absent
Declined -19.3	Increased Significantly 7.7	Increased 5.2
35 Students	316 Students	106 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	Less than 11 Students	Less than 11 Students	Less than 11 Students
41.4% Chronically Absent	1 Student	5 Students	10 Students
Declined -10.8			
58 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Red	Less than 11 Students	Orange
50% Chronically Absent	48.4% Chronically Absent	3 Students	41.2% Chronically Absent
Increased Significantly 12.1	Increased 21.7		Declined -8.8
244 Students	31 Students		34 Students

Conclusions based on this data:

1. This data reflects an overall need to address chronic absenteeism. This reflects a need for attendance recovery programs, parent information increase, additional social worker and counseling programs to support student attendance, school connection through mentoring programs.

2. Our homeless population has the most chronically absent students, this reflects the unique challenges that come with transitional living situations. This reflects a need for additional support, parent liaison, transportation of students.

3. Our largest group of students with 244 students is our Hispanic sub group with 50% chronic absenteeism with a significant increase. This refelcts the need for a larger whole school approach to supporting school attendance with most of our students in the Hispanic subgroup. This reflects the need for bilingual staff, parent liaison, counseling and social worker support.

School and Student Performance Data

Conditions & Climate
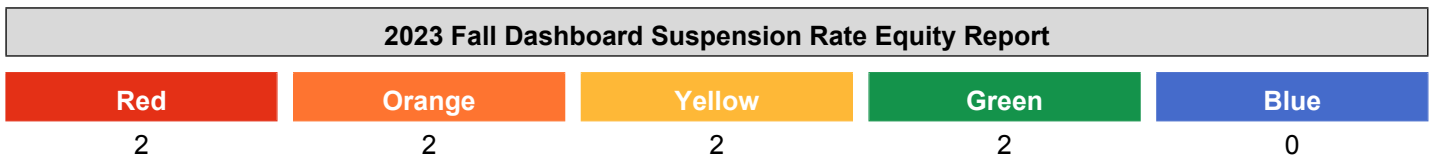### Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	2	2	2	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	Less than 11 Students
7.9% suspended at least one day	5.6% suspended at least one day	2 Students
Declined Significantly -3.1	Declined -4.3	
405 Students	107 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Yellow	Yellow
20.5% suspended at least one day	8.3% suspended at least one day	9.1% suspended at least one day
Maintained -0.1	Declined Significantly -3.8	Declined -6.7
39 Students	326 Students	110 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	Less than 11 Students	Less than 11 Students	Less than 11 Students
17.7% suspended at least one day	1 Student	5 Students	10 Students
Declined -0.8			
62 Students			

Hispanic	Two or More Races	Pacific Islander	White
Green	Red	Less than 11 Students	Orange
5.5% suspended at least one day	12.5% suspended at least one day	3 Students	8.3% suspended at least one day
Declined Significantly -4.9	Increased 2.8		Increased 1.2
256 Students	32 Students		36 Students

Conclusions based on this data:

1. Overall suspensions have been on the decline, this reflects a need for continued support of alternatives to suspension, social worker and counseling programs, school incentives, positive school engagement, updated library books, updated technology.

2. Students in the homeless subgroup have the highest percentage of suspensions of 20%, this reflects a need for trauma informed care, equity trainind other staff trainings to help understand the needs of the homeless family.

3. The largest group of socioeconomically disadvantaged students declined significantly, which also reflects the overall decrease.

SPSA Monitoring and Evaluation 2023-24

Goal #1

This was not updated by previous author, this will be addressed in future plans.

Improve Academics in English Language Arts for all students.

Statewide Assessments:

The percentage of all students in Grades 7-8 meeting standard on SBAC (ELA) will increase from 37% to 40%.

The percentage of English Learners in Grades 7-8 meeting standard on SBAC (ELA) will increase from 4% to 12% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 7-8 meeting standard on SBAC (ELA) will increase from 36% to 39% (minimum of 3% increase).

The percentage of students with disabilities in Grades 7-8 meeting standard on SBAC (ELA) will increase from 7% to 15% (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades 7-8 scoring at or above grade level on i-Ready (ELA) will increase from 29% to 32%.

The percentage of English Learners in Grades 7-8 scoring at or above grade level on i-Ready (ELA) will increase from 4% to 12%.

The percentage of socioeconomically disadvantaged students in Grades 7-8 scoring at or above grade level on i-Ready (ELA) will increase from 24% to 32%

The percentage of students with disabilities in Grades 7-8 scoring at or above grade level on i-Ready (ELA) will increase from 13% to 21%.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
AVID Materials 4000-4999: Books And Supplies Title I 2,000 Teacher Release 1000-1999: Certificated Personnel Salaries Title I 5,000	Spring Valley Academy will improve skills in reading and writing through integration of AVID instructional strategies into instruction in all courses and concentrated in the AVID elective course as evidenced by improved scores in iReady and CAASSP assessment data for all students. • Teachers and administration will participate in professional	iReady Scores State Testing Scores number of students participating number of teachers participating	Seeing an increase in student self efficacy and students taking more ownership of learning.	Modify Modify to year 2 of AVID training, reducing contract amount for AVID program, adding additional AVID support teacher.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
AVID Summer Institute 2025 Registration 5800: Professional/Consulting Services And Operating Expenditures Title I 5,000 AVID Coordination by Teacher 1000-1999: Certificated Personnel Salaries Title I 30,000 Student AVID Planners 5000-5999: Services And Other Operating Expenditures Title I 3,000	development through the 3-day AVID Summer Institute • Master schedule will be include AVID elective course that provides direct instruction in reading and writing strategies, plus offers small group tutoring sessions twice weekly with AVID tutors • AVID Strategies will be implemented school-wide and include direct instruction of strategies in Writing, Inquiry, Collaboration, Organization, and Reading. Strategies include focused note-taking, structured discussion/collaboration, critical reading, quickwrites, and planner checks. • All teachers will use common language and shared strategies to promote and deepen understanding, plus maximize opportunities for students to practice application of strategies • AVID coordination will be provided by 1 teacher with 1 period dedicated to AVID implementation and reporting.			

	Copied from your SPSA	Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
Supplemental Curriculum (Pro-Ed, Boardmaker, Scholastic Scope, Everyday Speech, Edmark) 4000-4999: Books And Supplies Title I 2,100 ELA, ELD, Reading Intervention, Social Studies instructional supplies 4000-4999: Books And Supplies Title I 2,000 Student Headphones to access digital curriculum and programs 4000-4999: Books And Supplies Title I 2,000 Library Books and Supplies 4000-4999: Books And Supplies Title I 1,000	Spring Valley Academy will provide a comprehensive service model with integrated supports and supplemental curriculum in English Language Arts to meet the needs of students with disabilities through Specialized Academic Instruction (SAI), as evidenced by improved scores in iReady assessment data and CAASSP assessment data for students with disabilities. • SAI teachers will differentiate instruction and utilize supplemental curriculum to target the needs of students with disabilities. • Master schedule will be strategically designed to offer supported classes and opportunities for inclusion to all students, with a 7 period day to ensure students are enrolled in daily intervention class if needed. • SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress. • Assessment data will be analyzed to determine placement in intervention classes, SAI classes, and in general education with integrated SAI service. • District will fund a full-time Instruction and Data Support Teacher. This teacher will	iReady scores State Testing Scores student GPA Teacher Participation in Professional Learning Cycles	Seeing increase in iReady scores, Teacher noticing of more attention given to state testing, Lowered number of students on below 2.0 GPA list.	Modify reducing amount on digital programs as a result of low teacher use. Increasing beyond basic instructional materials to support students who are socioeconomically disadvantaged.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	support teachers in analyzing data and developing appropriate interventions. • Students will be provided appropriate instructional materials beyond basic school supplies to enable students to access academic curriculum, enhance the learning experience, and support students academic needs.			
Project GLAD Training 5000-5999: Services And Other Operating Expenditures Title I 1,100 Substitute Coverage for Project GLAD Training 1000-1999: Certificated Personnel Salaries Title I 1,500	English Language Learners will be taught through the use of research-based Guided Language Acquisition Design (GLAD) strategies to improve reading, writing, listening and speaking skills as evidenced by improved scores in ELPAC, iReady and CAASSP assessment data. • ELD Teacher will participate in professional development through Project GLAD • Master schedule will include 7 periods to provide daily ELD instruction to all designated English Language Learners • District will fund a full-time Instruction and Data Support Teacher to support ELD teacher in analyzing data and applying GLAD strategies	Reclassification numbers ELPAC District Benchmark	Increased number of students reclassified Students seeing increases in levels of ELPAC and district benchmark results.	Modify Adjusting to any English Learner related professional development that supports English Language Acquisition, due to lack of GLAD opportunities.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Glad training was not implemented due to teachers being ready to train, subs being available.

AVID expenditures changed, student helpers as classified college student

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.

Our ATSI is not in the area ELA academic goals.

Goal #2

This was not updated by previous author, this will be addressed in future plans.

Statewide Assessments:

The percentage of all students in Grades 7-8 meeting standard on SBAC (Math) will increase from 20% to 23% (minimum of 3% increase).

The percentage of English Learners in Grades 7-8 meeting standard on SBAC (Math) will increase from 2% to 8% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 7-8 meeting standard on SBAC (Math) will increase from 20% to 23% (minimum of 3% increase).

The percentage of students with disabilities in Grades 7-8 meeting standard on SBAC (Math) will increase from 0% to 8% (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades 7-8 scoring at or above grade level on i-Ready (Math) will increase from 18 to 21% (minimum of 3% increase).

The percentage of English Learners in Grades 7-8 scoring at or above grade level on i-Ready (Math) will increase from 5 to 13% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 7-8 scoring at or above grade level on i-Ready (Math) will increase from 16% to 26% (minimum of 8% increase).

The percentage of students with disabilities in Grades 7-8 scoring at or above grade level on i-Ready (Math) will increase from 3% to 11% (minimum of 8% increase).

The percentage of African Amercian students in Grades 7-8 scoring at or above grade level on i-Ready (Math) will increase from to % (minimum of 8% increase).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Supplemental Curriculum (Delta, Gimkit, EdPuzzzle) 4000-4999: Books And Supplies Title I 4000 instructional materials, RedCat Batteries 4000-4999: Books And Supplies Title I 2000	Spring Valley Academy will improve performance in math by utilizing a variety of supplemental curriculum to differentiate instruction, target areas of need for intervention, and increase opportunities for engagement in a variety of modalities as evidenced by improved scores in iReady and CAASPP assessment data. • Regular afterschool opportunities will be offered for after	Teacher use of digital programs Student Math iReady Score increase student use of Library	Some digital programs saw limited use. The Library is not easy for students to access due to scheduling barriers. Red Cat microphones are used by most teachers, which increases student understanding in the classroom.	Modify Adjusting the digital platform subscriptions

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
Library 4000-4999: Books And Supplies Title I 1000	school tutoring in math by math teachers. All students will have access to afterschool turoring. • Supplemental curriculum will be integrated into math courses to offer engaging learning opportunities in a variety of engaging modalities Classroom instructional items Library books to support Language Acquisition			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Some digital programs saw limited use.
The Library is not easy for students to access due to scheduling barriers.
Red Cat microphones are used by most teachers, which increases student understanding in the classroom.

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.

Looking at a metric of decreasing chronic absenteeism this goal will include:
2.1 Materials and Programs beyond district provided curriculum and instruction

2.2 Extended Learning Opportunities beyond the school day

Our ATSI is not in the area Math academic goals.

Goal #3

This was not updated by previous author, this will be addressed in future plans.

The percentage of students who are chronically absent from school will decrease by 5% each year.

The percentage of Socio-Economically Disadvantaged who are chronically absent from school will decrease by 5% each year.
The percentage of African American students who are chronically absent from school will decrease by 5% each year.
The percentage of White students who are chronically absent from school will decrease by 5% each year.
The percentage of Students with Disabilities who are chronically absent from school will decrease by 5% each year.
The percentage of Students of 2 or More Races who are chronically absent from school will decrease by 5% each year.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Thrively Strengths Assessment & Project Based Learning Modules 4000-4999: Books And Supplies Title I 5,000 Materials & Supplemental Curriculum for College and Career Readiness 4000-4999: Books And Supplies Title I 5000 Salary for After-school Clubs 1000-1999: Certificated Personnel Salaries Title I 10,000 Materials for Afterschool Clubs 4000-4999: Books And Supplies Title I 3000	Spring Valley Academy will increase attendance rates by providing instruction and extended learning opportunities that are connected and relevant to students as evidenced by attendance records • both integrated into the school day through engaging learning opportunities after school • Assessments through Thrively will be conducted to identify students' strengths in order to connect instruction to individual students and their learning profiles • Students will participate in project-based learning around college and career readiness skills related to their strengths and interests, both during he school day and in extended learning opportunities after school (Thrively) • College and career readiness skills and applications of	Number of Students participating in after school activities. increases in iReady reduction in disciplinary referrals	Thrively use was discontinued in the fall of 23-24 due to poor implementation. Afterschool learning opportunities were not funded in Title 1due being covered in ELOP funding. Students were able to experience several afterschool opportunities throughout the school year.	Modify Discontinue Thrively Modify afterschool opportunities to reduce amount needed Modify College and Career activities to reduce funding due to additional CTE grant.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	the strengths findings will be integrated across all elective courses to increase relevance, engagement and attendance (Thrively) • Students will be provided opportunities to participate in self-selected, high-interest engaging learning opportunities in after school clubs that promote deepened connections to school			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

3.1 Thrively use was discontinued in the fall of 23-24 due to poor implementation. Afterschool learning opportunities were not funded in Title 1due being covered in ELOP funding. Students were able to experience several afterschool opportunities throughout the school year.

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.

Looking at a metric of decreasing chronic absenteeism this goal will include:
4.1 Student Workshops and trainings: Ambassadors, Sources of Strength, No Place for Hate, etc.

4.2 Student Mentorship, counseling groups and skills groups

4.3 Positive School Climate / Culture Programs: PBIS, Restorative Practices, etc

4.4 Professional Development around: Mental Health, SEL, Restorative Practices, Equity, Trauma Informed Care, etc.

ATSI - 2+ Races subgroup

To support the students in the 2+ races subgroup will be supported by the No Place for Hate Club to ensure connections and belonging. This subgroup will be targeted with attendance incentives. The parent liaison will connect with this subgroup of families to engage them in the school.

Goal #4

This was not updated by previous author, this will be addressed in future plans.

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:
Culture/Climate 68%
Growth Mindset 52%
Self-Management 51%
Self-Efficacy 40%
Social Awareness 49%

Parent survey results will demonstrate an increase of parents who respond positively in these areas:
Support for Academic Learning 86%
Sense of Community 81%
Sense of Safety 76%

The number of students suspended will decrease from 5.49% to 4%
The number of Homeless students suspended will decrease from
The number of Students with Disabilities suspended will decrease from 8.04% to $7%
The number of Socioeconomically Students suspended will decrease from 6.83% to 6%
The number of African Amercian students suspended will decrease from 16.18% to 15%

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
Boys to Men Mentoring Program 5800: Professional/Consulting Services And Operating Expenditures Title I 5000 Student Leadership Club Materials 5000-5999: Services And Other Operating Expenditures Title I 1000 Substitute Coverage for Safe Schools Ambassador Training, Restorative Practices Training 1000-1999: Certificated Personnel Salaries Title I 1000	Spring Valley Academy will decrease suspension rates, while improving culture/climate, growth mindset, student self-management, student self-efficacy, and social awareness through a variety of diverse leadership opportunities and social-emotional programs for students as evidenced by increased rates in the CORE SEL Survey. • Boys to Men and FANCY Girls' mentoring programs will provide weekly group sessions to promote positive student relationships • Student leadership opportunities will be provided through the Safe School Ambassadors program and the No Place for Hate Club	number of students attending groups and leadership opportunities reduced number of disciplinary referrals reduced number of suspensions	We saw increased student efficacy across the school. Student leadership groups reduced peer to peer issues. We saw a reduction in referrals and suspensions.	Modify Adjust funding amounts.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
Materials for High Interest Incentives/Rewards for PBIS 4000-4999: Books And Supplies Title I 3000 School Culture and Climate materials to increase positive school climate 4000-4999: Books And Supplies Title I 1000 Printshop 5700-5799: Transfers Of Direct Costs Title I 2000 Student Engagement / Motivation / Incentives 4000-4999: Books And Supplies Title I 2000	Spring Valley Academy will improve school culture and climate while decreasing suspension rates by implementing Positive Behavior Intervention Supports (PBIS) school-wide, as evidenced by CORE SEL survey results andd suspension rates. • Clearly communciating behavior expectations through presentations, posters, and daily school-wide messages • Implementing school-wide incentives program, including utilization of Eagle Excelellence cards the reinforce expected behaviors, weekly randon prize drawing with Eagle Excellence Cards, and an incentives store where students cane use Eagle Excelellnce cards as token economy to earn preferred rewards	increased attendance increase in wellness team referrals decrease in chronic absenteeism	Students were highly motivated by incentives. absent rates decreased	Modify adjust amounts and activities that motivate students.
Professional Development: Mental Health, Restorative Practices, PBIS 5800: Professional/Consulting Services And Operating Expenditures Title I 2000 Release Days Professional Development (2 days per teacher) 1000-1999:	Teachers will participate in professional development opportunities related to cultural responsiveness and equity practices to improve culture/climate as evidenced by the CORE SEL survey and suspension rates. • Teachers will participate in 2.5 days of professional development to learn and practice theory how to plan and deliver	Number of classroom suspensions Number of disciplinary referrals Number of suspensions	Students reduced the disciplinary infractions across campus and across all levels of disapline. Classified and Certificated staff were trained in restorative practices.	Modify adjust the type of professional development to all behavioral, SEL and Trauma informed care. Reduce the teacher release days needed, due to training less people.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Certificated Personnel Salaries Title I 9,000	instruction through an equity lens • Professional development will focus on integrating cultural responsively with instructional initiatives • learning opportunities will integrate concepts and practices of equity with academic initiatives for improving instruction Teachers and staff will participate in restorative practices workshops to better their response to student behavioral needs.			
Parent Liaison 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,478.25	Hire parent liaisons to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by: * Planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students. * Coordinating without outside organizations and assist parents in utilizing community service and other resources. * Serving as a contact between non-English speaking students, parents, families and the school and/or district to increase parent confidence and connection with the school * Helping families to understand the importance of attendance and work with them to help their students get to school.	number of family responses to survey	This was a shared position across many sights. Spring Valley Academy saw very little of this person's time.	Modify Continue Parent Liaison role and increase funding in anticipation of being able to utilize this position more.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
bus transportation 5000-5999: Services And Other Operating Expenditures Title I 2500 Transition Supplies 4000-4999: Books And Supplies Title I 2000	Support of Students in Transition to Middle School Student orientation support Student tours and visits of middle school student introduction assemblies to middle school	number of new enrollments to SVA number of students enrolling in high school increased results on student survey	This activity was greatly reduced when tours were cancelled due to Spring Valley area flooding in January of 2024.	Continue continue into next school year.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

4.1 remained as planned with small adjustments for amount spent.
4.2 had some adjustment to increase funding in order to provide flexible seating for students to access classroom instruction.
4.3 remained as planned with small adjustments for amount spent.
4.4 remained as planned with small adjustments for amount spent.
4.5 was adjusted due to flooding.

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.

Looking at a metric of decreasing Suspensions this goal will include:
4.1 Student Workshops and trainings: Ambassadors, Sources of Strength, No Place for Hate, etc.

4.2 Student Mentorship, counseling groups and skills groups

4.3 Positive School Climate / Culture Programs: PBIS, Restorative Practices, etc

4.4 Professional Development around: Mental Health, SEL, Restorative Practices, Equity, Trauma Informed Care, etc.

ATSI - Homeless and 2+ Races subgroups
To support students in the Homeless and 2+ Races sub groups we plan to target these students with intervention and support through our counseling team, counseling groups, Boys 2 Mean, Staff Professional Learning and mentoring support. These changes can be found in Goal 4 Strategies 1-4.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts
Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (ELA) will increase from 37% to 40%.

The percentage of English Learners of testing age meeting standard on SBAC (ELA) will increase from 04% to 10%.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 29% to 34%.

The percentage of English Learners scoring at or above grade level on i-Ready (ELA) will increase from 04% to 10%.

The percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic Informational Text will increase from 28% to 34%

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

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

1.1 AVID Program Implementation

1.2 Materials and Programs beyond district provided curriculum and instruction

1.3 English Learner professional development

1.4 Professional Learning Opportunities to support the Cycles of Professional Learning

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (All grades)	CAASPP: ALL students 37% English Learners 04%	CAASPP: ALL students, of testing age 40% English Learners, of testing age - 10%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	iReady Diagnostic #2: ALL students 29% English Learners 4% ALL students Informational Text 28%	iReady Diagnostic #2 ALL students - 35% English Learners - 10% ALL students Informational Text - 34%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	AVID Program Implementation	All Students, English Learners	15,700 Title I 5800: Professional/Consulting Services And Operating Expenditures Avid Program, AVID Emerge for ELs 5,000 Title I 1000-1999: Certificated Personnel Salaries Teacher Release for Professional Learning 5,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Teacher registration and Travel/Conference for professional development 30,000 Title I 1000-1999: Certificated Personnel Salaries AVID coordination by teacher during 1 release period 3,000 Title I 5000-5999: Services And Other Operating Expenditures Student AVID Planners 2,000

				Title I 4000-4999: Books And Supplies Supplies related to AVID program and instruction
1.2	Materials and Programs beyond district provided curriculum and instruction	All students, Students with Disabilities	2,100 Title I 4000-4999: Books And Supplies Supplemental Curriculum (Pro-Ed, Boardmaker, Scholastic Scope, Everyday Speech, Edmark) 1,000 Title I 4000-4999: Books And Supplies Library books and Supplies 3,000 Title I 4000-4999: Books And Supplies student instructional materials beyond basic in ELA, ELD, Reading, Social Studies 2,000 Title I 4000-4999: Books And Supplies Durable headphones to access digital programs.
1.3	English Learner professional development	English Language Learners	1,100 Title I 5000-5999: Services And Other Operating Expenditures ELD Professional Development 1,500 Title I 1000-1999: Certificated Personnel Salaries Substitute Coverage for ELD Professional Development
1.4	Professional Learning Opportunities to support the Cycles of Professional Learning	All Students	10,000 Title I 1000-1999: Certificated Personnel Salaries Teacher release for professional development

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Math
Statewide Assessments:

The percentage of all students meeting standard on SBAC (Math) will increase from 20% to 25%

The percentage of English Learners meeting standard on SBAC (Math) will increase from 02% to 10%

Local Assessments:

The percentage of all students \scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 18% to 22%.

The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 01% to 10%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

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

2.1 Materials and Programs beyond district provided curriculum and instruction

2.2 Extended Learning Opportunities beyond the school day

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	CAASPP: ALL students - 20% English Learners - 02%	CAASPP: ALL students - 25% English Learners - 10%
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	iReady Diagnostic #2 ALL students - 18% English Learners - 01%	iReady Diagnostic #2 ALL students of testing age - 22% English Learners - 10%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Materials and Programs beyond district provided curriculum and instruction	All Students	1,700 Title I 4000-4999: Books And Supplies Supplemental Curriculum (Delta, Gimkit, EdPuzzzle) 3,000 Title I 4000-4999: Books And Supplies student instructional materials beyond basic in Math, math intervention, math electives, science
2.2	Teacher Professional Development	All Students	5,000 Title I 1000-1999: Certificated Personnel Salaries Teacher release for professional development related to math, science, math intervention

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement
The percentage of All students who are chronically absent from school will decrease from 34% to 30%

The percentage of students in the subgroup of two or more races who are chronically absent from school will decrease from 38% to 30%

The percentage of students in the subgroup of Hispanic who are chronically absent from school will decrease from 33% to 29%

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

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

3.1 Extended Learning Activities

3.2 Parent Liaison

3.3 Student engagement and incentives

3.4 Family and Community Engagement in middle school development

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2023-24, our rate of chronic absenteeism was All Students - 34%. Two or More Races - 38% Hispanic - 33%	In 2024-2025, we will reduce the rate of chronic absenteeism to All students - 30% Two or More Races - 30% Hispanic - 29%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Extended Learning Activities	All Students	5,000 Title I 4000-4999: Books And Supplies materials for extended learning activities 5000 Title I 1000-1999: Certificated Personnel Salaries Teacher salaries for extended learning activities
3.2	Parent Liaison	All Students, Chronically Absent, English Learners ATSI - 2+ Races	2353.41 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent Liaison salary
3.3	Student engagement and incentives	All Students ATSI - 2+ Races	3,000 Title I 4000-4999: Books And Supplies student engagement materials related to encouraging attendance
3.4	Family and Community Engagement in middle school development	All students ATSI - 2+ Races	1,000 Title I 5700-5799: Transfers Of Direct Costs school to home communication 2,000 Title I 5700-5799: Transfers Of Direct Costs Middle School/High School Transition educational excursion transportation 3,000 Title I 4000-4999: Books And Supplies Materials to support family and community engagement activities ie. orientation, showcase, parent events, etc.
3.5	Engage students with additional elective selections	All Students Students with Disabilities	27,416 Title I 1000-1999: Certificated Personnel Salaries Music Teacher for SDC 1 period, co-funded with prop 28

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate & Culture
The 4-point scale results of students who responded favorably in the domains listed below are as follows:

Culture/Climate - 2.97
Growth Mindset - 3.67
Self-Management- 3.79
Self-Efficacy- 3.32
Social Awareness- 3.46

Parent survey results will demonstrate an increase of parents who respond positively in these areas:
Support for Academic Learning 90%
Sense of Community 82%
Sense of Safety 86%

The number of students suspended will decrease from 1.56%% to maintain at less than 3%

(ATSI)
In an effort to monitor suspensions of Homeless Students and students in 2 or more races we will establish a monitoring metric of decreasing the percent of Homeless suspensions and decreasing the percentage of 2+ races suspensions
Two or more Races - 3.13% will will maintain less than 3%

Homeless - 2.63% will maintain less than 3%

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

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

4.1 Student Workshops and trainings: Ambassadors, Sources of Strength, No Place for Hate, etc.

4.2 Student Mentorship, counseling groups and skills groups

4.3 Positive School Climate / Culture Programs: PBIS, Restorative Practices, etc

4.4 Professional Development around: Mental Health, SEL, Restorative Practices, Equity, Trauma Informed Care, etc.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (7th, 8th grade)	The 4-point scale results of students who responded favorably in the domains listed below are as follows: Culture/Climate - 2.97 Growth Mindset - 3.67 Self-Management- 3.79 Self-Efficacy- 3.32 Social Awareness- 3.46	The 4-point scale results of students who responded favorably in the domains listed below are as follows: Culture/Climate - 3.0 Growth Mindset - 3.7 Self-Management- 3.85 Self-Efficacy- 3.4 Social Awareness- 3.6
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning - 90% Sense of Community - 82% Sense of Safety - 86%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - 91% Sense of Community -84% Sense of Safety - 88%
Suspension Data	Our school's suspension rate for the 2023-24 school year is All Students - 1.56%. Two or more Races - 3.13% Homeless - 2.63%	The percentage of students suspended All students - will maintain less than 3% Two or more Races - will maintain less than 3% Homeless - will maintain less than 3%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Student Workshops and trainings: Ambassadors Sources of Strength No Place for Hate etc.	All Students Homeless Students Students of One or More Race	3,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Student workshop/training 2,000 Title I 5000-5999: Services And Other Operating Expenditures Student Leadership Club Materials 1000 Title I 1000-1999: Certificated Personnel Salaries Substitute Coverage for Safe Schools Ambassador Training, Restorative Practices Training
4.2	Student Mentorship, counseling groups and skills groups	All Students Homeless Students	10,000 Title I

		Students of One or More Race	5000-5999: Services And Other Operating Expenditures Boys to Men Mentoring Program 3,000 Title I 4000-4999: Books And Supplies materials and instructional supplies for counseling skills groups
4.3	Positive School Climate / Culture Programs: PBIS Restorative Practices etc	All Students Homeless Students Students of One or More Race	2,014 Title I 4000-4999: Books And Supplies Materials for High Interest Incentives/Rewards for PBIS 2000 Title I 4000-4999: Books And Supplies Materials for High Interest Incentives/Rewards for student goal setting, chronic absenteeism
4.4	Professional Development around: Mental Health, SEL, Restorative Practices, Equity, Trauma Informed Care, etc.	all students Homeless Students Students of One or More Race	5,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development: Mental Health, Restorative Practices, PBIS 5,000 Title I 1000-1999: Certificated Personnel Salaries Release Days Professional Development
4.5	School Community Building through ART Reach Program	all students	1723 Title I 5000-5999: Services And Other Operating Expenditures Student career exploration and instruction in mural creation through ART Reach

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$174,606.41
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$174,606.41
Total Federal Funds Provided to the School from the LEA for CSI	$--

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$172,253.00
Title I Part A: Parent Involvement	$2,353.41
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $174,606.41

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 ($)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

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

Total of federal, state, and/or local funds for this school: $174,606.41

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
Title I	172,253	0.00
Title I Part A: Parent Involvement	2353.41	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	172,253.00
Title I Part A: Parent Involvement	2,353.41

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	89,916.00
2000-2999: Classified Personnel Salaries	2,353.41
4000-4999: Books And Supplies	32,814.00
5000-5999: Services And Other Operating Expenditures	17,823.00
5700-5799: Transfers Of Direct Costs	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	28,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	89,916.00
4000-4999: Books And Supplies	Title I	32,814.00
5000-5999: Services And Other Operating Expenditures	Title I	17,823.00
5700-5799: Transfers Of Direct Costs	Title I	3,000.00

| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 28,700.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A: Parent Involvement | 2,353.41 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	81,400.00
Goal 2	9,700.00
Goal 3	48,769.41
Goal 4	34,737.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

5 Secondary Students

Name of Members   **Role**

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 23, 2024.

Attested:

	Principal, Elizabeth Loether on May 23, 2024
	SSC Chairperson, Brock Geiselman on May 23, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

Goal

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

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

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

> 5. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

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