

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central Valley Home School	10-62240-6114805	February 28th, 2022	July 12, 2021

Purpose and Description

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

Targeted Support and Improvement

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

The SPSA is aligned with the KECSD LCAP and was developed with input from the School Site Council, school staff and members of the school community.

The SPSA was designed to meet the needs of the targeted students and align with school programs and strategies to support students most at risk, academically. The purpose of the SPSA is to create a cycle of continuous improvement of student performance and progress and to ensure that all students succeed in reaching academic standards. All decisions are based on careful analysis and reflection of data from multiple measures, including state and local assessments.

The development of the SPSA starts with implementation of a school needs assessment. Data from the needs assessment is analyzed and together with the SSC and members of the school community, an action plan is made to meet those identified students' needs. The SPSA is aligned with the school's budget, resources and plans to meet students' needs and remain in compliant with federal, local and state programs. The development of the SPSA includes the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals (May include local data)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals
- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed expenditures

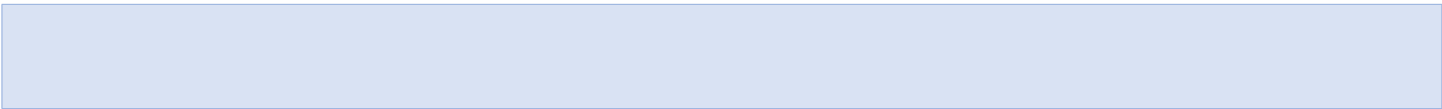


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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Please see attachments.

Classroom Observations

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

Classroom observations in a home school environment are not as frequent as they are in our traditional brick and mortar schools of our district. Classes in Math and English Language Arts happen on-site 1 day weekly. Each teacher teaches between 3 - 6 hours weekly. The Principal walks through and observes at minimum 2 times a month. During these walkthroughs, the administration is looking for student engagement, evidence of learning, as well as lessons that correlate to common core state standards and teachers following the Sheltered Instruction Observation Protocol (SIOP) and strategies. This snapshot is then logged into our district walk through observation on-line tool housed in google. In addition, the Principal observes CVHS teachers meeting with parents and students at least every 20 school days to assess the academic achievement of grade-level students. Meetings are conducted every ten days for those students performing below the proficiency level. During Enrichment classes, which occur once per week for a period of 8 weeks, teachers are observed teaching standards-based lessons.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The current plan includes a core program of state-adopted materials.

District benchmarks are used to assess students' needs and give a baseline as well as student growth data. Benchmarks are given throughout the year to show student progress. Students also perform formative and summative assessments that allow us to ensure academic growth.

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

Formative assessments for ELA and Mathematics.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Central Valley Home School are highly qualified based on the NCLB requirements. Staff development over the course of the year has included EL strategies (SIOP) workshops, Google Tools, AR (Renaissance), Next Generation Science Standards as well as Edgenuity and Close reading trainings.

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

There are sufficient credentialed teachers and weekly ongoing professional development.

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

Through the use of PLCs, teachers will align standards, instruction, and assessments as well as discuss best practices in teaching and learning.

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

Through the use of PLC's at Central Valley Home School, teachers work together with their Principal to increase student achievement. Our district, KESD, has also contracted with Fresno County Office of Education for technology coaches, CVHS has access to these coaches on an as needed basis.

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

Due to the unique nature of Central Valley Home School, all staff meetings are considered grade level meetings.

Teaching and Learning

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

All curriculum and instruction is aligned with State and Common Core standards.

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

Central Valley Home School meets the criteria for 2 1/2 hours of ELA and 1 1/2 hours of math.

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

The entire faculty plans the pacing guides for both math and ELA. Students performing below grade level are offered intervention curriculum. Due to our homeschool nature, the schedule is incredibly flexible to allow for maximum student achievement.

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

Standards-based material is provided for every student.

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

Houghton Mifflin Journeys/Collections ELA, McGraw Hill My Math, On our Way to English (EL's), Edgenuity On-line learning

Opportunity and Equal Educational Access

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

The Houghton Mifflin, My Math, and Edgenuity programs all offer curriculum that meets the needs of all kids. Each student is supplied an individualized program.

Evidence-based educational practices to raise student achievement

The most powerful research-based instructional practices at Central Valley Home School are the professional learning communities. Teachers working together to address the needs of all students in order for all students to achieve.

Parental Engagement

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

Central Valley Home School uses resources from the community, district, and school site to ensure that all students achieve with a specific focus on underachieving students.

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

Parents at CVHS are the primary teacher of their student. Parents regularly use of the website and receive a monthly newsletter. They are welcomed and encouraged to contact their Master Teacher or the school Principal any time a question arises.

Funding

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

Supplemental materials and professional development are purchased with these categorical funds.

Fiscal support (EPC)

Programs and resources are provided to the school site through several funding sources, which include EIA funds.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Through the use of the annual parent and staff surveys, information is gathered to provide us with a guide to develop and implement the school plan for student achievement (SPSA). Additional opportunities are provided to stakeholders throughout the school year such as parent/teacher conferences, the parent advisory group for the LCAP, and SSC meetings. In addition, the Principal has an open-door policy and is always willing to discuss the school planning process with parents, community, and staff members.

Resource Inequities

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

No resource inequities were noted.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.57%	1.74%	1.2%	2	2	2
African American	0.79%	0.87%	%	1	1	
Asian	0.79%	0.87%	%	1	1	
Filipino	%	0%	%		0	
Hispanic/Latino	50.39%	56.52%	56.9%	64	65	99
Pacific Islander	%	0%	%		0	
White	39.37%	30.43%	36.2%	50	35	63
Multiple/No Response	%	1.74%	5.2%		9	9
Total Enrollment				127	115	174

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	13	13	21
Grade 1	12	12	18
Grade 2	16	8	25
Grade3	18	15	19
Grade 4	8	19	17
Grade 5	12	6	29
Grade 6	18	8	10
Grade 7	19	18	18
Grade 8	11	16	17
Total Enrollment	127	115	174

Conclusions based on this data:

1. Enrollment numbers have decreased slightly over the past three school years.
2. Enrollment shows an increase in hispanic/latino students.
3. Enrollment shows a decrease in white students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	7	4	5	5.5%	3.5%	2.9%
Fluent English Proficient (FEP)	5	6	4	3.9%	5.2%	2.3%
Reclassified Fluent English Proficient	1	2	0	20.0%	28.6%	0.0%

Conclusions based on this data:

1. The percentage of English Learners are increasing slightly.
2. We are unable to pull data on this subgroup as our numbers are not enough to provide student anonymity.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	20	20	*	20	19	*	20	19		100	95.0
Grade 4	20	9	20	19	9	19	19	9	19	95	100	95.0
Grade 5	16	12	29	15	12	27	15	12	27	93.8	100	93.1
Grade 6	13	17	9	13	17	9	13	16	9	100	100	100.0
Grade 7	18	19	17	16	19	17	16	19	17	88.9	100	100.0
Grade 8	19	12	14	15	12	13	15	12	13	78.9	100	92.9
All Grades	95	89	109	85	89	104	85	88	104	89.5	100	95.4

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	2422.	2387.	*	25.00	5.26	*	20.00	31.58	*	30.00	26.32	*	25.00	36.84
Grade 4	2463.	*	2477.	47.37	*	31.58	10.53	*	26.32	10.53	*	10.53	31.58	*	31.58
Grade 5	2446.	2465.	2480.	0.00	16.67	18.52	33.33	8.33	22.22	26.67	33.33	37.04	40.00	41.67	22.22
Grade 6	2520.	2497.	*	15.38	6.25	*	38.46	18.75	*	23.08	50.00	*	23.08	25.00	*
Grade 7	2534.	2551.	2600.	0.00	15.79	35.29	62.50	26.32	29.41	12.50	31.58	23.53	25.00	26.32	11.76
Grade 8	2577.	2533.	2571.	20.00	8.33	7.69	40.00	41.67	46.15	20.00	8.33	38.46	20.00	41.67	7.69
All Grades	N/A	N/A	N/A	20.00	15.91	20.19	32.94	22.73	29.81	18.82	28.41	25.96	28.24	32.95	24.04

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	30.00	*	*	50.00	*	*	20.00	*
Grade 4	36.84	*	*	36.84	*	*	26.32	*	*
Grade 5	0.00	16.67	*	60.00	50.00	*	40.00	33.33	*
Grade 6	38.46	0.00	*	15.38	68.75	*	46.15	31.25	*
Grade 7	18.75	26.32	*	56.25	47.37	*	25.00	26.32	*
Grade 8	40.00	33.33	*	46.67	25.00	*	13.33	41.67	*
All Grades	29.41	21.59	21.15	41.18	48.86	60.58	29.41	29.55	18.27

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	25.00	*	*	40.00	*	*	35.00	*
Grade 4	31.58	*	*	31.58	*	*	36.84	*	*
Grade 5	0.00	16.67	*	33.33	16.67	*	66.67	66.67	*
Grade 6	15.38	6.25	*	46.15	62.50	*	38.46	31.25	*
Grade 7	25.00	36.84	*	43.75	36.84	*	31.25	26.32	*
Grade 8	26.67	8.33	*	40.00	50.00	*	33.33	41.67	*
All Grades	22.35	19.32	18.27	37.65	42.05	52.88	40.00	38.64	28.85

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	25.00	*	*	65.00	*	*	10.00	*
Grade 4	26.32	*	*	47.37	*	*	26.32	*	*
Grade 5	13.33	16.67	*	53.33	50.00	*	33.33	33.33	*
Grade 6	7.69	6.25	*	69.23	81.25	*	23.08	12.50	*
Grade 7	6.25	10.53	*	75.00	78.95	*	18.75	10.53	*
Grade 8	26.67	8.33	*	66.67	66.67	*	6.67	25.00	*
All Grades	17.65	13.64	13.46	60.00	67.05	71.15	22.35	19.32	15.38

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	15.00	*	*	55.00	*	*	30.00	*
Grade 4	26.32	*	*	47.37	*	*	26.32	*	*
Grade 5	20.00	16.67	*	53.33	50.00	*	26.67	33.33	*
Grade 6	53.85	18.75	*	30.77	68.75	*	15.38	12.50	*
Grade 7	31.25	21.05	*	43.75	57.89	*	25.00	21.05	*
Grade 8	26.67	16.67	*	60.00	50.00	*	13.33	33.33	*
All Grades	31.76	17.05	21.15	45.88	54.55	62.50	22.35	28.41	16.35

2019-20 Data:

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Conclusions based on this data:

1. Overall we met our 95% participation rate with the exception of 6th grade.
2. Less students are improving overall in ELA.
3. Listening is an area of strength.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	20	20	*	20	19	*	20	18		100	95.0
Grade 4	20	9	20	19	9	19	19	9	19	95	100	95.0
Grade 5	16	12	29	15	12	27	15	12	27	93.8	100	93.1
Grade 6	13	17	9	13	17	9	13	17	9	100	100	100.0
Grade 7	18	19	17	17	19	17	17	19	17	94.4	100	100.0
Grade 8	19	12	14	15	12	13	15	12	13	78.9	100	92.9
All Grades	95	89	109	86	89	104	86	89	103	90.5	100	95.4

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	2402.	2405.	*	20.00	5.56	*	15.00	22.22	*	20.00	44.44	*	45.00	27.78
Grade 4	2458.	*	2447.	21.05	*	21.05	31.58	*	15.79	10.53	*	26.32	36.84	*	36.84
Grade 5	2417.	2426.	2460.	0.00	8.33	11.11	0.00	8.33	11.11	33.33	25.00	37.04	66.67	58.33	40.74
Grade 6	2516.	2456.	*	23.08	17.65	*	23.08	0.00	*	15.38	29.41	*	38.46	52.94	*
Grade 7	2497.	2491.	2581.	5.88	5.26	35.29	17.65	21.05	29.41	47.06	21.05	11.76	29.41	52.63	23.53
Grade 8	2529.	2473.	2534.	20.00	8.33	15.38	26.67	0.00	15.38	13.33	41.67	30.77	40.00	50.00	38.46
All Grades	N/A	N/A	N/A	15.12	12.36	15.53	19.77	11.24	16.50	23.26	25.84	32.04	41.86	50.56	35.92

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	20.00	*	*	25.00	*	*	55.00	*
Grade 4	26.32	*	*	21.05	*	*	52.63	*	*
Grade 5	0.00	16.67	*	6.67	16.67	*	93.33	66.67	*
Grade 6	30.77	17.65	*	30.77	23.53	*	38.46	58.82	*
Grade 7	11.76	21.05	*	35.29	21.05	*	52.94	57.89	*
Grade 8	20.00	8.33	*	33.33	33.33	*	46.67	58.33	*
All Grades	18.60	16.85	16.50	24.42	25.84	37.86	56.98	57.30	45.63

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	20.00	*	*	40.00	*	*	40.00	*
Grade 4	26.32	*	*	36.84	*	*	36.84	*	*
Grade 5	0.00	16.67	*	33.33	33.33	*	66.67	50.00	*
Grade 6	23.08	17.65	*	46.15	17.65	*	30.77	64.71	*
Grade 7	5.88	10.53	*	70.59	42.11	*	23.53	47.37	*
Grade 8	26.67	8.33	*	33.33	41.67	*	40.00	50.00	*
All Grades	17.44	15.73	13.59	44.19	33.71	55.34	38.37	50.56	31.07

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	20.00	*	*	35.00	*	*	45.00	*
Grade 4	31.58	*	*	36.84	*	*	31.58	*	*
Grade 5	0.00	8.33	*	33.33	41.67	*	66.67	50.00	*
Grade 6	23.08	17.65	*	46.15	23.53	*	30.77	58.82	*
Grade 7	11.76	5.26	*	64.71	63.16	*	23.53	31.58	*
Grade 8	20.00	0.00	*	40.00	50.00	*	40.00	50.00	*
All Grades	19.77	12.36	14.56	41.86	41.57	63.11	38.37	46.07	22.33

2019-20 Data:

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

Conclusions based on this data:

- 1. We had a 100% test participation rate.
- 2. Our students are not showing improvement overall, we need rethink how we support math.
- 3. We must provide additional support and focus on instruction to our students in all grade levels.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*
5		*	*		*	*		*	*		*	*
7	*	*		*	*		*	*		*	*	
All Grades										*	7	5

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*		*	*	*	*	*
2	*		*			*	*		*			*	*		*
4			*			*	*		*	*		*	*		*
5		*	*		*	*		*	*		*	*		*	*
7	*	*			*		*	*			*		*	*	
All Grades	*	*	*		*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*		*	*		*	*	*	*	*
2	*		*			*	*		*			*	*		*
4			*	*		*			*	*		*	*		*
5		*	*		*	*		*	*		*	*		*	*
7	*	*		*	*			*			*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*		*	*	*	*	*
4			*			*	*		*	*		*	*		*
5		*	*		*	*		*	*		*	*		*	*
7		*			*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*		*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Conclusions based on this data:

1. This subgroup is too small to obtain data.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
174	64.9	2.9	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	2.9
Foster Youth		
Homeless	6	3.4
Socioeconomically Disadvantaged	113	64.9
Students with Disabilities	19	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native	2	1.1
Asian		
Filipino		
Hispanic	99	56.9
Two or More Races	9	5.2
Native Hawaiian or Pacific Islander		
White	63	36.2

Conclusions based on this data:

1. The majority of our students are socio economically disadvantaged.
2. Hispanic is the highest ethnicity reflected in our student population at 53%.

3. Students with disabilities is our second biggest subgroup.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Blue

Conclusions based on this data:

1. CVHS is doing well in our Suspension and absenteeism rate.
2. CVHS continues to make gains in ELA.
3. Math is an area of need

School and Student Performance Data

Academic Performance English Language Arts

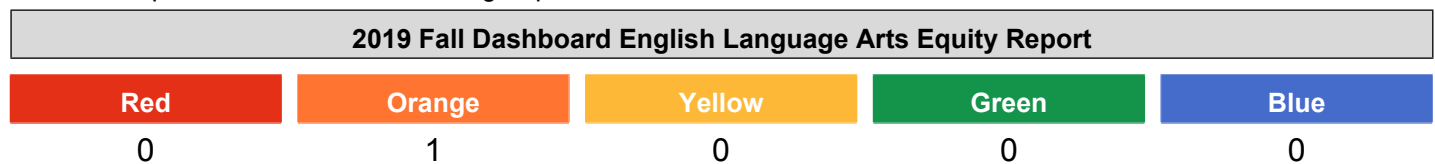
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners		Foster Youth		
 Orange 17.4 points below standard Declined Significantly -19.1 points 65	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 No Performance Color 0 Students		
Homeless	Socioeconomically Disadvantaged		Students with Disabilities		
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Orange 46.4 points below standard Declined -13.8 points 37		 No Performance Color 116.9 points below standard 12		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 49 points below standard Declined Significantly -28.8 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color 8.7 points above standard Declined -3.9 points 28

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6	0 Students	6.4 points below standard Declined -12 points 56

Conclusions based on this data:

1. Overall CVHS students maintained its same status for 2019
2. The white subgroup declined 3.9 points by the Fall of 2019.
3. The socio-economic and hispanic subgroups both declined significantly.

School and Student Performance Data

Academic Performance Mathematics

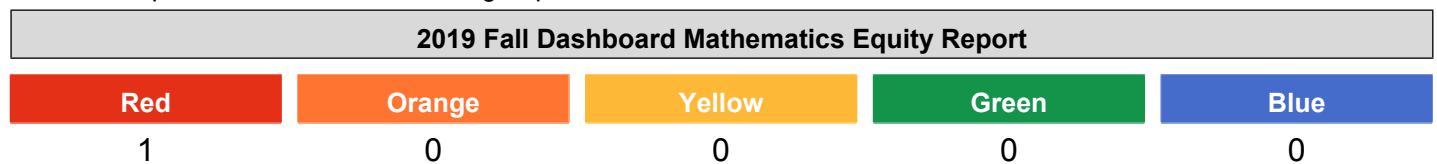
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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






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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 66.6 points below standard Declined Significantly -27 points 65	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Red 102.2 points below standard Declined Significantly -15.2 points 37	 No Performance Color 183.4 points below standard 12

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Color</p> <p>91.3 points below standard</p> <p>Declined Significantly -23.3 points</p> <p>30</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>		 <p>No Performance Color</p> <p>42.1 points below standard</p> <p>Declined Significantly -16.4 points</p> <p>28</p>

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>		<p>50.9 points below standard</p> <p>Declined Significantly -18.1 points</p> <p>56</p>

Conclusions based on this data:

- Overall CVHS has maintained it's yellow status while increasing in points.
- The white subgroup has increased by 20 points
- The Hispanic sub group increased 1.7 points.

School and Student Performance Data

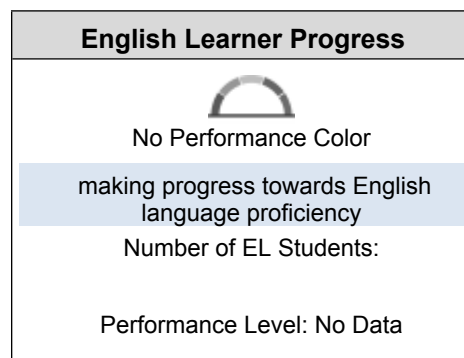
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELPI Level

Maintained ELPI Level 1,
2L, 2H, 3L, or 3H

Maintained
ELPI Level 4

Progressed At Least
One ELPI Level

Conclusions based on this data:

1. We have a small amount of ELL's, therefore we can not capture data and keep student anonymity in place.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

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

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Conclusions based on this data:

- 1. Not applicable.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 3.4 Increased +1.2 174	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 3.4 Increased +3.4 29	 Yellow 5 Increased +3.1 101	 No Performance Color 0 Maintained 0 22

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  Blue 2.2 Declined -2.2 90	Two or More Races  No Performance Color 0 Maintained 0 12	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Green 1.5 Increased +1.5 66

Conclusions based on this data:

1. CVHS did not have an issue with chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1. This is a K-8 school, graduation rate is not applicable.

School and Student Performance Data

Conditions & Climate Suspension Rate

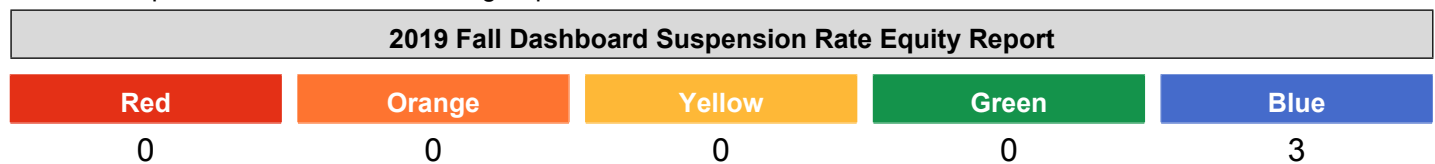
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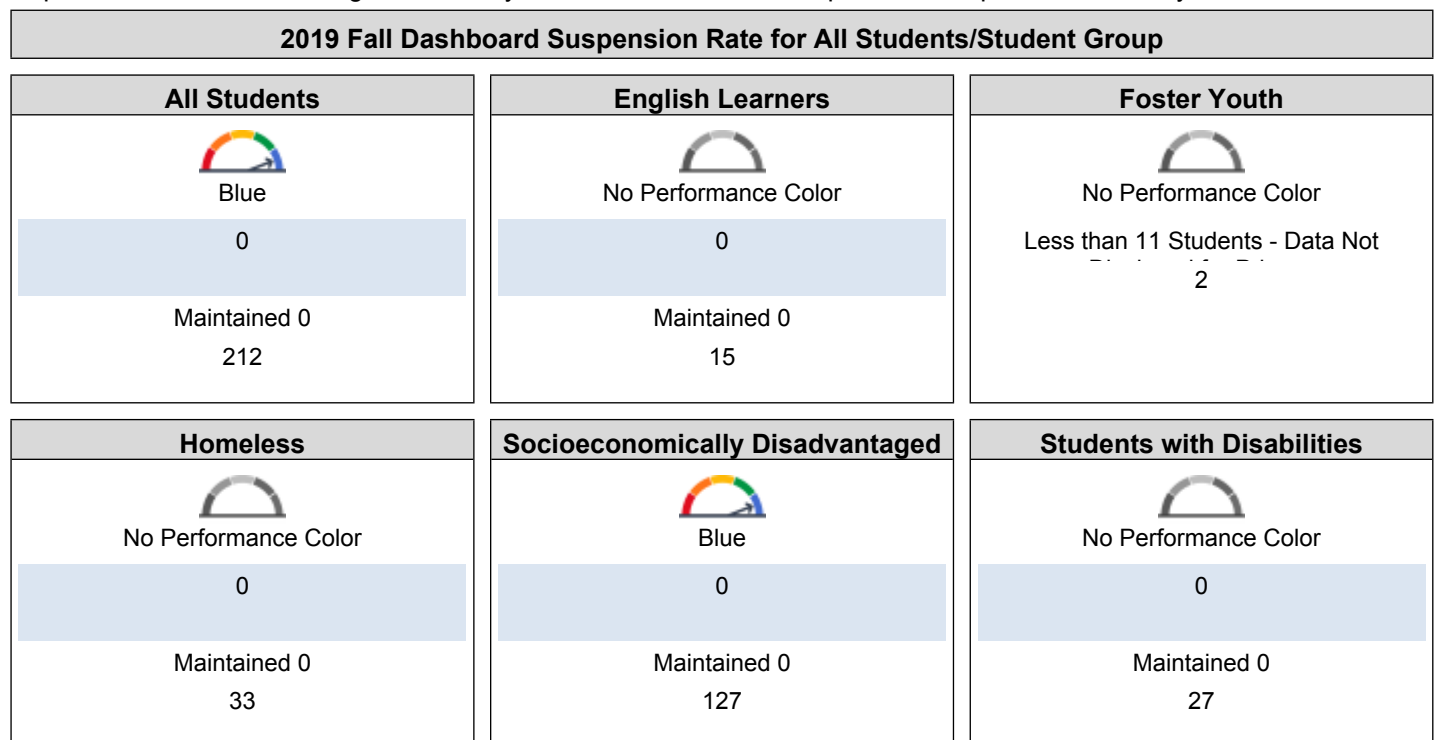
The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 3	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  No Performance Color Less than 11 Students - Data 1	Filipino
Hispanic  Blue 0 Maintained 0 116	Two or More Races  No Performance Color 0 Maintained 0 16	Pacific Islander	White  Blue 0 Maintained 0 74

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

- Suspension rate is not an area of concern at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development - ELD

LEA/LCAP Goal

1. - Provide basic services to all schools and students, including core instruction and instruction in visual and performing arts. The district will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

Goal 1

EL Students will achieve growth of one level as measured by the ELPAC (1 - Minimally Developed, 2 - Somewhat Developed, 3- Moderately Developed, 4 - Well Developed)

Identified Need

The California School Dashboard can not provide us w/ data as we have too small of a subgroup of English Learners. In looking at the individual students data it is clear that our EL subgroup is performing below the level of our general education students, we need to close the achievement gap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Previous EL Level	Increase one level

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL EL Students

Strategy/Activity

Materials, supplies and technology for ELD intervention

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF
4000-4999: Books And Supplies
Instructional Materials and supplies (technology)

	None Specified None Specified Stipend for Site EL coordinator
	None Specified None Specified
5,000	Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies Instructional Materials and supplies (technology)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

EL students were provided curriculum specific to ELD goals/needs in addition to the grade level curriculum.

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

In addition to curriculum we purchased several headset/microphone combo's so they may practice oral language as well as testing.

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.

We will continue this goal with the noted strategies as historically individual student data has shown growth.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

2: Mastery of State Standards

Goal 2

Students will achieve 85% or better on concepts and procedures that align with grade level CCSS in Mathematics

Identified Need

Central Valley Home School dashboards results for 2019 show a decrease in student mathematical performance.

In 2018 we were Yellow (39.6 points below standard) and in 2019 we are Orange (66.6 points below standard). No CAASPP data was collected for 2019-2020 due to COVID.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance Indicator - Ca. Dashboard	2018-2019 - CVHS was 66.6 below standard 2017-2018 - CVHS was 39.6 points below standard 2019-2020 - No data due to COVID	2020-2021 - CVHS will be 65 points below standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Materials, supplies, and technology to support reaching grade-level mathematics standards.
Staff Professional Development to support students reaching grade-level standards.

MTSS for Math developed and implemented - the plan includes detailed supportive pacing guides with built-in resources, on-site foundational basics in support of grade-level learning, as well as math enrichment and intervention plans.
Additional math support and tutoring provided for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified
	None Specified None Specified
3,000	LCFF 4000-4999: Books And Supplies
	None Specified None Specified
20,000	Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies STEAM Bin Supplies to fill the academic gap in Mathematics.
10,000	Title I Part A: Targeted Assistance Program 1000-1999: Certificated Personnel Salaries Enrichment classes for Mathematics Intervention and/or Teaching Fellows Tutoring Support.
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Parent professional development was well received by the parents who attended. However, we did not get a large percentage of parents attending.

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

Math intervention was offered 5 days a week for the 2020-2021 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.

In lieu of parent professional development, we will be offering assistance with planning/pacing as well as providing weekly foundational instruction to all students. Parents are welcome to come and learn along with the students and students will be actively keeping interactive notebooks for the foundational skill learned. Math intervention classes will last throughout year and be focused on foundational skills such as number sense. We are working to alleviate the math anxiety our families often experience.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

2: Mastery of State Standards

Goal 3

Students will achieve 85% or better on benchmark and/or formative assessments that align with grade level common core standards in english language arts.

Identified Need

Students academic performance in English Language Arts dropped from Yellow in 2018 to Orange in 2019 on the California School Dashboard. Lack of 2020 CAASPP data due to COVID causes continued concern in this area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance Indicator - California Dashboard	2018-2019 CVHS Students were 18.4 points below standard. 2017-2018 CVHS students were 1.7 points above level 3. 2019-2020 Students did not have CAASPP data due to COVID	2020-2021 Students will be 15 points below standard on CAASPP.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL students

Strategy/Activity

Materials, supplies and technology for reaching proficiency in the English language arts standards. Professional development in support of teaching and learning as it relates to ELA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	LCFF 4000-4999: Books And Supplies materials, supplies and technology
	None Specified None Specified
	None Specified None Specified
10,000	Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies STEAM Bin Supplies, books, technology, and materials to support students qualifying for Targetted Assistance to close the academic gap in English Language Arts.
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Technology, online subscriptions, materials and supplies provide access for all CVHS students to quality in class and home opportunities. Library books allow for reading engagement.

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

The 2019-2020 academic year is the first year that CVHS has qualified for Title 1 Targetted Assistance funding. This funding has increased our budget significantly for the 20-21 academic 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.

As a result of this data, we have tightened up our pacing guides in ELA to include key assignments, these key assignments serve as formative assessments that staff analyze. Each student has a teaching point specific to them based on results of the key assessments.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

4: Provide a positive, safe and welcoming school and district climate.

Goal 4

CVHS will provide a positive, safe and welcoming school climate conducive to student learning and positive at-home connections to CVHS through distance learning/ COVID.

Identified Need

We strive to maintain the school climate and culture that we have on campus as well as connecting to at-home learning through COVID. This includes a safe site, welcoming staff, and structures put into place to allow students to feel safe, secure, and loved.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard - Suspension Rate	0 suspensions for the 2019-2020 school year	0 suspensions for the 2019-2020 school year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Facilities will be well maintained, clean, and safe. Staff will provide professional, kind, and welcoming guidance and instruction to all students, a well defined tiered system for intervention is available for both academic and behavior expectations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF

	1000-1999: Certificated Personnel Salaries Enrichment specialist for onsite classes
	None Specified None Specified
	LCFF 3000-3999: Employee Benefits
5,000	Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies Additional materials and supplies to enhance learning for Title 1 students close the academic gap onsite, Spirit wear, incentives, assemblies, playground equipment contributing to social emotional development and PBIS character development.
8,500	LCFF 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Having enrichment specialist and specialty classes is draw to get students to attend campus. We back these specialty classes with academic classes so that families feel it's worth the trip. Attendance in on-site opportunities allows increased access to grade level standards.

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

N/A

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.

This goal will continue. We have changed our Math model to a MTSS, which can be located under goal 2. Math and Music are scheduled on the same day along with study station to really draw in our students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parental and Student Engagement

LEA/LCAP Goal

Stakeholder involvement

Goal 5

CVHS will maintain its high level of parental involvement.

Identified Need

Our site is an independent study home school. Parents are crucial to their students success, it is our responsibility to engage, motivate, encourage, and maintain our level of parent involvement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Learning period meeting compliance - a minimum of every 20 days	In 2019-2020 -100% of CVHS parents met each learning period with CVHS Staff.	2020-2021 - 100% of CVHS parents will meet each learning period with CVHS Staff.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Period Report Meeting - a minimum of every 20 school days, parents, teacher, and student meets to discuss academics, verify work samples, discuss next steps. TA Title 1-Targeted Assistance - Parent involvement in science and reading.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified
2,000	LCFF 4000-4999: Books And Supplies
553.81	Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures
11,000	Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies STEAM Bin supplies unique to Title 1 student needs, which can enhance learning and go above and beyond the core curriculum. Support materials for parents to work with their Title 1 student(s); Handwriting Without Tears Kits and other supplemental programs. teacher manuals and curriculum for parents to utilize in working with students
	Title I Part A: Targeted Assistance Program 5000-5999: Services And Other Operating Expenditures Professional Development for Staff/Parents of Title 1 Students.
4321.19	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Enrichment specialists and materials for enrichment classes. Materials and supplies for monthly STEAM Bin activities.
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The above listed strategies allow us to really work with parents as well as provide them the professional tools to do the work of educating their child at home. STEAM Bins are an avenue we use to engage the entire family while we implement the next generation science standards.

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

N/A

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.

Goal will continue

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$82,875.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Targeted Assistance Program	\$61,000.00
Title IV Part A: Student Support and Academic Enrichment	\$4,875.00

Subtotal of additional federal funds included for this school: \$65,875.00

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

State or Local Programs	Allocation (\$)
LCFF	\$17,000.00

Subtotal of state or local funds included for this school: \$17,000.00

Total of federal, state, and/or local funds for this school: \$82,875.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

LCFF	17,000.00
Title I Part A: Targeted Assistance Program	61,000.00
Title IV Part A: Student Support and Academic Enrichment	4,875.00

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries	10,000.00
4000-4999: Books And Supplies	72,321.19
5000-5999: Services And Other Operating Expenditures	553.81

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

4000-4999: Books And Supplies	LCFF	17,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	10,000.00
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	51,000.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	4,321.19
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	553.81

Expenditures by Goal

Goal Number**Total Expenditures**

Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

5,500.00
33,000.00
13,000.00
13,500.00
17,875.00

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

Name of Members	Role
Lisa Regier	Principal
Christine Cook	Other School Staff
Brooke Phelan	Classroom Teacher
Holly Collins	Classroom Teacher
Lola Sosa	Parent or Community Member
Melissa McGaughey	Parent or Community Member
Camille Scott	Parent or Community Member
Lillian Ostrom	Parent or Community Member
Aricela Casas	Parent or Community Member
Hannah Zentner	Classroom Teacher

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 10/30/21.

Attested:



Principal, Lisa Regier on 2/25/22



SSC Chairperson, Tammy Rahn on 2/25/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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