

School Year: **2021-22**

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Oroville Community Day School
Address	2060 2nd Street Oroville, Ca. 95965
County-District-School (CDS) Code	046151500430140
Principal	Tim Drury
District Name	Oroville Union High School District
SPSA Revision Date	May 2021
Schoolsite Council (SSC) Approval Date	June 9, 2021
Local Board Approval Date	June 23, 2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 3
- School Profile 3
- Stakeholder Involvement 3
- School and Student Performance Data 4
 - Student Enrollment..... 4
 - CAASPP Results..... 6
 - ELPAC Results 9
 - Student Population 11
 - Overall Performance 12
 - Academic Performance 13
 - Academic Engagement 18
 - Conditions & Climate..... 21
- Goals, Strategies, & Proposed Expenditures..... 23
 - Goal 1 23
- Annual Review and Update 25
 - Goal 1 25
- Budget Summary and Consolidation 27
 - Budget Summary 27
 - Allocations by Funding Source..... 27
 - Expenditures by Funding Source 28
 - Expenditures by Budget Reference 29
 - Expenditures by Budget Reference and Funding Source 30
- School Site Council Membership 31
- Recommendations and Assurances 32
 - Appendix A: Plan Requirements for Schools Funded Through the ConApp..... 33
 - Appendix B: Select State and Federal Programs..... 35

School Vision and Mission

Mission:

It is the mission of the Oroville Union High School District Community Day School is to leave no student behind. Our Community Day School is an integral part of an educational system that seeks to offer opportunities to the highest achievers as measured by traditional assessments and also offers opportunities for recovery to those who have the most difficulty because of a single serious offense or a pattern of inappropriate behavior.

Vision:

The vision of the Oroville Union High School District Community Day School is to assist students to overcome behavioral and academic barriers in order to be successful students and productive, contributing members of the community.

DOJ will be making major changes in the way we operate. This document after 2021-2022 will look much different

School Profile

The OUHSD Community Day School proposal is designed to assist students to modify behavior, earn academic credits and complete all of the requirements necessary to earn a high school diploma. One of the key elements in this plan will be the ability of the Continuation School to transition students into appropriate educational placements within the alternative education program. The Continuation School Principal will work with the Superintendent and /or designee to insure that expulsion plans are considered when transitioning students between alternative education sites and also back to the Comprehensive sites . The DOJ will be making major changes in the way we operate - and this document after 2021-2022 will look much different based on new plans the OUHSD will develop and put in place.

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

CDS Staff and the Oroville community hold discussions in several forums: Site Council, weekly faculty meetings, and one-on-one discussions with Administration and staff. The conclusion from all of these meetings is that our school needs to focus on the learning outcomes from our teaching that will help students to grow academically, increase rigor, and prepare students for college/career. Teaching behavior expectations through Culturally Responsive Positive Behavior Interventions and Supports should help student success. Our school has taken steps to unify our efforts under the Single School Plan for Student Achievement by assisting all students in reaching graduation through a variety of programs and support services. All categorical funding is dedicated to the classroom to assist students to reach reading at grade level and earning credits to stay on track for graduation whether it be in a return one of our comprehensive high schools or at Prospect High School. Grade level and subject level Common Assessments have been created and baseline data at the beginning of every year will occur. Because our population is fluid, testing will need to occur often and as part of the intake process

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	22.22%	23.08%	%	6	6	
African American	11.11%	3.85%	%	3	1	
Asian	%	3.85%	%		1	
Filipino	%	0%	%		0	
Hispanic/Latino	11.11%	34.62%	11.1%	3	9	1
Pacific Islander	%	0%	%		0	
White	55.56%	34.62%	88.9%	15	9	8
Two or More Responses	%	0%	%		0	
Not Reported	%	0%	%		0	
Total Enrollment				27	26	9

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	2		
Grade 10	15	14	9
Grade 11	3	10	
Grade 12	7	2	
Total Enrollment	27	26	9

Conclusions based on this data:

- Oroville Community Day School was closed to onsite learning for 20-21 as all students were transitioned to Prospect High School OR elected to take part in the Distance Learning Program (from home computer based program).

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	0	1	0	0.0%	3.8%	0.0%
Fluent English Proficient (FEP)	0	4	1	0.0%	15.4%	11.1%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

1. EL Students were supported through DL via teacher support, varied teaching strategies, and curriculum adjustments as necessary.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*			
All Grades	*	*	*	*	*	*	*	*	*			

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. NO Testing occurred for CDS students in 19-20 or 20-21. All 20-21 students were in DL where testing was not practical per State Guidelines.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*			
All Grades	*	*	*	*	*	*	*	*	*			

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. NO Testing occurred for CDS students in 19-20 or 20-21. All 20-21 students were in DL where testing was not practical per State Guidelines.

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	17-18	18-19	17-18	18-19	17-18	18-19	

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	17-18	18-19	17-18	18-19	17-18	18-19	

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	17-18	18-19	17-18	18-19	17-18	18-19	

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	17-18	18-19	17-18	18-19	17-18	18-19	

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	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

1. NO Testing occurred for CDS students in 19-20 or 20-21. All 20-21 students were in DL where testing was not practical per State Guidelines.

School and Student Performance Data

Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
26	96.2	3.8	3.8

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	3.8
Foster Youth	1	3.8
Homeless	2	7.7
Socioeconomically Disadvantaged	25	96.2
Students with Disabilities	5	19.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	3.8
American Indian	6	23.1
Asian	1	3.8
Hispanic	9	34.6
White	9	34.6




Conclusions based on this data:

1. There is a high percentage of Socioeconomically disadvantaged students enrolled at CDS - the need for services and support is high.
2. There is an ethnically diverse population of students at CDS

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="240 422 428 453">College/Career</p>  <p data-bbox="201 499 467 531">No Performance Color</p>	<p data-bbox="708 422 915 453">Graduation Rate</p>  <p data-bbox="678 499 945 531">No Performance Color</p>	<p data-bbox="1179 422 1399 453">Suspension Rate</p>  <p data-bbox="1243 499 1334 531">Orange</p>

Conclusions based on this data:

1. No new academic data from 2019-2020 is available.
2. Students cannot graduate from CDS.
3. NO Testing occurred for CDS students in 19-20 or 20-21. All 20-21 students were in DL where testing was not practical per State Guidelines.

School and Student Performance Data

Academic Performance English Language Arts

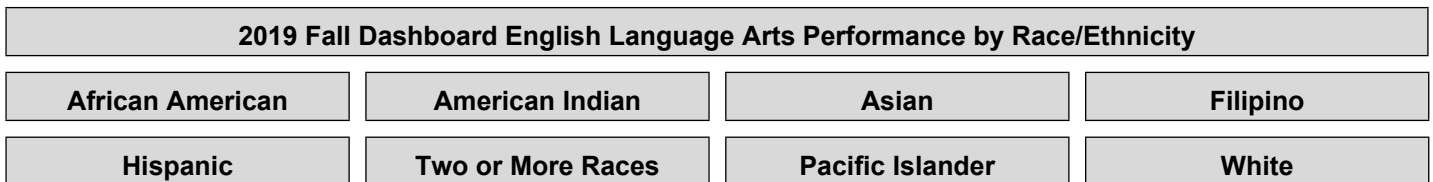
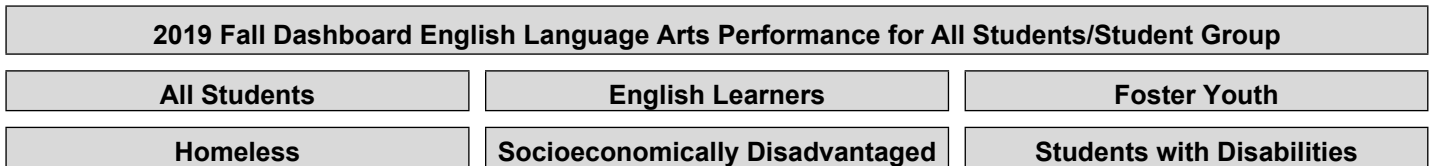
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

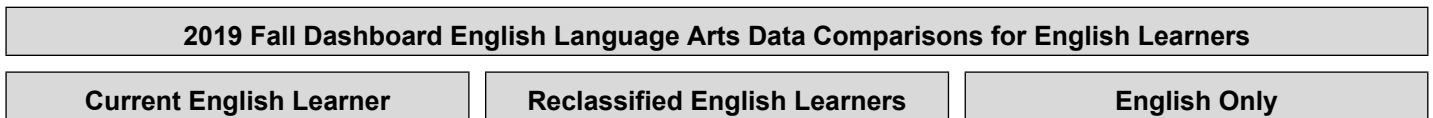
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

1. No new data available - N/A
2. NO Testing occurred for CDS students in 19-20 or 20-21. All 20-21 students were in DL where testing was not practical per State Guidelines.

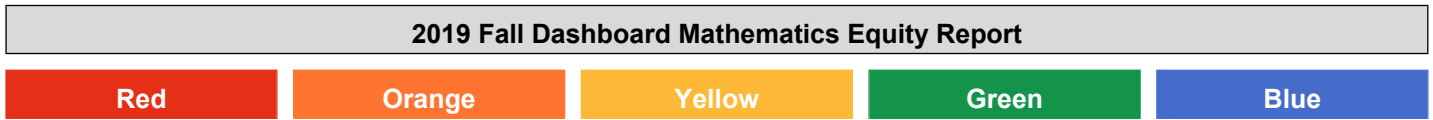
School and Student Performance Data

Academic Performance Mathematics

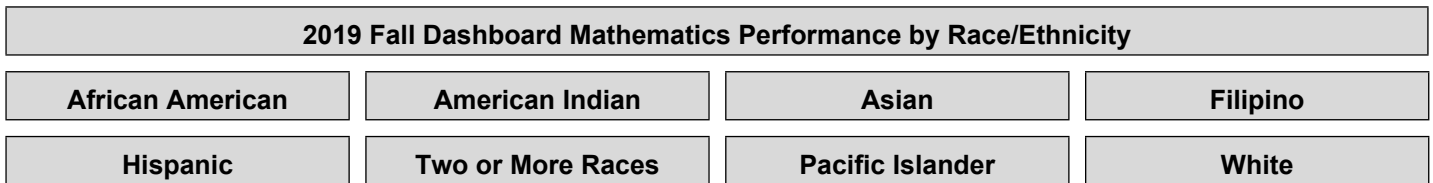
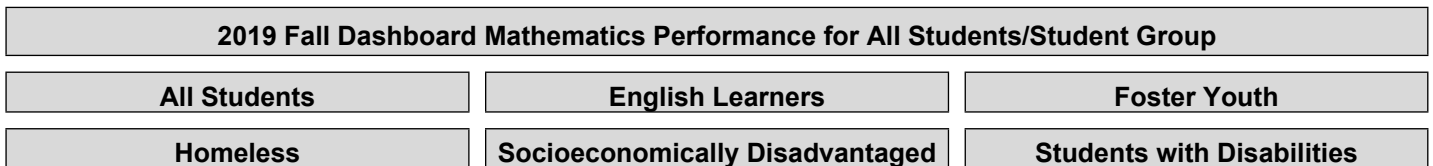
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

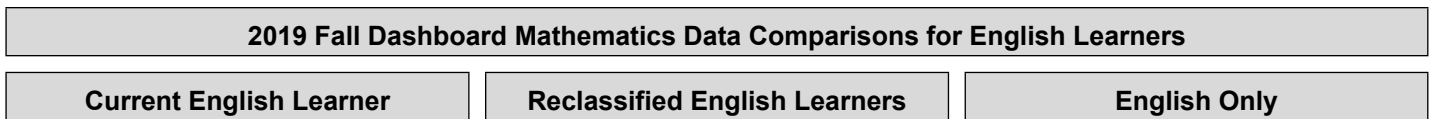
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

1. No new data available - N/A
2. NO Testing occurred for CDS students in 19-20 or 20-21. All 20-21 students were in DL where testing was not practical per State Guidelines.

School and Student Performance Data

Academic Performance English Learner Progress

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

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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

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. No new data available - N/A
2. NO Testing occurred for CDS students in 19-20 or 20-21. All 20-21 students were in DL where testing was not practical per State Guidelines.

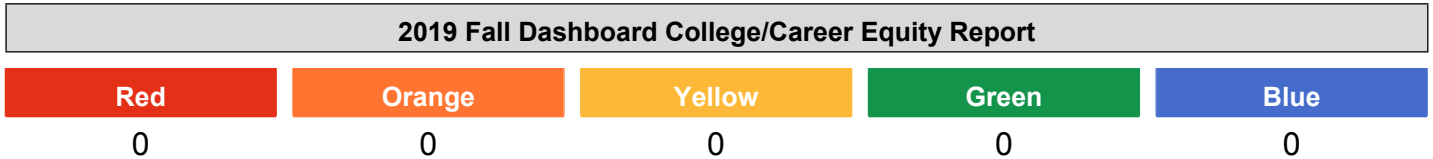
School and Student Performance Data

Academic Performance College/Career

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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>	<p>Foster Youth</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>
<p>Homeless</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
0 Prepared	Prepared	Prepared
0 Approaching Prepared	Approaching Prepared	Approaching Prepared
0 Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Students work on College/Career/Workforce Readiness principles/skills in classes.

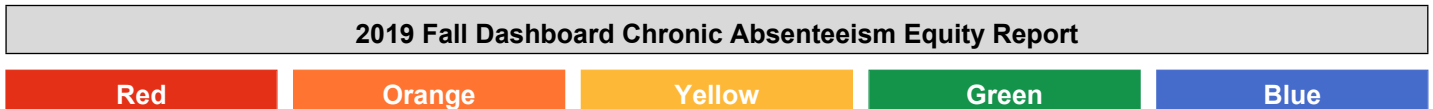
School and Student Performance Data

Academic Engagement Chronic Absenteeism

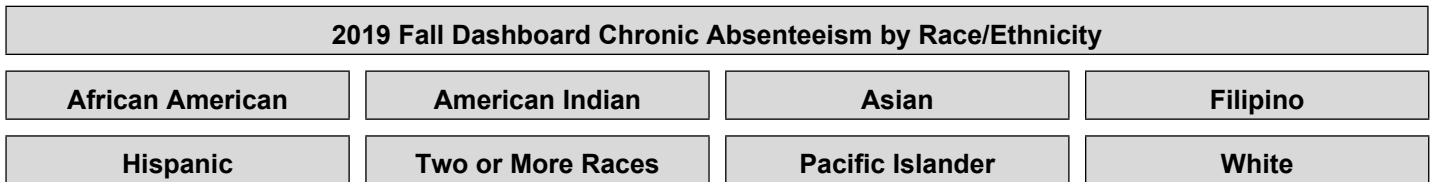
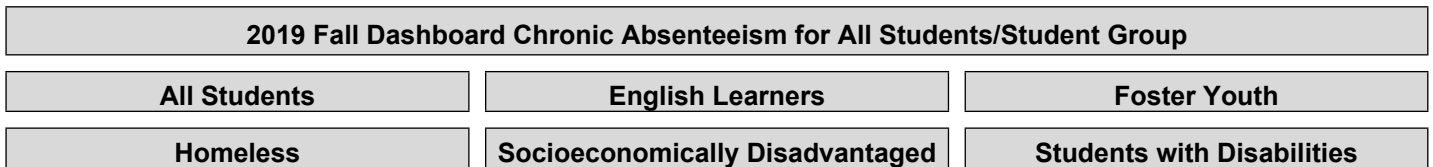
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

1. Attendance improvement will always be a push.
2. No In Person Students were on campus for the 20-21 School Year. All 20-21 students were in a Distance Learning Program where testing was not practical per State Guidelines.

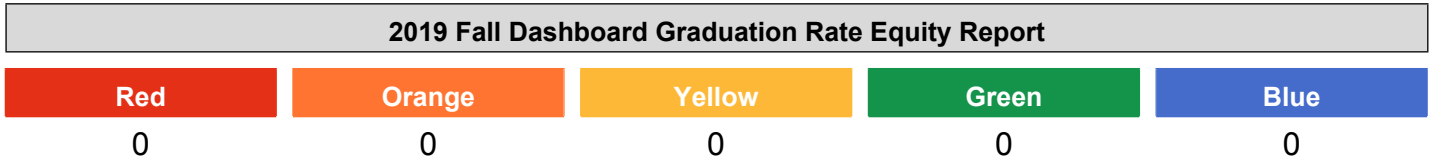
School and Student Performance Data

Academic Engagement Graduation Rate







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 students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>English Learners</p>  <p>No Performance Color 0 Students</p>	<p>Foster Youth</p>  <p>No Performance Color 0 Students</p>
<p>Homeless</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Students with Disabilities</p>  <p>No Performance Color 0 Students</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
------	------

Conclusions based on this data:

1. Students must promote to Prospect Continuation High School or back to the District Comprehensive Schools (Oroville High School OR Las Plumas High School) to earn a diploma.
2. Students can not graduate from Oroville Community Day School.

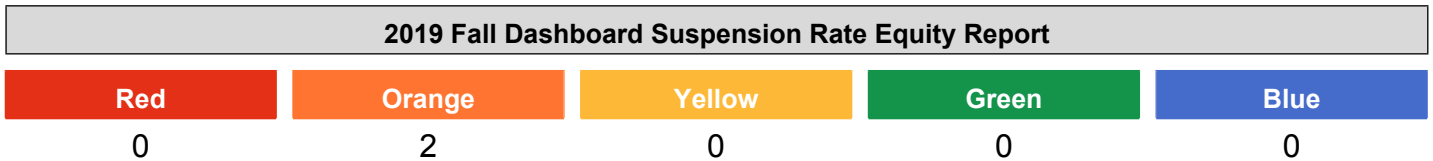
School and Student Performance Data

Conditions & Climate Suspension Rate







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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 36.3 Declined -9.3 80	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not 1	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2
<p>Homeless</p>  No Performance Color 46.2 Declined -10.1 13	<p>Socioeconomically Disadvantaged</p>  Orange 39.4 Declined -6.5 66	<p>Students with Disabilities</p>  No Performance Color 26.7 Declined -34.9 15

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color 64.3 Increased +18.1 14		 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 50 Declined -3.3 14	 No Performance Color Less than 11 Students - Data 1		 Orange 22.2 Declined -23.6 45

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	45.6	36.3

Conclusions based on this data:

1. The suspension rate is in the high category, BUT it indicates that suspensions are declining.
2. Alternatives to Suspension are explored and utilized when possible.
3. No suspensions occurred during the 2020-2021 School Year

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Pupil Engagement: Chronic Absenteesim

Goal Statement

Promote the importance to come to school.

LCAP Goal

Pupil Engagement: (Engagement)

Basis for this Goal

District students may be sent to CDS based on Attendance Deficiency as a means to get students back on track.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 5: Pupil Engagement - Attendance rates	Attendance for CDS 2018-19 school year is below 50%	Students need to have 70% attendance to promote to Prospect

Planned Strategies/Activities

Strategy/Activity 1

We will be emphasizing the importance of attending school. Culturally Responsive Positive Interventions and Supports will be implemented to improve attendance.

Students to be Served by this Strategy/Activity

All students

Timeline

2020-2021 School Year

Person(s) Responsible

Administration, teachers, support staff, Social Worker, Counselor, and a new Teacher on Special Assignment (TOSA) for two periods a day. This will get the students jump started in school.

Proposed Expenditures for this Strategy/Activity

Amount	21885
Source	General Fund

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Funding/Time allocated/Subs Hired to allow for staff to make phone calls, conduct home visits, mail letters home, and hold conferences with parents on the importance of attendance will occur. More, implementation of Culturally Responsive Positive Behavior Interventions and Supports will also improve attendance.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

Promote the importance to come to school.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 5: Pupil Engagement - Attendance rates	Students need to have 70% attendance to promote to Prospect	Last year, no in person instruction occurred with CDS students - all were enrolled in Distance Learning. Attendance and success in Distance Learning was far below a desired level of achievement.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will be emphasizing the importance of attending school.	Implementation of Culturally Responsive Positive Behavior Interventions and Supports	Funding/Time allocated/Subs Hired to allow for staff to make phone calls, conduct home visits, mail letters home, and hold conferences with parents on the importance of attendance will occur. More, implementation of Culturally Responsive Positive Behavior Interventions and Supports will also improve attendance. 1000-1999: Certificated Personnel Salaries Title I 21,885	Personnel 1000-1999: Certificated Personnel Salaries Title I 21,885

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
Culturally Responsive Positive Behavior Interventions and Supports will be implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

A plethora of data sets have been identified and will be utilized with the Culturally Responsive Positive Behavior Interventions and Supports implementation to drive decision making and policy making to improve attendance as well as academic achievement, behavior, suspension rates, and parent communication.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Additional staff including a full time Social Worker, Targeted Case Manager, and paraprofessional will be shared with Prospect High School to improve outreach and student success.

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.

Changes will be made as necessary - and with the Post Covid return to in person instruction and DOJ mandated changes, improvements and adjustments will occur

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	27,828.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	21,885.00

Allocations by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
General Fund	21,885.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	21,885.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	21,885.00

School Site Council Membership

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

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

Name of Members	Role
Tim Drury	Principal
Michela Monnot	Other School Staff
Dawn White	Classroom Teacher
TBD -	Secondary Student
TBD -	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on June 9, 2021.

Attested:



Principal, Tim Drury on June 9, 2021

SSC Chairperson, Michela Monnot on June 9, 2021

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program