School Year: **2022-23**

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
Chino Valley Learning Academy	36676783631181	5/11/2022	July 21, 2022

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement
Chino Valley Learning Academy (CVLA) has been identified for Comprehensive Support and Improvement (CSI) based on the California 2018 Dashboard results. Chino Valley Unified School District in partnership with all stakeholders at CVLA have developed and will monitor the implementation and effectiveness of the CSI plan incorporated in the School Plan for Student Achievement in order to improve student outcomes, and specifically address the metrics that let to eligibility for CSI lack of achievement on the 2019 CAASPP SBAC, an attendance percentage lower than the district minimum, and suspension rates above the district and county average. CVLA was Board Approved as a School-wide Program in 2021.

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.

This plan effectively meets Every Student Succeeds Act (ESSA) and aligns with the district's three LCAP goals:

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. (Priority 1,2, and 7)

LCAP Goal 2: Students, parents, families, and staff are connected and engaged at their school to ensure student success. (Priority 3,5 and 6)

LCAP Goal 3: All students are prepared for college and career beyond graduation. (Priority 4 and 8)

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Centralized Services

Centralized Services Amount	Administrative Supports - Director of Access and Equity: $160,882, Director of Health Services: $21,000, 4 Bilingual Clerks: $75,953, District Community Liaison: $12,918.00. Direct Services Supports - 4 Technology Training Specialists: $113,648, TOA Elementary ELD Coaches: $123,208, TOA Secondary ELD Coaches: $167,298.

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).

Our school begins the needs assessment process in the month of January when we hold our site LCAP engagement meetings. During this meeting we share data points and metrics that are available for the district and the school site. We also send a K12 Insight Survey to all of our staff, students, and parents. The District K12 Insight Survey is taken by students, parents, and staff, providing quantifiable data regarding school culture and climate. Likewise, data is documented in this plan in the following pages with a data analysis is at the end of each data point. Our needs are then listed on our Goal pages. The needs assessment process continues with our ELAC when they give input into the SPSA for EL programs. The SSC reviews all of this data and then approves the new plan to address the identified needs.

In order to best support students and close academic achievement gaps the following steps and surveys were conducted: Teachers at CVLA participated in a 2-part collaborative needs assessment, and had a direct voice in providing feedback on celebrations, needs, and ideas for future steps, plans, and expenditures at CVLA. Parents were given the opportunity to participate in a survey, provided digitally using Office 365 Forms. They were also invited to participate in-person during Summer and early Fall student laptop pickup on campus. Student participated in a beginning-of-year feedback process using their student emails.

The 2021-22 School Quality Survey for parents, students and staff was administered during in winter of 2022.

In the K12 parent survey, we learned the following three data points that we can celebrate:
94% of parents said that staff members and families treat each other with respect

Here are three data points that show our opportunities:
63% of parents said that the referral process for students needing social, emotional, and behavioral support is communicated effectively.

The Tiered Fidelity Inventory (TFI) is administered to identify the extent to which school personnel are applying the core features of the Multi-Tiered System of Supports (MTSS) implemented at the site.

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

The site administrator spends 50% of his time observing in classrooms and supporting classroom instruction and positive behavior. This includes 4-5 classroom visits daily, every classroom, throughout the year. Most students are placed at the school temporarily. Students work in small groups and work on individual academic plans and/or IEP goals. Observational data showed the following: students are in need of specific skill sets in behavioral skills, working collaboratively together and participating in critical thinking activities. More focused observations were to examine

student observables in the area of engagement, specifically in the areas of participating in small targeted groups focusing on Math and ELA essential standards. During Distance Learning, due to pandemic county/state closures, admin is in communication with the majority of students and families daily. The majority of students enrolled at CVLA are struggling with meeting time/assignment expectations, and have been assigned small group cohorts, led by site certificated and classified personnell. Staff communicates with families and students multiple days of the week, ands holds scheduled 1:1 "check-ins" and intervention sessions with cohort leaders. Admin has also observed that students are not consistent in participating in scheduled 1:1 social-emotional counseling, small group life skills, and small group 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)

CVLA staff reviews student summative performance via CAASPP/SBAC, local formative assessments via Acellus and IABs, and student products to measure student progress and plan pacing and whole group lessons to meet their needs. We utilize the Professional Learning Ccommunity process to analyze mentioned data sources. CVLA uses embedded assessments via Acellus to monitor student performance as well as district-supplied Essential Standards Assessments. Site administration met with district administration during July 2021 to review 2018-19 SBAC and 2020-21 ESA data and initiated progress on SMART goals creation. Through this process, new school-wide SMART goals were created in the areas of Academics, Community engagement, and PBIS/social-emotional achievement.

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

CVLA uses embedded assessments via Acellus to monitor student performance as well as district-supplied Essential Standards Assessments.
Math Baseline in 2021-22:
IM1 ESA 1 100.0% Not Met

ELA Baseline in 2021-22
Grade 10 ESA 1 33.3% Met   66.7% Nearly Met
Grade 11 ESA 1 100.0% Met
Grade 12 ESA 1 50.0% Nearly Met   50.0% Not Met

Math End of Year in 2021-22:
IM1 ESA 3 12.5% Nearly Met   87.5% Not Met
IM2 ESA 3 16.7% Nearly Met   83.3% Not Met

ELA End of Year 2021-22
Grade 9 ESA 3   100.0% Nearly Met
Grade 10 ESA 3   50.0%   Nearly Met 50% Not Met
Grade 11 ESA 3   50.0%   Nearly Met 50% Not Met
Grade 12 ESA 3   100.0% Not Met

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

3 of the 3 teachers at the CVLA are highly qualified and dully credentialed, with one teacher holding a mild-moderate special education credential.

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

All CVLA teachers attend the CVUSD Professional Development. There is a sufficient number of teachers to meet the needs of students. Within the last academic calendar, teachers have received professional development in the areas of critical thinking, ELA adoption and ELD, social-emotional awareness, student trauma and staff response. There are planned professional development for the 20-21 school year in the areas of: ELA, Math, critical thinking, positive behavior support, and cross-grade-level planning and small group instruction. In order to address attendance rate, multiple site-based stakeholders reach-out to both students and families if an attendance pattern is noticed; this goes for both positive trends and negative patterns. Staff has decided to implement a mid-semester reward system to help address and promote positive attendance. Additionally, every 6 weeks, meetings are held to review academic and attendance data with families, and students are referred regularly to both SART and SARB.

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

All CVUSD Professional Development is based on the alignment with CCSS, student performance and the professional needs of the teachers at CVLA.

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

CVLA has only 3 teachers, but do call on CVUSD experts as needed.

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

For 30 minutes after school each day the teachers collaborate on student and school needs. There are also weekly staff/team meetings to discuss vision, progress, goals, PBIS, and review pertinent data.

Teaching and Learning

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

CVLA uses the CVUSD aligned core materials. During July and August of 2020, SBAC data from last year was reviewed with administration and site personnel. Goals were drafted in the areas of: academic achievement and interventions, parent/community engagement/involvement, and social-emotional awareness/culture change at our Community Day School.

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

360 minutes per day are provided to students under the community day school CDE mandate.

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

CVLA follows a master schedule, although teachers teach all subjects. Intervention courses are integrated into the daily schedule and are provided to students in small groups or as individual plans. During pandemic distance learning, students meet 1-on-1 weekly with an assigned "cohort" leader (adult on campus). Specific periods are also dedicated to the social-emotional needs and development of our teen students. There are prescribed questions that are asked to our student seach week during check-in to seek-out needs that may need to be addressed through interventions. An analysis of CVLA's instructional program by the site team led to the adherence to all students participating in Math and ELA during synonymous periods. This will offer more quality opportunities for collaborate work and whole group instruction.

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

CVLA provides and uses the CVUSD materials for 100% of its students.

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

CVLA uses al aligned materials including intervention materials as provided by CVUSD for 100% of its students.

Opportunity and Equal Educational Access

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

All of the students enrolled at CVLA are in need of support. Underperforming students are provided individual support through supplemental materials and technology instructional support. CVLA also introduces daily 1:1 support and small group instruction. 6-week meetings are held with all stakeholders invited to address celebrations, needs, and progress.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that our English Learners continue to be a group that we need to support during ELD and IELD. The number of students scoring a 4 on ELPAC declined significantly as shown in the data summary pages of this SPSA. English Learner data will be evaluated annually through the ELPAC and the ESA. The three goals within this SPSA plan will monitor the progress of the English Learners each year and actions are developed to support implementation towards accomplishing program goals. All practices at CVLA are research based and use CVUSD materials to support student need and CCSS. CVLA administration met and continues to meet mutliple times with both district leadership and outside contracted comprehensive support, to implement best practices that will lead to increased student academic and social-emotional achievement.

Parental Engagement

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

The CVUSD HOPE Parent Resource Center is on the CVLA campus. Parents are encouraged to volunteer and visit the school. Parents are encouraged to attend with their student if behavior warrants. Available information is regularly provided to all students and families. This includes information on free internet, free counseling, free food and hygiene supplies, ROP opportunities, etc. Cal Poly Pomona tutors students twice a week for 2 hours a day. Students voluntarily attend these tutoring opportunities. In addition, parents have the opportunity to participate in the School Site Council remotely (via Zoom) as of the 20-21 school year, and are invited to all speaking engagements, and extra programs held at CVLA. Department meetings with students are also held on-site every 6-weeks throughout the year.

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)

CVLA has a voluntary parent program that supports the school's instructional program via workshops, guest speakers. Speakers present on various topics. The temporary placement of students limits the schools access to regular parent involvement.

Funding

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

Title 1 Funds and CSI funds. The CSI money is held at the LEA level and distributed to the sites based on their needs indicated in their CSI/SPSA plan. The CSi monies allocated for the 22-23 school year include carryover and the new allocation of 207,483.

Fiscal support (EPC)

General LCAP funding and Professional Development 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

Chino Valley Learning Academy is committed to actively reaching out to its community for input in regards to the School Plan for Student Achievement. Parents of all students were invited to participate in a opinion/data-gathering surveys via Office 365. In addition, the plan was presented to the staff at CVLA during a staff meeting and included input sessions for actions and goals during August 2021, including all certificated and classified personnel. Parents will be provided an interactive video (uploaded to YouTube) explaining the site's SMART goals and how they connect to the SPSA. This occurs in early-mid September. They also received information on Title I budgets, action steps, descriptions, and data collection. An analysis of progress towards our goal(s), our current data, and its impact on student achievements was presented and will continue to be revisited throughout the year. For the 21-22 school year, parents will also be invited to provide input every 6-weeks at CVLA's "Progress Monitoring Meetings," with student involvement. CVLA is implementing an "everyone's' voice" concept with the SPSA during the 21-22 school year, with all families and guardians having a chance to review, suggest, and approve the school plan. This occured mid-late September 2021 and again in April 2022.

Resource Inequities

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

Based on our ongoing needs assessment and formal assessment, significant inequities exist in the areas of currently-adopted curriculum received in a timely manner and student access to the latest technology. In addition, during the second semester of the 20-21 school year, over 25% of CVLA's student population received Specialized Academic Instruction and were identified as special needs. This far surpasses the 10% goal for comprehensive settings. Additionally, there are no current Advanced Placement opportunities, or access and support for standardized national exams such as: SATs, ACTs. CVLA. Also, 82% of current enrolled students at CVLA are Hispanic, and over 80% of enrolled students are identified as socio-economically disadvantaged. Lastly, CVLA currently offers no Honors or AP courses. in the 2021-22 school year, the students that attended CVLA were experiencing trauma as a result of the pandemic and then by the excessive suspension and expulsion from their school. It became clear, that the students needed far more mental health and social emotional resources than the average students. CSI funds were used to help increase temporary staff to support this inequity.

Possible solutions to the above-mentioned inequities include: increased communication with district personnel in ordering new curriculum, working with departments at the district to ensure student devices, ensuring that students with special needs who are recommended for expulsion receive a timely Manifest Determination meetings. We will also work proactively with the Office of Secondary Curriculum in ensuring that students have access to SATs, PSATs, and ACTs, and we communicate with family stakeholders in more 21st-century means.

CVLA recognizes the need for our McKinney-Vento student population to automatically be referred to the HOPE center to help with outreach for our families. Typically, students who fill-out residency surveys showing living hardships need IMMEDIATE services and support.

Because CVLA is in CSI, these monies can offset the resource inequities that exist.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Grade 8	1	2	
Grade 9	1	6	3
Grade 10	1	3	5
Grade 11	6	6	4
Grade 12	3	1	5
Total Enrollment	12	18	17

Conclusions based on this data:

1. Total enrollment increased as the year progressed. These numbers are based on October numbers and always rise by the end of the year due to increased expulsions.

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	3	0.0%	5.6%	17.6%
Fluent English Proficient (FEP)	6	4	5	50.0%	22.2%	29.4%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

1. The number of English Learners at the site is growing over the last three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7		*			*			*				
Grade 8	*	5		*	5		*	5			100	
Grade 11	*	*	4	*	*	0	*	*	0			0.0
All Grades	*	11	4	*	8	0	*	8	0		72.7	0.0

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

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

	Overall Achievement for All Students														
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7		*			*			*			*			*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

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

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
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 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 7		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
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 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 7		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
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.

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 7		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
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:

3. Little or no data is reflected in 20-21 due to the test being suspended after the testing window opened. This data will not be included in an analysis. We utilized ESA data as local measure in lieu of CAASPP for the this school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 7		*			*			*				
Grade 8	*	5		*	5		*	5			100	
Grade 11	*	*	4	*	*	0	*	*	0			0.0
All Grades	*	11	4	*	8	0	*	8	0		72.7	0.0

Table header "Overall Participation for All Students" spans the table.

* 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.

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 7		*			*			*			*			*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

Table header "Overall Achievement for All Students" spans the table.

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.

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 7		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Table header "Concepts & Procedures — Applying mathematical concepts and procedures" spans the table.

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 7		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
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.

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 7		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
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:

3. Little or no data is reflected in 20-21 due to the test being suspended after the testing window opened. This data will not be included in an analysis. We utilized ESA data as local measure in lieu of CAASPP for the this school year.

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
10		*	*		*	*		*	*		*	*
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.

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
10		*	*		*	*		*	*		*	*		*	*
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
10		*	*		*	*		*	*		*	*		*	*
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
10		*	*		*	*		*	*		*	*		*	*
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
10		*	*		*	*		*	*		*	*
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
10		*	*		*	*		*	*		*	*
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
10		*	*		*	*		*	*		*	*
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
10		*	*		*	*		*	*		*	*
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. The number of student groups is too small for data to be reported here.

2. We must look up student scores individually for our EL students.

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**
17	**76.5**	**17.6**	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	3	17.6
Foster Youth		
Homeless	5	29.4
Socioeconomically Disadvantaged	13	76.5
Students with Disabilities	4	23.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	13	76.5
Two or More Races		
Native Hawaiian or Pacific Islander		
White	4	23.5

Conclusions based on this data:

1. We have a high number of socio-economically disadvantaged students.

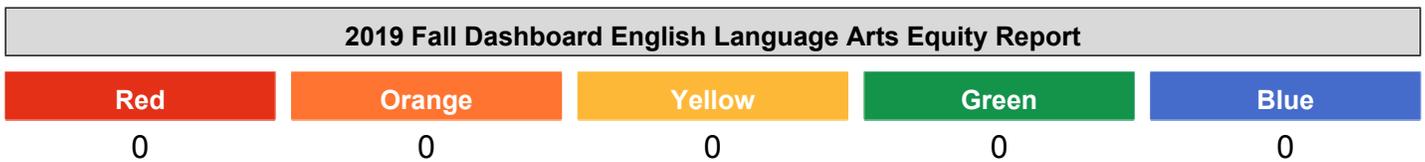# School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts No Performance Color	**Graduation Rate** No Performance Color	**Suspension Rate** Red
Mathematics No Performance Color	**Chronic Absenteeism** No Performance Color	
College/Career No Performance Color		

Conclusions based on this data:

1. Our suspension indicator has placed us in CSI status; however, this is out of our control since they were suspended at another school and their record follows them to our school

School and Student Performance Data

Academic Performance
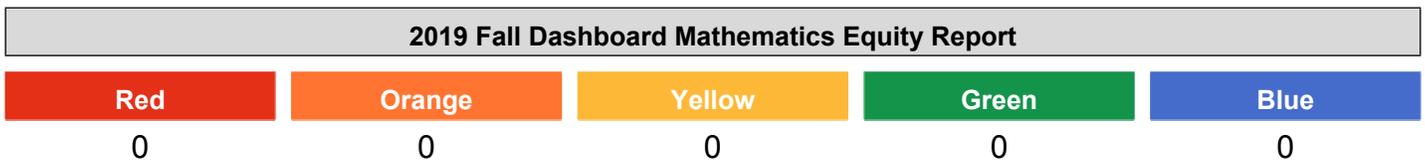## English Language Arts

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 0 Students	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
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 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	0 Students
2			

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**
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
		1

Conclusions based on this data:

1. Groups are too small to report results.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
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 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Hispanic

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2

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**
		Less than 11 Students - Data Not Displayed for Privacy 1

Conclusions based on this data:

1. Groups are too small to report results.

School and Student Performance Data

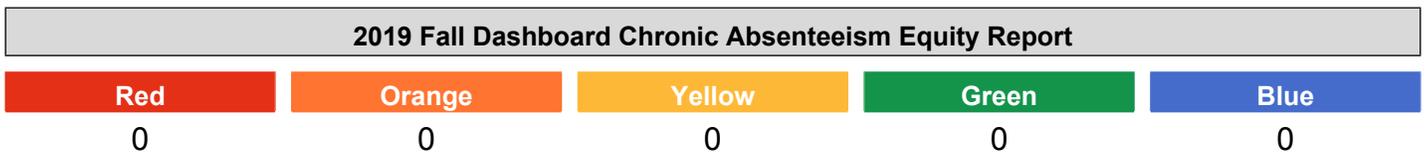## Academic Performance
English Learner Progress

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

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. Groups are too small to report results.

School and Student Performance Data

Academic Engagement
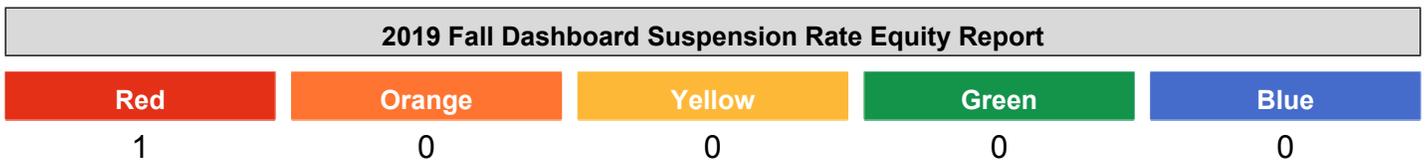## Chronic Absenteeism

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
8	1	0
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	7	4

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	0	0	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
8	0	0	0

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	
38.5	Less than 11 Students - Data Not 2	
Increased +15.2 39		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not 7	40.6	46.2
	Increased +21.2 32	Increased +35 13

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 1		No Performance Color Less than 11 Students - Data 1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 30.3 Increased +5.3 33	No Performance Color Less than 11 Students - Data 1		No Performance Color Less than 11 Students - Data 3

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	23.3	38.5

Conclusions based on this data:

1. We fall into red because we are a community day school with expelled students as part of our population.

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

High Quality Teaching and Learning

LEA/LCAP Goal

LCAP Goal: 1: All students are provided a high-quality teaching and learning environment.

Goal 1

All teachers will provide quality first best instruction and targeted intervention utilizing instructional strategies and evidenced-based programs and adoptions to ensure that all under-performing and disadvantaged students experience academic growth as measured by CVUSD assessments throughout the year and SBAC results at the end of the year.

All teachers will be provided professional development that supports effective instructional strategies In ELD, Math, Science and Technology to ensure all students experience academic growth as measured by CVUSD assessments throughout the year and SBAC results at the end of the year.

Goal 1: When administration visits classrooms, minimum 5 classroom visits per week, teachers will have: 1. focus walls with current Math instruction, 2. posted work that includes writing, 3. "I can" statements posted and 4. engage with "I can" statements, and 5. use meaningful wait time, 6. clear success criteria posted for math, 7. evidence of student self-assessment/reflection in 100% of the classroom visits

Identified Need

Based on ESA data, all students need targeted assistance in the area of Mathematics and teachers need ongoing professional development to support the unique needs of the students at CVLA

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implementation of Capturing Kids Hearts	0% of classrooms have social contracts	100% of classrooms have social contracts
ADD Walkthrough data point here		
Performance on the Essential Standard Assessments	Data TBD - No ESAs were administered during the 19-20 school year. ESA #1 = ELA = 22% Math = 9% ESA #2 = ELA = 17% Math = 12%	By May 1, 2022, 25% of all 9th-12th grade CVLA students will earn "Met" or "Exceeded" on (3) Essential Standards Assessments in both Math and ELA.

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 at CVLA

Strategy/Activity

Implementation of Capturing Kids Hearts to positively impact the student to staff connections on the campus and other PD that supports the mentoring of 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)
75000	CSI 5800: Professional/Consulting Services And Operating Expenditures Cost of the contract and PD to implement CKH
	None Specified None Specified Organize and Encourage both social-emotional and critical thinking on/offsite professional development for all school site stakeholders in order to equip the team with tools and strategies to increase rigor and critical thinking opportunities for students and intervene with behavior and negative patterns.
500	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Organize and Encourage both social-emotional and critical thinking on/offsite professional development for all school site stakeholders in order to equip the team with tools and strategies to increase rigor and critical thinking opportunities for students and intervene with behavior and negative patterns.

Strategy/Activity 2

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

All students at CVLA

Strategy/Activity

Professional Learning Committees Release Time

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)
500	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Introduce cross-campus teacher/aide collaboration time and planned PLC meetings to discuss data and discuss strategies and next steps
100	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Released/Staff collaboration time to participate in planning for targeted intervention planning time with an action plan approach to discuss student progress and both instructional and behavior strategies
0	None Specified None Specified Implement Essential Standards Assessments in the areas of ELA and Math for students 7-12 to monitor student learning and success in Common Core ELA and Math Instruction.
0	None Specified 1000-1999: Certificated Personnel Salaries Teachers will purposefully plan whole and small group activities to support ELA essential standards and will administer Essential Standards Assessments (ESAs) to prepare students for CAASPP assessments and for college readiness.
290506	District Funded 5800: Professional/Consulting Services And Operating Expenditures Title I and Title III District money will cover the cost of an Access and Equity Instructional Coach/TOSA that will support staff co-teaching, instructional strategies, use of data, and implementation of the ELD/ELA common core standards.
113648	District Funded 5800: Professional/Consulting Services And Operating Expenditures Title I and Title IV District money will cover the cost a Tech Coach/TOSA that will support staff

	with the integration of technology into instructional programs.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students at CVLA

Strategy/Activity

Staff will have training to conduct Transcript reviews and will focus on project based learning strategies.

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

Amount(s)	Source(s)
0	None Specified None Specified Work with AEC academic counselor with 1:1 transcript reviews to allow them to meet a-g requirements and to monitor successful transitions to home site.

Annual Review

SPSA Year Reviewed: 2021-22

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 following strategies were fully implemented in Goal 1:

Strategy 1: Extended school year and credit recovery program. Beginning with the 19-20 school year, all students attend CVLA approximately 25 more days more than comprehensive junior high and high school students. During the 21-22 school year, all 9th – 12th grade students began their first round of credit recovery classes, beginning January 2022. This strategy will be implemented again for the 22-23 school year.

Strategy 3: Student Transcript Reviews. We increased our communication and relationship building with the counseling team at the Alterative Education Center, and have been able to facilitate meetings for 100% of 10th-12th graders. Students, parents, and teachers received meeting summaries and an academic plan for each student, allowing our credit deficient students to focus on needed credit recovery classes. Next year, this strategy will continue and we will move forward

with twice yearly reviews, as well as include 2nd semester freshmen who are credit deficient from semester 1.

Strategy 5: Student Progress Monitoring Meetings. Any student who has been enrolled for 4 weeks or more at CVLA has participated in at least one progress monitoring meeting during the 21-22 school year. In fact, these meetings have been being held every 8 weeks, and have been implemented during November 2021 and February 2022, with another round scheduled for mid-late April 2022. This strategy will continue to be implemented moving forward for the 22-23 school year.

The following strategies were partially implemented in Goal 1:

Strategy 2: Certificated PLC release time. CVLA has only held one release day for certificated staff members to discuss student progress and strategies. Ideally, by the end of the 21-22 school year, the team should've met 6-8 times. Due to sub shortages, limited options for prep periods, and overly impacted schedules for our mild-moderate classroom teacher, we have only met 25% of our goal. Next year, if substitute are more readily available, this strategy will be implemented.

Strategy 4: Guest Speakers and Parent Engagement Materials (focused on post-high school and career) Students participate in the small group Chances for Change program and receive mentorship from the facilitators, but no speaker-only events have been scheduled this year. No barriers exist, other than the hesitancy for families to participate in in-person events. With limited time, these speaking events have not been made a priority, but we will continue to implement moving forward.

Strategy 6: Daily scheduled sensory breaks. 2-3 times a week, students are to participate in a small sensory break (breathing exercises, meditation, etc.) The program was originally intended to begin January of 2022, but our personnel that was slated lead the program began February of 2022. The program has been rescheduled to be implemented early March 2022 and will run through the end of May 2022. This strategy will continue through the year, and will reevaluated by the staff and students during Summer of 2022.

Strategy 8: Upgrades on sewing equipment and supplies for new elective class. Earlier in the year, 3 CVLA staff members received their first round of training for the Sewing class and machines were supplied to CVLA. However; with impacted schedules and lack of sub support for training days, this strategy was not able to be initiated in the planned month of January 2022. Moving forward, this strategy will be implemented August of 2022.

The following strategies were NOT implemented in Goal 1:

Strategy 7: Critical Thinking program adoption/upgrade. During the 19-20 school year, this strategy was implemented in full during in-person instruction. With distance learning during the 20-21 year, it fell to the wayside. CVLA's intention was for the program (Specifically Breakout EDU) to be re-initiated during the 21-22 school year, but it did not. Moving forward, this strategy will continue to be supported and will be embedded during the latter part of the 21-22 year and all of the 22-23 school year.

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

Expenditures projected for Strategy 1 were intended to be $2000. We anticipate that we will spend 100% of the funds during the month of June 2022 to pay for classified classroom support for 13 days.

Expenditures projected for Strategy 2 were intended to be $2500. $0 have been spent thus far, and we anticipate all funds will be used for substitutes between March 2022 and June 2022.

Expenditures projected for Strategy 4 were intended to be $2079. $0 have been spent thus far, and we believe that none of this will need to be spent, other than food/material for parents. All of our guest speakers have agreed to present free-of-charge.

Expenditures projected for Strategy 7 were intended to be $3000. $0 have been spent. Moving forward, this strategy will continue to be supported and will be embedded during the latter part of the 21-22 year and all of the 22-23 school year and we intend to use all funds.

Expenditures projected for Strategy 8 were intended to be $2500. This money will be spent, but will be reorganized to use the funds during July 2022 to initiate the strategy in August of 2022.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal itself, "By May 1, 2022, 80% of all 9th-12th grade CVLA students will earn a "C" or better on their progress report/report card in areas of Math and English, and 90% of all 12th grade students will meet A-G requirements by decreasing D and F rate," will more than likely be modified to include a SMART goal more aligned with ESA data and CAASPP SBAC longitudinal data. Strategy 2, focused on PLC release time for certificated staff to review data and plan best instruction, will be moving forward as the highlight of goal #2, as we will strive increase dedication and time to small group instruction (based on PLC data reviewed from ESAs and SBAC). Additionally, the strategy of purchasing kits and curriculum that promote critical thinking will be integral in moving forward with the 22-23 SPSA. Moving forward, our plan will also support our student elective (clothing/sewing) and more funds will be directed to this new class offering next semester.

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

Connectedness

LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, 6]

Goal 2

(1) By May 31, 2023, PBIS team meets monthly to review behavior data and monitor PBIS implementation for total of 9-10 meetings in the school year.

(2) By May 31, 2023, CVLA will reflect a suspension rate of 10% for students enrolled and an overall attendance rate of all students of 93%.

Identified Need

CVLA is beginning year 4 of PBIS implementation. 100% of students enrolled have exhausted their comprehensive school's discipline and tiered behavioral intervention programs. The majority of students, based on 1:1 parental-student "intake" meetings, have experienced major childhood and adolescence trauma in their lives. 88% of students enrolled are underperforming in grades and overall high school graduation credit and GPA requirements.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	19-20 school year CVLA had a 20.8% suspension rate	The effect of this action will be monitored and evaluated using Aeries Analytics. Data suggests a minimum of 5% decrease in suspensions. Goal for 21-22 school year is 15% rate.
Year-to-Date Attendance Rate	Baseline: 85.5% attendance for the 19-20 school year	The effect of this action will be monitored and evaluated using Aeries Analytics. Data suggests a growth of 2.8% Expected goal for 21-22 school year is 88.3%
TFI Score	No TFIs were administered during the 19-20 school year.	TBD
Number of pupils receiving 1:1 counseling	Baseline: 77% of students received 1:1 counseling during the 19-20 school year, and	The effect of these actions below will be monitored and evaluated using Aeries

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	100% of students received small group behavior counseling.	Analytics. Data suggest 80% of students will be served by 1:1 counseling, and CVLA will maintain a 100% group participation rate.
BIMAS	Baseline/Prior Data TBD	Baseline data gathering - No data available to anticipate an expected outcome
"Parent Connectedness" and "Student Feedback" Survey via Office 365 Forms Data	19-20 data shows (on a scale from 1-10) that parents show an average connectedness to CVLA at 9.18. Parents will show an average connectedness to CVLA at 9.50.	The 20-21 school year will be the baseline for students. The 20-21 school year will be the baseline for students, but the expected outcome is 7.5/10.

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 enrolled at CVLA

Strategy/Activity

Provide 1:1 academic/behavioral/social emotional counseling support to 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)
100,000	CSI 5800: Professional/Consulting Services And Operating Expenditures Contract with temporary psychologist(s) to support the students

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students enrolled at CVLA

Strategy/Activity

Provide opportunities for students to work collaboratively to build relationships

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)
15586	General Fund 0000: Unrestricted Outside awnings and professionally-installed shade structures to be placed inside the CVLA quad area to provide alternative classrooms for small group instruction and 1:1 interventions, as well as social-emotional breaks/supports, etc.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement a PBIS program to support positive behaviors and interventions.

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

Amount(s)	Source(s)
3000	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Provide positive behavior rewards and enrichment/promote critical thinking activities via Breakout EDU
	None Specified None Specified Tier 1 PBIS team members will facilitate change and make decisions based on data review of attendance, behavioral, and suspension rates at CVLA
500	CSI 4000-4999: Books And Supplies Implement 7-12th grade self-administered and teacher-generated social-emotional surveys via BIMAS to monitor student data on: motivation, behavior, and overall self-esteem/self-image.

	None Specified None Specified Continue to implement positive behavior acknowledgement program via individual tangible recognition and implementation of monitoring/rewarding site-wide student goals
200	General Fund 4000-4999: Books And Supplies Tier 2 PBIS team members will facilitate change and make decisions based on data review of attendance, behavioral, and suspension rates at CVLA

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide supports to all families through workshops and engagement activities

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)
84	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Purchase materials, refreshments, supplies to support Parent Engagement Title I
1900	CSI 4000-4999: Books And Supplies Purchase materials to support building capacity in working with staff on parent engagement strategies

Annual Review

SPSA Year Reviewed: 2021-22

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 following strategies were partially implemented in Goal 2:

Strategy 2: Implementation of the PLC process and aligning the Essential Standards Assessment. Although CVLA has been consistent with administering the ESAs to all students 7th – 12th grade and reviewing the data, the formal PLC process with correct data sharing opportunities done with fidelity was postponed to the second semester.

Strategy 4: Project Based Learning (PBL to develop critical thinking skills and make learning relevant). Professional development in the areas of PBL and Critical Thinking Activities were canceled and rescheduled for Spring of 2022. CVLA will be moving forward with purchasing and training utilizing "Breakout EDU" and is moving forward with PBL activities for the May – July sessions at CVLA.

Strategy 6: Outside awnings and professionally-installed shade structures to be placed inside the CVLA quad area to provide alternative classrooms for small group instruction and 1:1 interventions, as well as social-emotional breaks/supports, etc. This action was partially implemented, as the longitudinal plans for the location of CVLA may change very soon. CVLA purchased temporary shade structures, moved around 12 large student exterior tables, and has been using outside learning environments as a de-escalation strategy and as an alternative meeting atmosphere for students.

The following strategies were NOT implemented in Goal 2:

Strategy 1: Inquiry based lesson integration. The coaching atmosphere that was implemented during the 19-20 school year was suspended this year, and the relationship the site had with Inquiry Based Learning Co. was dissolved. This goal will be reintroduced and refunded for the 22-23 school year.

Strategy 3: Differentiated Instruction and flexible grouping. Initial plans were to use ESA data in the areas of ELA and Math to implement daily small group targeted instruction. Staff schedules, prep periods, etc. made it difficult to collaborate and implement. This goal will be reinstated August 2022.

Strategy 5: Professional Development - student/teacher engagement and small group instruction. Initial plans were to use ESA data in the areas of ELA and Math to implement daily small group targeted instruction. Professional development in the area of Universal Access instruction and Student Engagement were rescheduled for the Summer of 2022. This goal will be reinstated August 2022.

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

Expenditures projected for Strategy 1 were intended to be $1500. Inquiry-based approach to learning professional development will be reintroduced and voted on and planned for the 22-23 SPSA and will be increased by $2000.
Expenditures projected for Strategy 4 were intended to be $2053. These funds will be utilizing the 22-23 budget during the Summer of 2023. The teaching staff at CVLA shared that PBL, although beneficial and aligned with Common Core standards and he "4 Cs" needs to be moved forward.

The 21st century learning skills are often called the 4 C's: critical thinking, creative thinking, communicating, and collaborating. These skills help students learn, and so they are vital to success in school and beyond. CVLA is proposing to increase this budget moving forward.

Expenditures projected for Strategy 5 were intended to be $1100. More than likely, these funds will be moved to professional development goal #4 to support PBL and critical thinking. Moving forward, additional funds may be needed, but not anticipated, as our site intends to use the professional development offered by secondary coaches in the CVUSD district.

Expenditures projected for Strategy 6 were intended to be $15586. Only $460 of this fund were used, as temporary umbrella-type covers were purchased. There is a chance that the location of CVLA may be modified, so these funds will need to sta in tact and moved to the 22-23 plan.

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 Goal #2 focuses on student achievement, and our incoming student data falls well below the 10% on an average scale, there is a clear need for targeted small group and re-teach/intervention level lessons, with a focus being on student engagement during these lessons. CVLA staff will focus on current Math (specifically) data that is gathered formatively through our Math Acellus curriculum. This data will create a new metric to monitor, and our team has a shared commitment to move forward with professional development in the areas of Universal lesson design and small group targeted instruction. With only 2 teachers at CVLA and 6 different grade levels, this is a unique challenge. An added strategy/action for the 22-23 school year, is for the team at CVLA to reevaluate the master scheduling process and determine how we can incorporate like-subjects with like grades synonymously. In the 22-23 SPSA, look for strategy 3, "differentiated Instruction and flexible grouping" to be reinstated. Initial plans were to use ESA data in the areas of ELA and Math to implement daily small group targeted instruction. Staff schedules, prep periods, etc. made it difficult to collaborate and implement, but there will be a continued support for this shared site goal.

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

College and Career Readiness

LEA/LCAP Goal

LCAP GOAL 3: All students are prepared for college and career beyond graduation

Goal 3

(1)   On the 2021 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 6% to 15% and in Math will increase from 4% to 15%.
(2) By May 31, 2023, 80% of all 9th-12th grade CVLA students will earn a "C" or better on their progress report/report card in areas of Math and English, and 90% of all 12th grade students will meet A-G requirements by decreasing D and F rate.

Identified Need

Almost 90% of students who are enrolled in CVLA present not only a high school credit deficiency, but also are earning below a 2.0 GPA. Additionally, most students have been removed from extra-curricular activities/opportunities due to low GPAs and repetitive mal behavior patterns.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D and F Rate	Average GPA is below 2.0 for the students	Individual students will not have any D's or F's on report cards for grades earned at CVLA
CAASPP ELA	No Results reported to the Dashboard	Individual Students will score Nearly Met or better
CAASPP Math	No Results reported to the Dashboard	Individual Students will score Nearly Met or better

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Prepare students for post high school through intervention and enrichment

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)
0	None Specified None Specified Supplies to supplement new elective course "Clothing" planned to be offered January 2023
20,000	CSI 5800: Professional/Consulting Services And Operating Expenditures Host career presenters and implement life skill presenters via both Chances for Change and contracted speakers.
1000	General Fund 2000-2999: Classified Personnel Salaries Offer Summer School Session 1 & 2 for all 7-12 students in order to increase A-G requirement compliance and increase overall GPA
2055.96	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Critical Thinking enrichment opportunities in collaboration with an outside agency to bring resources for critical thinking, collaboration, teamwork, and foster our reward system.
3000.00	CSI 5000-5999: Services And Other Operating Expenditures Transportation and other costs for off-site student field trips to local colleges and trade schools

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Support students with disabilities or Tier III intensive intervention students with needed strategies for to prepare for graduation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	General Fund None Specified Support staff to Modify Daily Schedule to include sensory development strategies
200000	CSI 5800: Professional/Consulting Services And Operating Expenditures Ensure ALL enrolled CVLA students have either ERMHS, Chino Human Services, Behavioral Services, Small group Behavior Intervention, or sessions with an MTSS-B Behavior Intervention Counselor to address significant social-emotional needs that directly effect academic progress and overall well-being.
30000	CSI 5800: Professional/Consulting Services And Operating Expenditures Continue "Chances for Change" small group life skills workshops as well as small group kinesthetic breaks as to increase student achievement and focus and provide self-strategies for student behavior

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students enrolled at CVLA

Strategy/Activity

Build community partnerships and mentor programs

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)
0	None Specified None Specified Maintain MOU with Project Sister to provide students with developmental and relationship "life skills" to increase their chances of a positive

	transition to comprehensive sites and increase healthiness of peer relationships.
0	None Specified None Specified Hold in-person 8-week Student Progress Monitoring meetings for both students and parents
0	None Specified None Specified Continue relationship with Cal Poly Pomona mentor program to ensure students are aware of opportunities after college and to increase student knowledge of life skills (e.g. FAFSA, bank accounts, job applications, etc.)

Annual Review

SPSA Year Reviewed: 2021-22

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 following strategies/actions were implemented in full during the 21-22 school year: 1 - Ensure ALL enrolled CVLA students have either ERMHS, Chino Human Services, Behavioral Services, Small group Behavior Intervention, or sessions with an MTSS-B Behavior Intervention Counselor to address significant social-emotional needs that directly effect academic progress and overall well-being. ALI students participated in BOTH small group and 1:1 counseling when enrolled in the CVLA program. 2 - Purchase CVLA branded student clothing and large PBIS posters to promote a sense of belonging to the site and increase community connectedness to our school. Our site purchased student and staff clothing, branded PBIS signs and positive posters. 3 - We maintained a MOU with Project Sister to provide students with developmental and relationship "life skills" to be implemented during Spring 2022. 5 - Our Tier 1 PBIS team members facilitated change and made decisions based on data review of attendance, behavioral, and suspension rates at CVLA. This was done on a monthly basis. 7 - CVLA continued the relationship with Cal Poly Pomona mentor program to ensure students are aware of opportunities after college and to increase student knowledge of life skills (e.g. FAFSA, bank accounts, job applications, etc.) This began during Winter of 2021/22. 8 and 11 - CVLA continued "Chances for Change" small group life skills workshops as well as small group kinesthetic breaks as to increase student achievement and focus and provide self-strategies for student behavior. With CSI funds, these 2 actions were taken a staep further to include 1:1 counseling from 3 different LMFTS via our MOU with Claremont Counseling and Support Centers and Chino Hills Counseling.

The following goals were partially Implemented during the 21-22 school year: 4 - Outside agencies (including Claremont Counseling Center) provided little professional development in the areas of SEL and behavior disorders to be administered during the 2nd semester of the 21-22 school year. Other professional developments were cancelled (2 different dates, due to shortage of substitute

teachers. 6 - CVLA implemented 7-12th grade self-administered social-emotional surveys via 365 Forms to monitor student data on: motivation, behavior, and overall self-esteem/self-image, but did not move forward with BIMAS during semester 1 of the 21-22 school year.

The following action was not implemented for goal #3 during the 21-22 school year: Strategy 9 - "CVLA will participate in PBIS and TFI training professional development." As of the SPSA evaluation date, no professional development in the area of PBIS and TFI had been completed yet, but we will need support moving forward due to an external TFI in April of 2022. Also - strategy 12 "Chess program in collaboration with an outside agency to bring resources for critical thinking, collaboration, teamwork, and foster our reward system.

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

This goal #3 in the area of social-emotional support for our students is a unique one, because it relies heavily on CSI federal funds that were specified for addressing the lost school support time during the pandemic closure and lack of overall academic student growth at CVLA. 100% of the $2000 budget for action #2 on PBIS-branded materials was spent . In the future, this fund will need to be increased, as student clothing with PBIS support has been an effective element of CVLA this year. $191,500 to support actions/strategies 4, 8, and 11 were utilized this year for intended social-emotional support via outside agency personnel.

The $2000 budget for action #9 (CVLA will participate in PBIS and TFI training professional development) was untouched, largely due to prioritizing other actions and strategies. Moving forward, even towards the end of the 21-22 school year, these funds will need to remain as CVLA is a Tier 1 (moving to Tier 2) PBIS school, and professional development in the areas of support were noted as needed to meet TFI requirements. Also, Also - strategy 12 "Chess program in collaboration with an outside agency to bring resources for critical thinking, collaboration, teamwork, and foster our reward system" originally required $700, but the site spent $1000 to help purchase extra chess sets and tangible awards for student achievement in the area of chess. This is one of the more highly supported interventions at CVLA (according to students) and the data shows these funds should be increased to $2000 for the 22-23 school year. Lastly, the $5000 in funds to support strategy/action # 13 "Purposeful redesign of our CVLA counseling room to create a more quiet, peaceful, relaxing setting for counseling and de-escalation" were partially spent, as there were new CSI funds form the district that were used to purchase mods to this room.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The amount of professional development opportunities for ALL staff members will be increased for the 2022-2023 school year. This begins with an all staff mental health and trauma-induced behavior professional development for every single member of staff. Also, metrics will be expanded to include relevant data from BIMAS, both student and parent surveys via Office 365 Forms, and Aeries Analytics. We will continue to dissect assertive discipline from Aeries, but it needs to be desegregated more to include specific behaviors. This will help determine the effectiveness of our social-emotional program. Some activities that will be modified include: implementation of "Chances for change" social-emotional/life skills workshops for all 7-12 students during the 22-23 school year, increased collaboration on social-emotional best practices/strategies with both other certificated staff members and professional development from other district team members.

Moving forward, more support and directed funds are needed in the specific areas of: outside agency support and counseling services. Data shows a clear decrease in office referrals and suspensions from baseline years in the past, and the support that the site has received from our behavior intervention counselor , as well as outside therapy support, is noted to be incredibly effective. Metrics will need to be modified to include a more statistically-relevant and appropriate data point to use over the current Office 365 Forms that have been used to gather student feedback. Thus far, we have looked at BIMAS, but will need more support in purchasing and utilizing this software. Also, the changes that can be noted in the future, will be largely dependent on the "tier" that CVLA falls under with the PBIS program. All stakeholders on the campus have shared a shared concern that more professional development is needed to support implementation, but $0 were spent on action 9 during the 21-22 school year. Depending on the tier, CVLA will continue targeted small group instruction utilizing data gathered from 1:1 "intake" meetings with counseling professionals, as CVLA does not participate in the district's universal Tier 1 surveys.

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	$5,139.96
Total Federal Funds Provided to the School from the LEA for CSI	$428,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$859,579.96

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 ($)
CSI	$430,400.00
Title I Part A: Allocation	$5,055.96
Title I Part A: Parent Involvement	$84.00
Title II Part A: Improving Teacher Quality	$1,100.00

Subtotal of additional federal funds included for this school: $436,639.96

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 ($)
District Funded	$404,154.00
General Fund	$18,786.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $422,940.00

Total of federal, state, and/or local funds for this school: $859,579.96

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	5,055.96	0.00
Title I Part A: Parent Involvement	84.00	0.00
Title II Part A: Improving Teacher Quality	1100	0.00
CSI	430,400	0.00
General Fund	26,586.00	7,800.00

Expenditures by Funding Source

Funding Source	Amount
CSI	430,400.00
District Funded	404,154.00
General Fund	18,786.00
None Specified	0.00
Title I Part A: Allocation	5,055.96
Title I Part A: Parent Involvement	84.00
Title II Part A: Improving Teacher Quality	1,100.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	15,586.00
1000-1999: Certificated Personnel Salaries	1,100.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	2,684.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	834,209.96
None Specified	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	CSI	2,400.00
5000-5999: Services And Other Operating Expenditures	CSI	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	CSI	425,000.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	404,154.00
0000: Unrestricted	General Fund	15,586.00
2000-2999: Classified Personnel Salaries	General Fund	1,000.00
4000-4999: Books And Supplies	General Fund	200.00
None Specified	General Fund	2,000.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	5,055.96
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	84.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	480,254.00
Goal 2	121,270.00
Goal 3	258,055.96

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:

Ryan Candelaria School Principal

Larry Valleroy Classroom Teachers

Darlene Raya Other School Staff

Monica Butanda Parent or Community Members

Rico Granados Secondary Students

Name of Members   **Role**

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

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.

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 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/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

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 Stude 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**
Clear	☐ State Compensatory Education Advisory Committee
Clear	☐ English Learner Advisory Committee
Clear	☐ Special Education Advisory Commi*
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☑ Other: Certificated and Classified Staff, Parent Members

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 distri 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 improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/26/2022

Attested:

Clear	Principal, Preston Carr, Ed.D./AP Ryan Candelaria on 5/26/2022
Clear	SSC Chairperson, Ryan Candelaria on 5/26/2022