



# 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	School Site Council (SSC) Approval Date	Local Board Approval Date
Deep Creek Academy	5430277	November 30, 2020	December 15, 2020

## 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

All schools within the Farmersville Unified School District are designated as a "Schoolwide Program." The purpose of SWP is to improve academic achievement throughout the school for all students; particularly the lowest achieving students will demonstrate proficiency on the state academic standards. The improved achievement is to improve the entire educational program of

the school. Deep Creek Academy was identified for Comprehensive Support and Improvement eligibility. The SPSA school planning process is aligned to Learning Continuity and Attendance Plan which is to provide comprehensive school support and improvement.

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

The School Plan for Student Achievement (SPSA) aligns with district Learning Continuity and Attendance Plan goals, actions, and services. Federal funds including Title I, II, III and IV supplement the SPSA goals, actions, and services to meet the needs of all students and are identified as district wide centralized services.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Each school reviews the following surveys to conduct a comprehensive needs assessment: Title I Parent Survey, Implementation of State Academic Standards Teacher Survey and CA Healthy Kids Surveys. A summary of results from surveys revealed the following findings.

According to the most recent 2018-19 Title I Parent Survey, parents indicated:

82% of parents always or almost always acknowledge that there are opportunities for parents to learn about the schools curriculum and programs.

57% of parents always or almost always acknowledge that they receive information from schools (i.e., notes, reports, flyers, telephone calls, letters, etc.).

100% of parents always or almost always acknowledge that notices and letters are sent home in English and Spanish.

100% of parents always or almost always acknowledge that they feel that the school is a safe place for their child.

100% of parents always or almost always acknowledge that the school provides additional services (tutoring and counseling) to support student growth.

100% of parents always or almost always acknowledge that their child receives good classroom instruction.

86% of parents always or almost always acknowledge that the school places a proper emphasis on reading.

71% of parents always or almost always acknowledge that the school places a proper emphasis on writing.

57% of parents always or almost always acknowledge that the school places a proper emphasis on mathematics.

57% of parents are aware that school has tutoring available for their child while 43% were not aware.

57% of parents are aware of their child's Accelerated Reader (AR) reading level while 43% were not aware.

71% of parents have received suggestions to help their child succeed in school while 28% had not.

100% of parents indicated that they feel welcomed at their child's school while 0% did not.

100% of parents indicated that the discipline system at school is always or usually fair while 0% did not.

On average, parents indicated that their child reads at home Monday through Friday, 29% 60 minutes+, 0% 45-50 minutes, 29% 30-44 minutes, 14% 15-29 minutes and 29% less than 15 minutes.

7 parents out of 69 (10%) responded to the Title I Parent Survey and participated in 10 activities for an average of 1.4 activities per respondent.

14% of parents indicated that the best suited time for parents/guardians to attend school events or meetings is in the morning or during school while 86% indicated after school or the evenings would be the best time.

In summary, 100% of parents indicated that they are satisfied with the education their child is receiving at Deep Creek Academy.

According to the most recent 2018-19 Priority 2 Implementation of Academic Standards Survey, the teachers indicated knowledge of the state standards:

- 1). FULL IMPLEMENTATION (38.10% a 5.1% increase from 2017-18)- Rate FUSD's progress in providing professional learning for teachers to the recently adopted academic standards and/or curriculum frameworks identified below [ELA-Common Core State Standards for ELA].
- 2). FULL IMPLEMENTATION (42.16% a 10.16% increase from 2017-18)- Rate FUSD's progress in providing professional learning for teachers to the recently adopted academic standards and/or curriculum frameworks identified below [ELD-Aligned to ELA Standards].
- 3).FULL IMPLEMENTATION (34.65% a 5.65% increase from 2017-18)- Rate FUSD's progress in providing professional learning for teachers to the recently adopted academic standards and/or curriculum frameworks identified below [Math-Common Core State Standards for Math].
- 4).INITIAL IMPLEMENTATION (29.41% a 2.41% increase from 2017-18)- Rate FUSD's progress in providing professional learning for teachers to the recently adopted academic standards and/or curriculum frameworks identified below [Next Generation Science Standards].
- 5).INITIAL IMPLEMENTATION (32.00% a 9% increase from 2017-18)- Rate FUSD's progress in providing professional learning for teachers to the recently adopted academic standards and/or curriculum frameworks identified below [History-Social Science].
- 6.) FULL IMPLEMENTATION AND SUSTAINABILITY(43.69% a 12.69% increase from 2017-18)- Rate FUSD's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subjects is taught [ELA-Common Core Standards for ELA]
- 7). FULL IMPLEMENTATION AND SUSTAINABILITY (33.01% a 9.01% increase from 2017-18)- Rate FUSD's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subjects is taught [ELD-(aligned to ELA Standards)]
- 8). FULL IMPLEMENTATION (39.60% a 14.6% increase from 2017-18)- Rate FUSD's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subjects is taught [Math-Common Core Standards for Math]
- 9). INITIAL IMPLEMENTATION (29.70% a 14.7% increase from 2017-18)- Rate FUSD's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subjects is taught [Next Generation Science Standards]

According to the 2018-19 CA Healthy Kids Surveys, secondary level students:

Indicated that teachers and other grown ups at school care about them - 30 not true at all, 88 a little true, 51 pretty much true, 31 very much true.

Indicated that teachers and other grown ups at school listen when they have something to say - 41 not true at all, 81 a little true, 43 pretty much true, 35 very much true.

Indicated that teachers and other grown ups at school always want them to do their best - 32 not true at all, 55 a little true, 66 pretty much true, 47 very much true.

Indicated that they feel close to people at school - 11 strongly disagree, 18 disagree, 91 agree, 18 strongly agree, 62 neither disagree nor agree.

Indicated that they are happy to be at school - 16 strongly disagree, 27 disagree, 66 agree, 19 strongly agree, 71 neither disagree nor agree.

Indicated that they feel like they are part of the school - 13 strongly disagree, 32 disagree, 78 agree, 11 strongly agree, 68 neither disagree nor agree.

Indicated that teachers treat students fairly at school - 20 strongly disagree, 30 disagree, 89 agree, 17 strongly agree, 44 neither disagree nor agree.

Indicated that they feel safe at school - 10 strongly disagree, 12 disagree, 109 agree, 25 strongly agree, 44 neither disagree nor agree.

Indicated that they feel safe on their way to and from school - NO DATA AVAILABLE.

\* As a result of school closure, the 2019 Title I Parent Survey and CA Healthy Kids Survey was not administered and therefore no current data is available.

## **Classroom Observations**

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

Weekly classroom observations are conducted by school administration, Academic Coaches and expert teacher consultants in ELA and Math. Findings indicate a need to increase literacy for English Learners and academic rigor for all students to attain mastery for achieving the Common Core State Standards.

1. Using instructional time to optimize learning.
2. Monitor student learning and adjusting instruction while teaching.
3. Students are in class, ready to learn and highly engaged (time on task).
4. Classrooms are orderly, students are actively participating and are cooperative with the teachers.
5. Expectations seem to be clear in all classrooms.
6. Teachers check for understanding and adjust instruction accordingly.
7. Formative assessments through APEX Learning diagnostics to assess student learning.

## **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)

Deep Creek Academy is meeting performance goals. The school analyzes yearly state CAASPP, Early Assessment Program (EAP) and local benchmark data (every six weeks) to modify and improve student academic performance. Academic performance data is used to align instruction to the standards via APEX Learning.

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

Deep Creek Academy is meeting performance goals. The school assessment cycle is ongoing and intended to provide student academic performance data on an individual student basis to identify areas for improvement. Gaps in individual student performance are identified and used for re-teaching purposes and to modify classroom instruction. Teachers utilize APEX Learning assessments to modify and adjust instruction. Weekly Professional Learning Community (PLC) meetings are held to discuss and analyze student progress. Deep Creek Academy was identified for Comprehensive Support and Improvement as a result of graduation indicator on the CA School Dash Board. One area of development for the school is to continue to develop a comprehensive dashboard for data analysis.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

District teachers meet the highly qualified staff requirements established by the California Commission on Teacher Credentialing.

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

Deep Creek Academy meets sufficiency of credentialed teachers' requirement. Teachers have access to yearly professional development opportunities and training on state-adopted instructional materials.

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

The district contracts with TCOE consultants to provide professional development in the following core content areas ELA/ELD, Math, and Science. Yearly teacher professional development surveys and CAASPP data provide feedback to schools on the professional development needs of teachers. APEX Learning curriculum is aligned with adopted Common Core State Standards (CCSS). The district and site staff develop plans that are targeted to the effective instructional strategies for the major sub-group and the implementation of standards-based instruction. Staff is trained in APEX Learning and provided with ongoing support. The school continues to expand assessment data skills aligned to the CCSS.

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

The school/district provides ongoing instructional strategy support for teachers and works directly with TCOE content experts for implementation of Common Core instructional strategies.



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

Late Start days are utilized for teacher collaboration in PLC teams. Teacher collaboration time is used for curriculum alignment, developing assessments and instructional strategies.

## Teaching and Learning

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

Yearly standards-based curriculum guides are developed that include instructional materials aligned to the Common Core State Standards via APEX Learning. APEX Learning developed standards-based assessments are used to guide classroom instruction and student learning. State adopted textbooks and materials are provide to support the online curriculum.

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

Deep Creek Academy meets the state instructional minute requirements for a continuation high school. A flexible bell schedule is in place to ensure appropriate instructional minutes are met based on individual student's unique needs. Identified students who perform poorly on APEX quizzes and assessments are provided with additional re-teaching time for all subject areas.

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

APEX Learning online curriculum guides are developed in the all subject areas and assessments are administered based on individual student needs. Pacing is individualized based on student needs which are monitored through APEX. Teachers monitor and adjust courses as needed for individual students and standards-based data dives take place and deficient students are provided with re-teaching opportunities and additional student interventions.

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

Deep Creek Academy students have access to standards-based materials through APEX online curriculum, textbooks and supplemental resources. Core instructional materials are aligned to the Common Core State Standards.

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

All K-12 adopted instructional materials are approved by the California Department of Education. Supplemental intervention instructional materials meet grade-level state standards. Students have access to standards-aligned core courses.

## Opportunity and Equal Educational Access

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

District / School LCAP goals provide actions, services, and resources to ensure that underperforming students meet the standards. There is a monitoring process to ensure schools are meeting the needs of under-performing students and resources are targeted to address deficient areas of need. One area identified for improvement as part of the CSI review, is to provide additional academic support for English Learners. As a result of this finding, the school will provide additional English Learner academic student support.

Evidence-based educational practices to raise student achievement

The school implements evidence based educational practices to address school wide academic improvement. These include targeted instructional strategies, standards-based assessments and student academic interventions to close the achievement gap. One important CSI evidence based practice area identified to support academic achievement is to provide additional social emotional support for students. The school will add a part-time Outreach Specialist to assist with supporting the social-emotional needs for students.

## Parental Engagement

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

LCAP and Title I funds are utilized by the school to provide family resources and improve academic outcomes for underachieving students. Parents are able to provide feedback regarding possible changes for the future through School Site Council meetings and various other opportunities.

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)

SPSA development includes participation of parents, community members, teachers and other school staff. The SPSA planning team evaluates and monitors the SPSA plan. The Consolidated Application is updated and Board approved yearly.

## Funding

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

Services provided by Title I, II, III, IV funds include: academic support in ELA and math for under-achieving students, supplemental instructional materials, professional development for teachers in ELA, math, and STEM, technology resources and programs for literacy and English acquisition, and social- emotional resources to reduce negative student behavior and improve learning.

## Fiscal support (EPC)

Fiscal support to achieve SPSA actions, services, and academic outcomes include school funds, district LCAP funds, Title I-IV funds that are used to supplement the SPSA. SPSA resources are allocated based on review of academic and behavior data, Learning Continuity and Attendance Plan goals, and individual school needs. SPSA resources are approved by the district and adhere to state and federal requirements. CSI funds are used to provide data analysis support and to provide student standards-based student interventions and supports.

## 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

To assess the current conditions of Deep Creek Academy, the DCA Comprehensive Support and Improvement (CSI) plan was developed utilizing the district's CSI Self-Study review process findings. School Site Council updates the SPSA plan annually. The CSI Self-Study school review process is aligned to the State WASC accreditation standards for secondary schools. Report findings were derived from the following self-review components which included a comprehensive data analysis review, leadership team meetings, interviews, SPSA evidence, and classroom observations. The district Learning Continuity and Attendance Plan, and DCA / SPSA plans are also required to include CSI plan integration, along with measurable objectives designed to support long-term graduation rate improvement for Deep Creek Academy.

## Resource Inequities

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

The DCA Comprehensive Support and Improvement (CSI) plan was developed utilizing the district's CSI Self-Study review process findings. The CSI Self-Study school review process is aligned to the State WASC accreditation standards for secondary schools and involves all stakeholders. Report findings were derived from the following self-review components which included a comprehensive data analysis review, leadership team meetings, interviews, SPSA evidence, and classroom observations. The district LCAP and DCA / SPSA plans are also required to include CSI plan integration, along with measurable objectives designed to support long-term graduation rate improvement for Deep Creek Academy.

Deep Creek Academy qualified for the Comprehensive Support and Improvement (CSI) based the California School Accountability Dashboard indicators for having graduation rates below the ESSA required 68%. The 2019 Dashboard results showed that DCA had a graduation rate of 33%. FUSD is required by the California Department of Education to provide CSI Intensive intervention and planning support for identified CSI schools.

The comprehensive needs assessment (Self-Study Review) was used to develop a CSI plan for improvement. The self-study review identified four major areas that are in need of comprehensive support which include:

- 1) Develop and implement academic support systems and resources that foster student learning and literacy (English Learners)
- 2) Implement Career Technical Education programs and community partnerships to increase student engagement and provide post-secondary student options

- 3) Expand knowledge and skills on the use of formative and summative assessment data to drive student achievement
- 4) Continued implementation of school wide systems to support the social-emotional and academic needs of students

CSI funds will be used to address resource inequities identified in the Self-Study Review.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	%	1.45%	0%		1	0
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	92.42%	86.96%	95.74%	61	60	45
Pacific Islander	%	%	0%			0
White	7.58%	11.59%	4.26%	5	8	2
Multiple/No Response	%	%	0%			0
Total Enrollment				66	69	47

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9		1	
Grade 10		1	1
Grade 11	23	21	11
Grade 12	43	46	35
Total Enrollment	66	69	47

### Conclusions based on this data:

1. Student enrollment increased by 4% from 2017-2018 to the 2018-2019 school year and decreased by 31% from 2018-2019 school year.
2. As a team of facilitators, we will guarantee to offer services dependent on all the student groups we serve. Of the students served, over 95% are Hispanic/Latino.
3. As a team of facilitators, we will continue to engage our stakeholders to offer important resources to our growing student groups and specific student populations.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	20	21	15	30.3%	30.4%	31.9%
Fluent English Proficient (FEP)	21	13	11	31.8%	18.8%	23.4%
Reclassified Fluent English Proficient (RFEP)		2	0	0.0%	10.0%	0.0%

### Conclusions based on this data:

1. As a team of facilitators, we will guarantee to offer services dependent on the students we serve. 31.9% of our student population are designated as English Learners. We will continue to strategically match supports to place students in classes with the appropriate tools and supports to service the needs presented.
2. We will continue to contract with local agencies, our county office of education, etc. in order to provide coaching strategies to help coach our staff on best practices in English language development to help move our students to proficiency.
3. We will continue to approach and plan in working with students that are close to reclassification, continue to guarantee that our EL sub-group is given the tools necessary to find success and be re-designated (RFEP). We have aligned our master schedule to allow common prep periods for increased collaboration and data disaggregation among our EL students. Through mater scheduling, we have assigned time for the implementation of EL supports and work towards guaranteeing the success of all students.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	24	*	*	20	*	*	20	*	*	83.3	17
All	*	24	*	*	20	*	*	20	*	*	83.3	17

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	2433.	*	*	0.00	*	*	0.00	*	*	25.00	*	*	75.00	*
All Grades	N/A	N/A	N/A	*	0.00	*	*	0.00	*	*	25.00	*	*	75.00	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	0.00	*	*	40.00	*	*	60.00	*
All Grades	*	0.00	*	*	40.00	*	*	60.00	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	0.00	*	*	5.00	*	*	95.00	*
All Grades	*	0.00	*	*	5.00	*	*	95.00	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	0.00	*	*	45.00	*	*	55.00	*
All Grades	*	0.00	*	*	45.00	*	*	55.00	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	0.00	*	*	30.00	*	*	70.00	*
All Grades	*	0.00	*	*	30.00	*	*	70.00	*

**Conclusions based on this data:**

1. Based on ELA results, 0% of 11th grade students met or exceeded standards, 25% nearly met standards and 75% did not meet standards.
2. A higher percentage of students performed at or near standard in Listening (45%), while the second highest percentage of students performed at or near standard in Reading (40%), while the third highest percentage of students at or near standard in Research/Inquiry (30%) and the lowest percentage of students performed at or near standard in Writing (5%).
3. Based on the total results, Deep Creek Academy will continue to strategically provide intervention opportunities to align our student achievement goals in the area of English Language Arts for all students. We have aligned our master schedule to allow common prep periods for collaboration and data disaggregation among staff. Through master scheduling, we have assigned a period for staff to collaborate and work towards guaranteeing the success of all students.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	24	*	*	19	*	*	19	*	*	79.2	17.3
All	*	24	*	*	19	*	*	19	*	*	79.2	17.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	2418.	*	*	0.00	*	*	0.00	*	*	5.26	*	*	94.74	*
All Grades	N/A	N/A	N/A	*	0.00	*	*	0.00	*	*	5.26	*	*	94.74	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	0.00	*	*	0.00	*	*	100.0	*
All Grades	*	0.00	*	*	0.00	*	*	100.0	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	0.00	*	*	5.26	*	*	94.74	*
All Grades	*	0.00	*	*	5.26	*	*	94.74	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	0.00	*	*	31.58	*	*	68.42	*
All Grades	*	0.00	*	*	31.58	*	*	68.42	*

### Conclusions based on this data:

1. Based on mathematics results, 5.6% of students nearly met standards, while 94.74% of students did not meet standards.
2. Based on the total results, Deep Creek Academy will continue to strategically provide intervention opportunities to align to our student achievement goals in the area of math for all students. We have aligned our master schedule to

allow common prep periods for collaboration and data disaggregation among staff in order to guarantee the success of all students.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 10		*		*		*		*
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	5
All Grades	*		*		*		*	7

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

#### Conclusions based on this data:

1. Data for the 2018-2019 school year is not available; however, Deep Creek Academy will continue to strategically provide intervention opportunities to align to our student achievement goals in the area of English Language learners.
2. Deep Creek Academy will focus on students performing at the beginning stages and somewhat developed level.
3. All students will be monitored to ensure success and we have aligned our master schedule to allow common prep periods for collaboration and data disaggregation among staff. Through master scheduling, we have designated time for staff to work towards guaranteeing the success of all students. We will contract with local agencies to provide coaching strategies, tutoring and support implementing best practices to help assess and move our students into proficiency.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
69	91.3	30.4	1.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	21	30.4
Foster Youth	1	1.4
Socioeconomically Disadvantaged	63	91.3
Students with Disabilities	6	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	1.4
Hispanic	60	87.0
White	8	11.6






### Conclusions based on this data:

1. Analysis of the 2018-2019 data reflect that 30.4% of the student population are English Language Learners.
2. Analysis of the 2018-2019 data reflect that 91.3% of the student population are socioeconomically disadvantaged.
3. Analysis of the 2018-2019 data reflect that 87% of the student population are Hispanic while 11.6% are White and 1.4% are African American.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  No Performance Color	<b>Graduation Rate</b>  Red	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  No Performance Color		
<b>College/Career</b>  Red		

#### Conclusions based on this data:

1. Suspension rates, college and career rates, as well as graduation rates, all fall within the red range which indicates areas in need of improvement.
2. Based on the results, Deep Creek Academy will continue to strategically provide intervention opportunities to align our student achievement goals in the area of Positive Behavior and Interventions to guarantee all our students are counseled in the areas of social emotional wellbeing and go through all tiers of discipline before suspension.
3. Based on the results, Deep Creek Academy will continue to strategically provide intervention opportunities to align our student achievement goals in the area of college and career readiness and graduation rates by developing and implementing academic support systems and resources that foster student learning and literacy (English Learners) and by implementing Career Technical Education programs and community partnerships to increase student engagement and provide post-secondary student options.

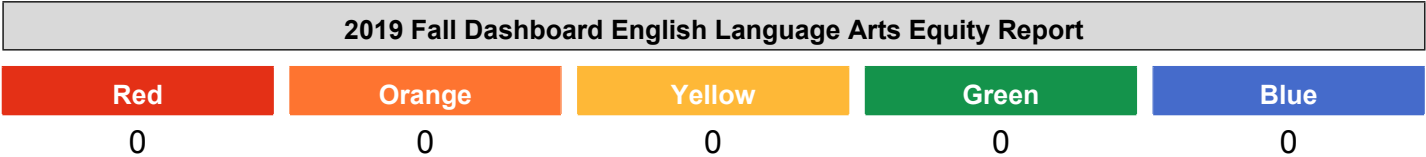
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>2</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>1</div>
<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>1</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>2</div>	<div>Students with Disabilities</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

This section provides a view of 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. Based on the lack of data, results indicate that Deep Creek Academy will strategically provide intervention and support opportunities to align our student achievement goals in the area of English Language Arts for all students.
2. Deep Creek Academy has aligned the master schedule to allow common prep periods for collaboration and data disaggregation among staff.
3. Through master scheduling, we have assigned designated time for EL staff to collaborate and work towards guaranteeing the success of all students.



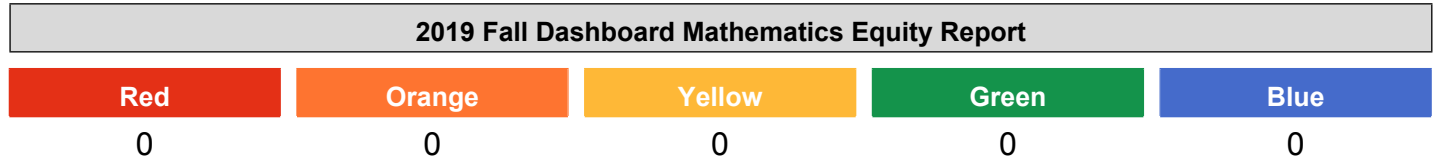
# School and Student Performance Data

## Academic Performance Mathematics





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




This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>2</div>	<div>English Learners</div>	<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>1</div>
<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>1</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>2</div>	<div>Students with Disabilities</div>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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:

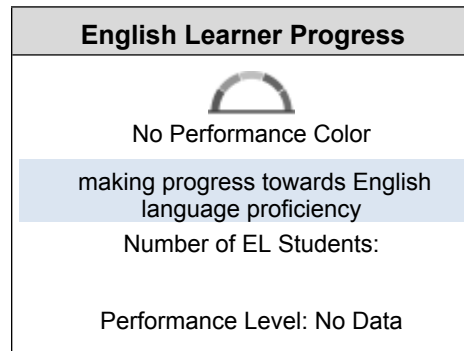
1. Based on the lack of data, results indicate that Deep Creek Academy will strategically provide intervention and support opportunities to align our student achievement goals in the area of Mathematics for all students.
2. Deep Creek Academy has aligned the master schedule to allow common prep periods for collaboration and data disaggregation among staff.
3. Through master scheduling, we have assigned designated time for staff to collaborate and work towards guaranteeing the success of all students.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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
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#### Conclusions based on this data:

1. Based on the lack of data, results indicate that Deep Creek Academy will strategically provide intervention and support opportunities to align our student achievement goals in the area of English Learner progress for all EL students.
2. Based on the lack of data, results indicate that Deep Creek Academy will strategically provide intervention and support opportunities to align our student achievement goals in the area of Mathematics and English Language Arts for all students.
3. Through master scheduling, we have assigned designated time for staff to collaborate and work towards guaranteeing the success of all students.

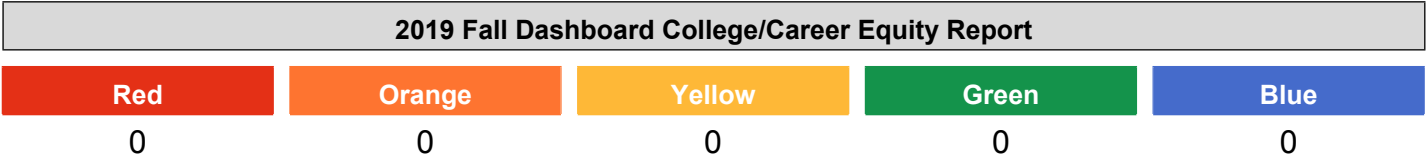
# School and Student Performance Data

## Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>0</div> <div>Maintained 0</div> <div>42</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>0 Students</div>	<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>0 Students</div>
<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>0 Students</div>	<div>Students with Disabilities</div> <div> No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>0 Students</div>

### 2019 Fall Dashboard College/Career by Race/Ethnicity

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

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

### 2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
0 Prepared	0 Prepared	0 Prepared
2.6 Approaching Prepared	2.6 Approaching Prepared	2.4 Approaching Prepared
97.4 Not Prepared	97.4 Not Prepared	97.6 Not Prepared

#### Conclusions based on this data:

- Based on the results, Deep Creek Academy will continue to strategically provide intervention opportunities to align our student achievement goals in the area of college and career readiness by developing and implementing Career Technical Education programs and community partnerships to increase student engagement and provide post-secondary student options.
- Based on the results, Deep Creek Academy will continue to address resource inequities in the areas of career technical education, social-emotional development and support, as well as pre and post-vention chemical dependency programs.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

### Conclusions based on this data:

1. Based on the lack of data, Deep Creek Academy will continue to develop and implement student support and intervention opportunities to foster student learning, literacy, college and career readiness, chemical dependency pre and post-vention support, as well as social-emotional skill development in order to keep students on track for graduation and increase school engagement and connectedness.

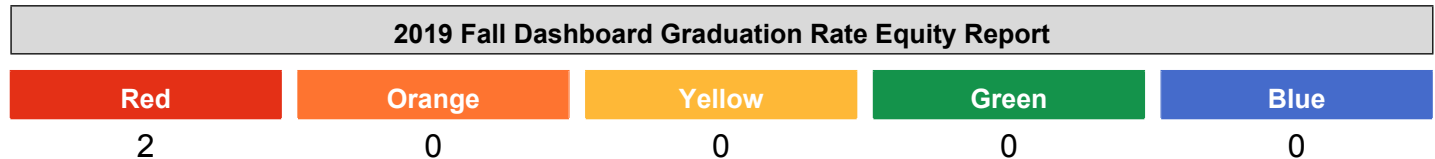
# School and Student Performance Data

## Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Red 31 Increased +4.1 42	<b>English Learners</b>  No Performance Color 8.3 Declined -28 12	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Socioeconomically Disadvantaged</b>  Red 31.7 Increased +6.7 41	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 32.4 Increased +4.2 37	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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

### 2019 Fall Dashboard Graduation Rate by Year

2018	2019
26.8	31

#### Conclusions based on this data:

1. Graduation rate increased by 3.2% from 2018 graduating cohort to the 2019 graduating cohort.
2. Based on the results, Deep Creek Academy will continue to develop and implement academic and social-emotional support systems and resources that foster student learning and literacy through intervention opportunities that can bring about community partnerships, to increase student engagement and provide post-secondary student options for all students.



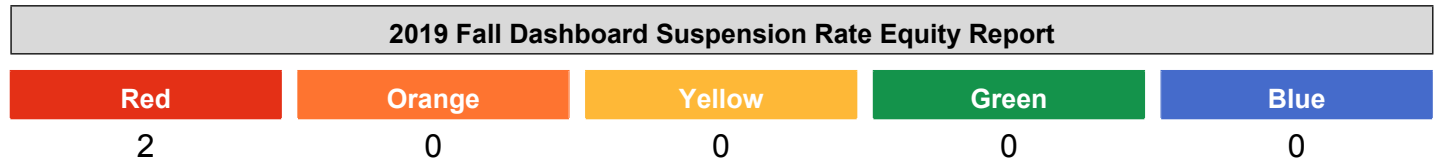
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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



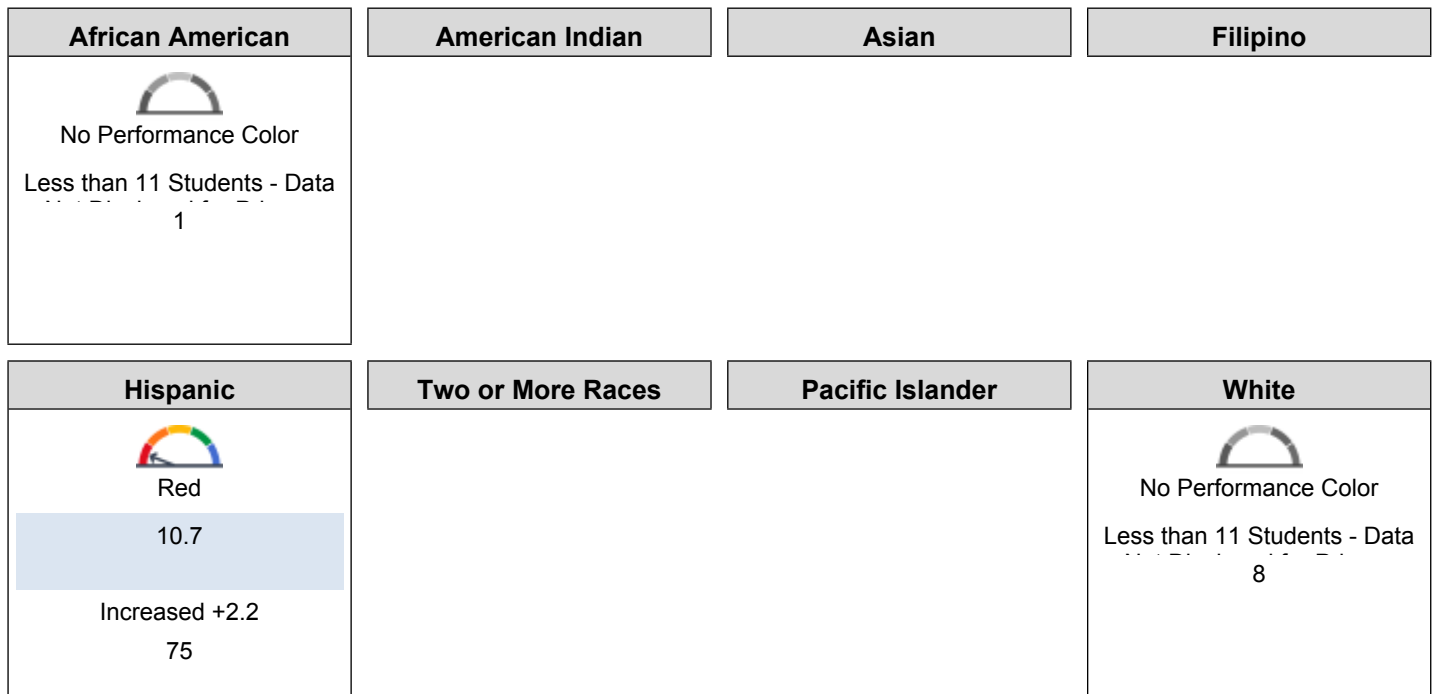
This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Red 10.7 Increased +2.1 84	<b>English Learners</b>  No Performance Color 12 Increased +7.8 25	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 5	<b>Socioeconomically Disadvantaged</b>  Red 11.5 Increased +2.1 78	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not 9

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8.6	10.7

#### Conclusions based on this data:

1. For 2019, suspension rates increased for the overall population and all subgroups with data, by 2.1%.
2. Based on the total results, Deep Creek Academy will continue to strategically provide academic, social-emotional and pre/post-vention chemical dependency intervention opportunities to align to our student achievement goals in the area of positive behavior intervention and support systems for all students in efforts to decrease suspension rates.

# 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

Academic Achievement

## LEA/LCAP Goal

Increase student achievement for all students and sub-groups in ELA, ELD and Mathematics.

## Goal 1

Increase the level of proficiency for all sub-groups in all core discipline areas for English Language Arts (ELA) and Mathematics.

## Identified Need

Yearly CAASPP results continue to indicate the need to focus on providing impactful resources and continued implementation of researched-based instructional practices to increase the level of student achievement, especially in the areas of English Language Arts, Mathematics and English Language Development.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019-20 results from: CAASPP (ELA and Mathematics), ELPAC, APEX Course Completion/Performance and STAR/AR Assessments	2018-19 results from: CAASPP (ELA and Mathematics), ELPAC, APEX Course Completion/Performance and STAR/AR Assessments.	Increase indicator scores and assessments.

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)

Increase the percentage of students achieving standards in Mathematics.

### Strategy/Activity

Through the implementation of content/performance standards education, we will increase the percentage of students achieving at "standards met, standards exceeded" in Mathematics as measured by SBAC.

### 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)
15,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.1.a. Provide TCOE professional development in the area of Mathematics
29,699.00	LCFF 4000-4999: Books And Supplies 1.1.b. APEX Tutorials for student intervention and support with APEX assessments (i.e., quizzes, TST's and CST's).
20,000.00	Other 5800: Professional/Consulting Services And Operating Expenditures 1.1.c. In order to improve student achievement and increase student academic achievement and graduation rates, we will allocate Comprehensive School Improvement (CSI) funds to provide a half time outreach specialist to provide supportive services to students and families and coordinate the development of innovative/integrated strategies to increase student success.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Increase the percentage of students achieving standards in ELA.

### Strategy/Activity

Through the implementation of content/performance standards education, we will increase the percentage of students achieving at "standards met, standards exceeded" in ELA as measured by SBAC.

### 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)
2,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.2.a. Provide TCOE professional development in the area of ELA/ELD
	Title I 4000-4999: Books And Supplies

	1.2.b. APEX Tutorials for student intervention and support with APEX assessments (i.e., quizzes, TST's and CST's).
25000.00	Title I 4000-4999: Books And Supplies 1.2.c STAR/Accelerated Reader / MyOn Program
	5800: Professional/Consulting Services And Operating Expenditures 1.2.d. Provide Teaching Fellow classroom tutoring to support ELA/ELD
15,000	LCFF 4000-4999: Books And Supplies 1.2.e. Support the use of technology (chromebooks) in the classroom to enhance student learning in reading, writing and comprehension skills as well as technology skills.
	Other 5800: Professional/Consulting Services And Operating Expenditures 1.1.c. In order to improve student achievement and increase student academic achievement and graduation rates, we will allocate Comprehensive School Improvement (CSI) funds to provide a half time outreach specialist to provide supportive services to students and families and coordinate the development of innovative/integrated strategies to increase student success.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Increase the percentage of English Language Learners achieving standards as measured by the ELPAC assessment.

#### Strategy/Activity

Through the implementation of ELD standards education, we will increase the performance of English Learners by one performance level as measured by ELPAC.

#### 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)

2,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.3.a. Provide TCOE professional development in the area of ELD
20000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures 1.3.b. Provide Teaching Fellow classroom tutoring to support interventions in ELD
114000.00	LCFF None Specified 1.3.c. Half- Time Counselor/ Principal to monitor redesignated EL students to assess ongoing academic progress
	Other 5800: Professional/Consulting Services And Operating Expenditures 1.1.d. Additional interventions (i.e., tutoring support) in the area of English Language Development (ELD) through the Comprehensive School Improvement (CSI) funds to provide a EL tutoring and support services to students and families and coordinate the development of innovative/integrated strategies to increase student success.

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

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

Increase teacher support and growth, including new teacher support.

##### Strategy/Activity

Increase to 100 percent the number of teachers teaching with the appropriate credential and certification.

##### 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)

2,000.00

##### Source(s)

Title II  
5800: Professional/Consulting Services And Operating Expenditures  
1.4.a. Provide TCOE professional development/resources in the area of TIP.

2000.00

Title II

5800: Professional/Consulting Services And Operating Expenditures  
1.4.b. Provide staff development/training

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

Implement standards-based materials, including supplemental materials.

### Strategy/Activity

The district will maintain 100% of the latest state adopted materials.

### 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)

2,000.00

#### Source(s)

Title II  
5800: Professional/Consulting Services And Operating Expenditures  
1.5.a. Provide TCOE professional development/resources in the area of NSS/STEM

5,000.00

LCFF  
4000-4999: Books And Supplies  
1.5.b. APEX Learning Courses

Title IV  
5800: Professional/Consulting Services And Operating Expenditures  
1.5.c. Provide staff development/training

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

Increase reading levels of students reading below grade level.

### Strategy/Activity

Increase K-12 reading levels of students reading below grade level by 1 year as measured by STAR/AR.

### 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)

25,000.00

#### Source(s)

Title I

	4000-4999: Books And Supplies 1.6.a. Provide reading programs geared to enhance readin levels (i.e., STAR/Accelerated Reader / MyOn Program).
	Other 5800: Professional/Consulting Services And Operating Expenditures 1.6.b. Additional interventions (i.e., tutoring support) in the area of English Language Development (ELD) through the Comprehensive School Improvement (CSI) funds to provide a EL tutoring and support services to students and families and coordinate the development of innovative/integrated strategies to increase student success, in the area of reading development.

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

Increase PLC teacher collaboration for implementation of ELD/CCSS.

### Strategy/Activity

LCAP 1.7. Academic content standards and ELD standards will be the basis of 80% of PLC meetings.

### 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)
4,000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.7.a. Provide PLC training and support
	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.7.b. Review standards through APEX reports that align with Common Core State Standards

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

In order to improve student achievement and increase graduation rates and academic achievement through comprehensive support in funding and stakeholder support, we will continue to allocate the funds that are necessary to meet the needs of students as per our plan.

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

As a site, we have adjusted and allocated the required funds to better serve the needs of students to increase the performance of students.

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.

Strategies were CSI planning recommendations to add additional ELD, counseling and tutoring support to address student needs.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate

## LEA/LCAP Goal

Provide a clean, healthy, orderly, physically and emotionally safe environment in which to engage students in their learning and reach their full potential.

## Goal 2

Deep Creek Academy (DCA) will provide and maintain a positive physical environment and school culture that enhances student learning to increase student performance. DCA will strategically and intentionally create opportunities for students to feel connected to our school and foster a culture in efforts to reduce truancy, chronic absences and systematically increase ADA annually.

## Identified Need

Good attendance is a strong indicator of increased achievement and graduation rates. Providing a clean, healthy, orderly, physically and emotionally safe environment is essential to maintain high attendance rates.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019-20 results from: Attendance reports, suspension/expulsion reports, graduation rates, participation in the school wide academic and behavior incentive program.	2018-19 results from: Attendance reports, discipline reports, graduation rates, school wide events for the academic and behavior incentive program.	Attendance rates will increase by 5%, graduation rates will increase by 5%, suspension rates will decrease by 1%, expulsion rates will decrease by 1% and participation in the school wide academic and behavior incentive program will increase by 5%.

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)

Improve attendance for all students.

### Strategy/Activity

Increase student attendance TK-12

## 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)
15,000	Other 5000-5999: Services And Other Operating Expenditures 2.1.a. Provide counseling through comprehensive support and improvement (CSI) funding with Sequoia Youth Services to address student social emotional skill development to increase school connectedness and healthy coping strategies, as related to academic success.
	LCFF 1000-1999: Certificated Personnel Salaries 2.1.b. Provide a flexible and customized scheduling options to best meet individual student nd family needs to increase student engagement and foster school success.
	Other 2000-2999: Classified Personnel Salaries 2.1.c. Parent contacts (i.e., attendance calls and letters home)
500	LCFF 5000-5999: Services And Other Operating Expenditures 2.1.d. Attendance/Academics/Behavior incentives and awards addressing basic needs to be met in order to attend school.
	Other 5800: Professional/Consulting Services And Operating Expenditures 2.1.e. Counselor to monitor student progress towards graduation and provide academic resources to students and parents
4,000	Title IV None Specified 2.1.f. Establish a Positive Behavior Intervention and Supports (PBIS) team to oversee the implementation of the school wide PBIS framework and systems

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Improve interventions and supports for students who are at risk for not meeting grade level benchmarks, standards and graduation requirements.

#### Strategy/Activity

Increase Deep Creek Academy (DCA) graduation rates.

#### 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)
	Other None Specified 2.2.a. Provide child care in order for teenage parents to attend school and complete required coursework for graduation.
	LCFF 1000-1999: Certificated Personnel Salaries 2.2.b. Graduation and post-secondary plan meetings which may include transferring back to the comprehensive high school
34,721	Title I 4000-4999: Books And Supplies 2.2.c. APEX Learning interventions (i.e., assigned tutorials for academic supports to pass necessary coursework for graduation).
	LCFF 2000-2999: Classified Personnel Salaries 2.2.d. Progress letters (with updated transcripts) sent home indicating completed required coursework for graduation.
	Title I 5000-5999: Services And Other Operating Expenditures 2.2.e. Provide all students with supplies needed to be academically successful in completing required coursework for graduation (i.e., study guides, agendas, notebooks, binders, folders, graduation plans, etc.)
	LCAP 5800: Professional/Consulting Services And Operating Expenditures 2.2.f. Provide Teaching Fellows classroom tutoring, interventions and supports.
	Title III

	5800: Professional/Consulting Services And Operating Expenditures 2.2.g. Provide additional tutoring and support for students who are struggling academically.
	Other 5800: Professional/Consulting Services And Operating Expenditures 2.2.h. In order to improve student achievement and increase student academic achievement and graduation rates, we will allocate Comprehensive School Improvement (CSI) funds to provide a half time outreach specialist to provide supportive services to students and families and coordinate the development of innovative/integrated strategies to increase student success.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Decrease chronic absenteeism among all students.

#### Strategy/Activity

Decrease chronic student absenteeism across the district, specifically at Deep Creek Academy (DCA).

#### 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)

Title I 5000-5999: Services And Other Operating Expenditures 2.3.a. Attendance/Academics/Behavior incentives and awards addressing basic needs to be met in order to attend school.
LCFF 1000-1999: Certificated Personnel Salaries 2.3.b. Providing alternative structures which include flexible and customized scheduling options to best meet individual student needs
Other 5800: Professional/Consulting Services And Operating Expenditures 2.3.c. In order to improve student attendance, we will allocate Comprehensive School

Improvement (CSI) funds to provide a half time outreach specialist to provide supportive services to students and families and coordinate the development of innovative/integrated strategies to increase student success.

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

Decrease student behavior incidences and suspensions for all students.

### Strategy/Activity

Reduce student suspension rates across the district.

### 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)

4000.00

#### Source(s)

Title IV  
5800: Professional/Consulting Services And Operating Expenditures  
2.4.a. Provide TCOE professional development in the area of PBIS/ MTSS

LCFF  
1000-1999: Certificated Personnel Salaries  
2.4.b. Alternative consequences (i.e., Independent Study when appropriate).

Title I  
4000-4999: Books And Supplies  
2.4.c. Behavior and positive school culture changes to connect students to school incentive programs and awards.

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

Decrease number of major student behavior incidents.

### Strategy/Activity

Decrease student expulsion rates across the district.

### 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)
4000.00	Title IV 4000-4999: Books And Supplies 2.5.a. Provide Second Step/School Connections resources
	LCFF 1000-1999: Certificated Personnel Salaries 2.5.b. Rehabilitation plans upon return for expelled students
	Other None Specified 2.6.c. Tulare County Community School as alternative placement when appropriate
4,600	Title IV 5800: Professional/Consulting Services And Operating Expenditures 2.7.d. Turning Point and/or Sequoia Youth Services referral when appropriate

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

Decrease dropout rates and increase student engagement for all students.

### Strategy/Activity

Decrease student dropout rates.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF 1000-1999: Certificated Personnel Salaries 2.6.a. Customized/Flexible scheduling to increase student attendance and ensure an appropriate education.
	Title I 4000-4999: Books And Supplies 2.6.b. APEX is available to students to continue to work on coursework from home and teachers are available for questions and open sections of the course via email or the Parent Square
18,505.00	LCFF 2000-2999: Classified Personnel Salaries

	2.6.c. Campus aid assist with creating a safe environment where students feel comfortable and engaged to ensure connection to school.
	Other None Specified 2.6.d. Referrals to outside agencies for resources including but not limited to: mental health, medical needs, housing, etc.

**Strategy/Activity 7**  
**Students to be Served by this Strategy/Activity**  
 (Identify either All Students or one or more specific student groups)  
 Ensure school facilities meet safety requirements.

Strategy/Activity  
 LCAP 2.7. Ensure that school receives a pass score on Facilities/Safety Compliance Report

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

Amount(s)	Source(s)
	LCFF 2000-2999: Classified Personnel Salaries 2.7.a. Collaboration with custodial staff and Director of Maintenance and Operations regarding facilities and safety compliance. Communication for work orders is done verbally and/or electronically through email and/or software - School Dude

# Annual Review

**SPSA Year Reviewed: 2019-20**

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.

Deep Creek Academy (DCA) will provide resources and materials to support all students with access to courses and programs that are necessary to provide a clean, healthy, orderly, physically and emotionally, safe environment in which to engage students in their learning and reach their full potential.



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

As a site, we have adjusted and allocated the required funds to better serve the needs of students and increase performance of all students.

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

As a site, we have adjusted and allocated the required funds to better serve the needs of all students and increase the performance of all students. We have created innovative systems to capture data that are stakeholder driven to gauge our success.

# 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

Parent involvement

## LEA/LCAP Goal

Increase the level of engagement by parents, family, and community stakeholders in the education of their children.

## Goal 3

Deep Creek Academy (DCA) will establish a community of learners who share a sense of belonging in a friendly, safe and supportive environment. We will provide a quality learning environment for parents in order to work together to close the achievement gap through parent meetings and education courses.

## Identified Need

The level of parent engagement supports students. It is important to provide parent engagement activities and to use new means to communicate these and more activities via parent calling systems, school websites, parent portal, newsletters, community liaisons and outreach consultants to encourage engagement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019-20 results from: Remind App participation, Blackboard Connect, Title I Parent Survey, Parent Attendance at school events, Participation in decision making activities and/or committees	2018-19 results from: parent participation rates on Remind App, Blackboard Delivery Summary Report statistics, completion rates of Title I Parent Survey, parent participation/attendance rates in decision making activities, committees and school events.	Increase parent involvement and collaboration at all school events, trainings and meetings for all students/families.

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)

Increase parent involvement and understanding of how to support their student in the learning/educational process.

Strategy/Activity

LCAP 3.1. Increase parent involvement by 5% to ensure all unduplicated students and special needs students are represented and supported by parental understanding of programs and services.

### 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)
5000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures 3.1.a. Provide PIQE parent training and support
10000.00	Adult Education 1000-1999: Certificated Personnel Salaries 3.1.b. Provide Adult Education ESL/Diploma classes (VUSD)
	Other None Specified 3.1.c. Google Classroom, Google Voice, Google Meets, Zoom, Parent Square, platforms for direct communication with parents, students and staff to deliver announcements via text message, phone call messages or email.
	LCAP 2000-2999: Classified Personnel Salaries 3.1.d. Website information has contact information for school staff, calendar of events such as presentations and school events and contains information regarding academic deadlines and graduation requirements
	LCFF 1000-1999: Certificated Personnel Salaries 3.1.e. Back to School Night, Open House, School Site Council, English Language Advisory Committee, and feedback from parents regarding parent involvement activities.
	Other 5800: Professional/Consulting Services And Operating Expenditures 3.1.f. In order to improve parent engagement we will allocate Comprehensive School Improvement (CSI) funds to provide a half time outreach specialist to provide supportive services to students and families and coordinate the development of innovative/integrated strategies to increase student success.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Provide support to parents to gain a better understanding of technology, CCSS, and literacy in order to support student success at school.

Strategy/Activity

Provide parent education courses (minimum of 2) for the purpose of understanding the use of technology, CCSS and English-As-A-Second-Language.

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)
1,000.00	Title III Immigrant 5000-5999: Services And Other Operating Expenditures 3.2.a. Provide family literacy events
	Adult Education None Specified 3.2.b. Adult School provides ESL, GED completion and High School Diploma classes held on Deep Creek Academy Campus

Annual Review

SPSA Year Reviewed: 2019-20

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.

In an effort to increase the number of parent participation, Deep Creek Academy (DCA) will provide resources and materials to support all parents with access to courses and programs for involvement in all activities and inclusive projects for student/parent participation.

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

As a site, we have budgeted accordingly and realized we need to account for the increase of parent participation. We have made the changes necessary for our practices to have a successful outcome.

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 school will continue with the strategies and activities described in Goal 3.

# 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

Pupil Achievement

## LEA/LCAP Goal

Every student will graduate with 21st Century skills and a broad course of study for success and/or a college preparatory curriculum.

## Goal 4

Deep Creek Academy (DCA) will provide resources and materials to support all students with access to courses and programs that will broaden their experiences and prepare them with 21st century skills, a broad course of study in all core subject areas, including Career Technical Education (CTE) Business Pathway and other programs.

## Identified Need

Develop 21st Century career pathways that provide opportunities for all students to be prepared to enter college and careers. Expand college and career opportunities for students in Kindergarten through high school and increase the percent of high needs students enrolled.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019-20 results from: graduation rates, career exploration activity completion, completion of employment development activities/programs with staff and principal and percentage of work permits assigned.	2018-19 results from: compare graduation rates, compare career exploration activity completion, compare completion of employment development activities/programs with staff and principal and percentage of work permits assigned.	Graduation rates will increase by 5%, career exploration activities will increase by 5%, completion of employment development activities/programs will increase by 5%, percentage of work permits will increase by 5%.

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)

Increase the number of students who are college and career ready.

### Strategy/Activity

Increase the number of all students, including unduplicated and special needs who are college and career ready.

### 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)
414.00	LCFF 5000-5999: Services And Other Operating Expenditures 4.1.a. Provide GATE/Honors materials and resources
	LCFF 1000-1999: Certificated Personnel Salaries 4.1.b. Collaboration with Special Education Department to provide appropriate supports, assist with transition plans and post-secondary education and/or employment.
	LCFF 5000-5999: Services And Other Operating Expenditures 4.1.c. College, academic and vocational education field trips.
	LCFF 1000-1999: Certificated Personnel Salaries 4.1.d. Presentations/Workshops from 4-year universities and community colleges regarding enrollment and application process. In addition, vocational/CTE program application and employment information is provided from the college or vocational programs.
	LCFF 1000-1999: Certificated Personnel Salaries 4.1.e. Department of Rehabilitation collaboration regarding job readiness courses and employment programs for students with IEPs, 504 Plans, and/or any disability.
35,000.00	Other 5800: Professional/Consulting Services And Operating Expenditures 4.1.f. Deep Creek Academy (DCA) will allocate Comprehensive Support and Intervention (CSI) funding for resources and materials to support all students with access to courses and programs that will broaden their experience and prepare them with 21st century skills, a broad course of study in the area of Career Technical Education (CTE) Business Pathway.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Increase the number of students who are college and career ready in English Language Arts (ELA).

**Strategy/Activity**

Increase the percentage of all students, including unduplicated and special needs who are “conditionally ready or ready” on the EAP/ELA.

**Proposed Expenditures for this Strategy/Activity**

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

**Amount(s)**

**Source(s)**

	LCFF 1000-1999: Certificated Personnel Salaries 4.2.a. College, academic and vocational education field trips.
	LCFF 1000-1999: Certificated Personnel Salaries 4.2.b. Presentations/Workshops from 4-year universities and community colleges regarding enrollment and application process. In addition, vocational/CTE program application and employment information is provided from the college or vocational programs.
	Title I 4000-4999: Books And Supplies 4.2.c. APEX Learning academic interventions (i.e., tutorials).
	Title I 4000-4999: Books And Supplies 4.2.d. STAR assessments/reports to develop interventions.

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

Increase the number of students who are college and career ready in Mathematics.

**Strategy/Activity**

Increase the number of all students, including unduplicated and special needs who are “conditionally ready or ready on the EAP in Math.

**Proposed Expenditures for this Strategy/Activity**

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



Amount(s)	Source(s)
	LCFF 1000-1999: Certificated Personnel Salaries 4.3.a. College, academic and vocational education field trips.
	LCFF 1000-1999: Certificated Personnel Salaries 4.3.b. Presentations/Workshops from 4-year universities and community colleges regarding enrollment and application process. In addition, vocational/CTE program application and employment information is provided from the college or vocational programs.
	Title I 4000-4999: Books And Supplies 4.3.c. APEX Learning academic interventions (i.e., tutorials).

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

Increase the number of students who are prepared for honors or advanced placement pathways.

### Strategy/Activity

Increase the percentage of all students, including unduplicated and special needs who score a 3 or higher on Advanced Placement exams.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF 1000-1999: Certificated Personnel Salaries 4.4.a. Collaboration with comprehensive high school regarding testing and support.
	Title I 4000-4999: Books And Supplies 4.4.b. Provide Advanced Placement (AP) coursework through APEX Learning and provide teachers with support to prepare students to take AP courses.

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

Increase the number of students who are prepared to complete a Career Technical Education (CTE) Pathway.

#### Strategy/Activity

Increase the percentage of all students, including unduplicated and special needs who complete at least 1 Career Educational Technical Pathway.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF 1000-1999: Certificated Personnel Salaries 4.5.a. College, academic, and vocational education field trips
	LCFF 1000-1999: Certificated Personnel Salaries 4.5.b. Presentations/Workshops from 4-year universities and community colleges regarding enrollment and application process. In addition, vocational/CTE program application and employment information is provided from the college or vocational program.
	Title I 4000-4999: Books And Supplies 4.5.c. Development of APEX Learning courses to assist in career readiness such as Career Readiness and Cross-Age Tutoring where students receive elective credit towards graduation requirements.
	Title I 4000-4999: Books And Supplies 4.5.d. APEX Learning offers elective courses in CTE clusters that prepare students to take exams where they can earn certifications for CTE pathways.
	Other 5800: Professional/Consulting Services And Operating Expenditures 4.5.e. Collaborate with comprehensive high school to develop a process and expectations in order to offer dual enrollment opportunities for students who attend DCA on a flexible schedule and can also attend FHS to take part in their various CTE programs.

# Annual Review

## SPSA Year Reviewed: 2019-20

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.

In an effort to increase the number of students participating in Career Technical Education (CTE) Pathways, and to initiate support of our Business Pathway, we have clearly stated our goals and mission to include all stakeholders and the required funding to set the continuum of the Business pathway at Deep Creek Academy (DCA) and help facilitate the increase number of students who are prepared to complete their CTE pathway goals.

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

There was no difference between intended implementation and or budgeted expenditures in Goal 4.

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 school will continue with the strategies and activities described in Goal 4.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$146,321.00
Total Federal Funds Provided to the School from the LEA for CSI	\$170,123.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$90,316.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$88,721.00
Title II	\$15,000.00
Title III	\$11,000.00
Title IV	\$31,600.00
Title III Immigrant	\$

Subtotal of additional federal funds included for this school: \$32,281

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 (\$)
Adult Education	\$10,000.00
LCAP	\$69,966.00
LCFF	\$6,000.00

Subtotal of state or local funds included for this school: \$85,118.00

Total of federal, state, and/or local funds for this school: \$90,316.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	88,721.00	0
Title II	15,000.00	0
Title III	11,000.00	0
Unrest Lottery	3,578.00	0
Other	35,000.00	0

## Expenditures by Funding Source

Funding Source	Amount
Adult Education	10,000.00
LCAP	69,118.00
LCFF	0.00
Title I	88,721.00
Title II	15,000.00
Title III	11,000.00
Title III Immigrant	0.00
Title IV	31,600.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,000.00
2000-2999: Classified Personnel Salaries	18,505.00
4000-4999: Books And Supplies	113,420.00
5000-5999: Services And Other Operating Expenditures	1,914.00
5800: Professional/Consulting Services And Operating Expenditures	62,600.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Adult Education	10,000.00
2000-2999: Classified Personnel Salaries	LCAP	18,505.00
4000-4999: Books And Supplies	LCAP	49,699.00
5000-5999: Services And Other Operating Expenditures	LCAP	914.00
	LCFF	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,000.00
4000-4999: Books And Supplies	Title I	17,776.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	1,000.00
5000-5999: Services And Other Operating Expenditures	Title III Immigrant	110.00
4000-4999: Books And Supplies	Title IV	252..00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	117,699.00
Goal 2	70,326.00
Goal 3	22,000.00
Goal 4	414.00

# School Site Council Membership

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

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

Name of Members	Role
Erika DeLaCruz	Principal
Arlene Dodge	Classroom Teacher
Dieter Temmerman	Classroom Teacher
Laura Byrd	Other School Staff
Sylvia Lopez	Other School Staff Parent or Community Member
Adamaris Lopez	Secondary Student
Juana Lopez	Parent or Community Member
Monica Oviedo	Parent or Community Member
Jasmine Oviedo	Secondary Student

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



## Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/30/2020.

Attested:



Principal, Erika I. Gonzalez-DeLaCruz on  
11/30/2020



SSC Chairperson, Monica Oviedo on  
11/30/2020

# 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 School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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



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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019