School Year: | 2022-23

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
C. K. Price Middle School	11754816007496	April 11, 2022	SSC 1-10-22

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

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 Orland Unified School District has applied a trans-formative leadership approach when it comes to the involvement of all stakeholders and the ESSA policy implementation process, specifically the LCAP. OUSD believes that we should become a unified team, which will establish a sense of purpose and accountability, which in turn will ultimately drive the district's vision and mission forward. Over the past year, our district has made significant gains towards the implementation of

ESSA in alignment with the LCAP and other federal, state, and local programs. Each school site is aware of the district LCAP goals, California School Dashboards, and has a plan in place to meet the needs of all students. Through collaborative conversations, district/site committees, strategic planning, and data analysis, we as a district/school site have the tools in place to meet the individual needs of all students and ensure we are moving forward towards continuous school improvement. Through our district process, it is evident that all stakeholders are on the same page with the district plan, accountability, and can recognize that our school site plan and district LCAP encompasses all students.

Table of Contents

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).

California Schools Teacher Parent Student Survey
ELAC Parent Survey

Some key data points were 77% if students "Try".
79% thought they were part of the School but only 42% in the "Meaningful Participation at School"
74% are academically motivated.
Students fell safe on campus as Only 3% felt Unsafe and 0% felt Very Unsafe.
There is a difference in option on Caring adult relationship. as the students only said 56 and the teachers have a different vantage point.
Some of the Substance Use and Physical/Mental Health numbers were high then desired. as 25% of our 7th graders reported currently using drugs or alcohol .
The 13% marijuana use was also higher there anticipated.
The 49% sleep desperation 38% experiencing chronic hopelessness/sadness and 14 % considered suicide are all very alarming and is something we will address in the upcoming school year.

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

Classroom observations for the 2021-2022 school year have consisted of the following: informal classroom walk-throughs and formal lesson observations as part of the collective bargaining agreement process.

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)

CK Price uses the SBAC IAB assessments as a local benchmark assessments in ELA, Math, and Science.

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

PLC/department minutes must reflect determination of essential CCSS standards, analysis of common curriculum-embedded and/or standards based assessments, discussion of effective instruction and remediation accordingly. These answer the 4 PLC questions. The assignment of and removal from intervention is based on achievement on assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet requirements.

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

Teachers continue to receive training in the curriculum being used, but they are not labeled as AB466. There is additional funding from the SARC for professional development.

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

Orland USD is offering staff development in the area of high quality instruction as it relates to the district vision.

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

The math department is part of a 6-12 Chico State Math Project,
Two teachers are receiving STEM education though the GEAR-UP program .
The Science department is participating in a year long GCOE Science Program.

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

We will continue having PLC's every Wednesday, teachers have 45 minutes for grade level and department level collaboration time. Staff meetings are held monthly. During collaboration time, teams meet to discuss the four essential learning questions:

1. What is it we expect the students to learn?
2. How will we know if our students are learning?
3. How will we respond if students don't learn?
4. How will we respond when students do learn?

Teaching and Learning

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

Curriculum in Math, English and Social Studies are aligned to the Common Core Standards. We are awaiting to availability of new Science curriculum aligned to NGSS.

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

We are not in compliance with the EPCs. The Academic Program Survey upon which the EPCs rely require that in grades 6-8, students receive 1-2 hours daily of RLA and 50-60 minutes of math. Our students receive 60 minutes of both RLA and math in a rotating schedule so not every day. The new ELA Framework does not require a minimum number of instructional minutes.

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

This is consistently a work in progress. All departments have created a curriculum pacing guide, but not all subjects/teachers adhere to it or they are in need of revision based on materials available.

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

All students have materials available to them that are based on previous standards, per the Williams Act. Teachers use some of these materials during instruction and supplement with other materials that are teacher-created and attempted to align with the Common Core.

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

Our intervention programs in math and English are standards-aligned.

Opportunity and Equal Educational Access

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

Reading and math intervention classes are offered in the regular program, however due to limited availability in the master schedule, not all underperforming students are enrolled in these classes.

Evidence-based educational practices to raise student achievement

All staff are continuing to be trained in evidence-based practices for high quality instruction. They have access to core curriculum materials and meet in collaborative groups on a regular basis to share successful strategies.

Parental Engagement

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

After school program, Upward Bound, ETS, Migrant Ed, District Social Worker and GEAR-UP

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)

ELAC survey, California School Parent Survey, District Leadership Team, LCAP community meetings, Site Leadership Team, Site Council

Funding

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

Math intervention for 6th graders and after-school tutoring.

Fiscal support (EPC)

CK Price receives financial support from the Orland Unified School District.

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

Members of the School Site Council, which includes parents, classified staff, teachers and school administration worked together to review and update the SPSA. ELAC and Student Leadership also reviewed the document.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Grade 6	153	164	173
Grade 7	192	156	167
Grade 8	165	196	152
Total Enrollment	510	516	492

Conclusions based on this data:

1. Class size varies between 150 to 180 students per grade level.

2. The total school enrollment ranges between 495-515 students , 62.5 % are Hispanic/Latino and 32.5 % are White.

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**	**17-18**	**18-19**
English Learners	68	104	13.3%	20.4%
Fluent English Proficient (FEP)	202	173	39.4%	33.9%
Reclassified Fluent English Proficient (RFEP)	55	12	66.3%	17.6%

Conclusions based on this data:

1. The number of students that have been reclassified decreased for the first time in years, partially due to a change in CA state testing.

2. The number of of EL students increased by 7%.

3. Reclassification was interrupted by Covid

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 6	181	150	170	174	147	148	174	147	147	96.1	98	87.1
Grade 7	154	183	172	151	176	154	151	176	152	98.1	96.2	89.5
Grade 8	148	151	162	137	147	136	137	147	136	92.6	97.4	84.0
All Grades	483	484	504	462	470	438	462	470	435	95.7	97.1	86.9

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

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

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 6	2482.	2465.	2455.	4.60	4.08	6.80	23.56	17.69	16.33	36.21	32.65	26.53	35.63	45.58	50.34
Grade 7	2505.	2524.	2503.	3.31	6.25	3.95	26.49	35.80	25.66	33.77	25.00	33.55	36.42	32.95	36.84
Grade 8	2524.	2516.	2495.	5.84	6.80	2.21	24.82	22.45	16.91	35.04	30.61	35.29	34.31	40.14	45.59
All Grades	N/A	N/A	N/A	4.55	5.74	4.37	24.89	25.96	19.77	35.06	29.15	31.72	35.50	39.15	44.14

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

Reading **Demonstrating understanding of literary and non-fictional texts**									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 6	8.62	9.52	10.20	44.25	44.22	44.22	47.13	46.26	45.58
Grade 7	12.58	12.50	7.24	40.40	42.05	63.82	47.02	45.45	28.95
Grade 8	13.14	12.24	5.88	39.42	40.82	49.26	47.45	46.94	44.85
All Grades	11.26	11.49	7.82	41.56	42.34	52.64	47.19	46.17	39.54

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

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 6	8.05	4.76	5.76	46.55	54.42	33.09	45.40	40.82	61.15
Grade 7	11.26	22.16	6.16	54.97	57.95	56.16	33.77	19.89	37.67
Grade 8	12.41	8.84	5.93	45.26	53.06	39.26	42.34	38.10	54.81
All Grades	10.39	12.55	5.95	48.92	55.32	43.10	40.69	32.13	50.95

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

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 6	8.05	4.76	10.88	65.52	56.46	63.95	26.44	38.78	25.17
Grade 7	6.62	4.55	5.26	58.28	69.32	75.00	35.10	26.14	19.74
Grade 8	10.95	4.76	8.09	64.23	62.59	72.06	24.82	32.65	19.85
All Grades	8.44	4.68	8.05	62.77	63.19	70.34	28.79	32.13	21.61

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 6	18.97	10.88	8.84	53.45	47.62	63.27	27.59	41.50	27.89
Grade 7	11.26	15.91	11.84	54.97	53.41	63.82	33.77	30.68	24.34
Grade 8	13.14	14.29	7.35	56.20	53.06	75.74	30.66	32.65	16.91
All Grades	14.72	13.83	9.43	54.76	51.49	67.36	30.52	34.68	23.22

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

Conclusions based on this data:

1. Writing has shown continued improvement.

2. Research and inquiry declined by 14% in the 6th grade.

3. Overall achievement standards not met has stayed with in 3% points over the last 3 years.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	182	150	170	174	147	151	174	147	148	95.6	98	88.8
Grade 7	153	183	172	150	176	158	150	176	158	98	96.2	91.9
Grade 8	148	151	162	136	147	137	136	147	137	91.9	97.4	84.6
All Grades	483	484	504	460	470	446	460	470	443	95.2	97.1	88.5

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

2019-20 Data:
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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2463.	2447.	2439.	2.30	2.04	2.03	8.62	7.48	7.43	36.21	25.17	30.41	52.87	65.31	60.14
Grade 7	2472.	2501.	2466.	2.00	5.68	3.80	10.00	19.32	10.76	34.67	35.23	28.48	53.33	39.77	56.96
Grade 8	2490.	2518.	2448.	3.68	12.24	2.19	9.56	10.88	6.57	25.74	30.61	18.25	61.03	46.26	72.99
All Grades	N/A	N/A	N/A	2.61	6.60	2.71	9.35	12.98	8.35	32.61	30.64	25.96	55.43	49.79	62.98

2019-20 Data:
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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	4.02	2.72	1.36	27.59	23.13	38.78	68.39	74.15	59.86
Grade 7	5.33	11.93	5.70	27.33	36.93	45.57	67.33	51.14	48.73
Grade 8	5.88	16.33	1.46	31.62	34.69	37.23	62.50	48.98	61.31
All Grades	5.00	10.43	2.94	28.70	31.91	40.72	66.30	57.66	56.33

2019-20 Data:
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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	3.45	2.04	1.35	37.93	29.25	42.57	58.62	68.71	56.08
Grade 7	2.67	9.09	3.16	50.67	45.45	49.37	46.67	45.45	47.47
Grade 8	7.35	8.84	2.19	44.12	36.73	43.80	48.53	54.42	54.01
All Grades	4.35	6.81	2.26	43.91	37.66	45.37	51.74	55.53	52.37

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2.87	3.40	4.73	44.83	39.46	53.38	52.30	57.14	41.89
Grade 7	3.33	7.39	3.16	56.67	61.36	68.99	40.00	31.25	27.85
Grade 8	5.88	14.29	2.92	50.00	45.58	62.04	44.12	40.14	35.04
All Grades	3.91	8.30	3.61	50.22	49.57	61.63	45.87	42.13	34.76

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

Conclusions based on this data:

1. 7th and 8th grades increased by 14% point this past year.

2. Based on the lack of growth, four sections of 6th grade math fundamentals were added to the master schedule. This increased the number of minutes per-day that students are receiving math instruction. This also reteaches the 4th and 5th grade standards that they may be lacking. Based on the lack of growth in the 6th grade new curriculum is being implemented.

3. Math tutoring is now offered twice a week after school. Taught by math teachers.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1524.3	1539.9	1544.3	1521.8	1549.9	1550.4	1526.3	1529.5	1537.7	33	42	44
7	1525.1	1567.6	1538.5	1519.9	1597.0	1538.4	1529.8	1537.6	1538.1	16	35	37
8	*	1557.9	1542.2	*	1575.6	1540.4	*	1539.7	1543.4	*	14	25
All Grades										58	91	106

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

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	26.19	31.82	39.39	45.24	40.91	*	16.67	20.45	*	11.90	6.82	33	42	44
7	*	31.43	21.62	*	42.86	43.24	*	25.71	24.32	*	0.00	10.81	16	35	37
8	*	28.57	16.00	*	50.00	44.00	*	7.14	28.00	*	14.29	12.00	*	14	25
All Grades	24.14	28.57	24.53	44.83	45.05	42.45	22.41	18.68	23.58	*	7.69	9.43	58	91	106

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

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	48.48	59.52	43.18	39.39	26.19	43.18	*	11.90	13.64		2.38	0.00	33	42	44
7	*	65.71	51.35	*	28.57	32.43		5.71	5.41	*	0.00	10.81	16	35	37
8	*	64.29	24.00	*	21.43	52.00	*	0.00	12.00		14.29	12.00	*	14	25
All Grades	50.00	62.64	41.51	37.93	26.37	41.51	*	7.69	10.38	*	3.30	6.60	58	91	106

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

Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	9.52	6.82	*	19.05	43.18	*	54.76	27.27	33.33	16.67	22.73	33	42	44
7	*	14.29	5.41	*	11.43	35.14	*	45.71	32.43	*	28.57	27.03	16	35	37
8	*	14.29	8.00	*	28.57	24.00	*	42.86	52.00	*	14.29	16.00	*	14	25
All Grades	*	12.09	6.60	31.03	17.58	35.85	27.59	49.45	34.91	29.31	20.88	22.64	58	91	106

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	36.36	23.81	25.00	54.55	52.38	72.73	*	23.81	2.27	33	42	44
7	*	17.14	11.11	*	68.57	75.00	*	14.29	13.89	16	35	36
8	*	14.29	16.00	*	64.29	64.00		21.43	20.00	*	14	25
All Grades	36.21	19.78	18.10	55.17	60.44	71.43	*	19.78	10.48	58	91	105

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	69.70	78.57	77.27	*	19.05	22.73		2.38	0.00	33	42	44
7	75.00	100.00	75.68	*	0.00	13.51	*	0.00	10.81	16	35	37
8	*	85.71	52.00	*	0.00	40.00		14.29	8.00	*	14	25
All Grades	70.69	87.91	70.75	25.86	8.79	23.58	*	3.30	5.66	58	91	106

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

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	4.76	9.09	33.33	28.57	40.91	60.61	66.67	50.00	33	42	44
7	*	11.43	8.33	*	34.29	61.11	*	54.29	30.56	16	35	36
8	*	14.29	24.00	*	35.71	16.00	*	50.00	60.00	*	14	25
All Grades	*	8.79	12.38	32.76	31.87	41.90	55.17	59.34	45.71	58	91	105

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

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	40.48	25.00	78.79	54.76	75.00		4.76	0.00	33	42	44
7	*	8.57	16.22	*	88.57	75.68	*	2.86	8.11	16	35	37
8		0.00	0.00	*	85.71	92.00	*	14.29	8.00	*	14	25
All Grades	20.69	21.98	16.04	74.14	72.53	79.25	*	5.49	4.72	58	91	106

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

Conclusions based on this data:

1. In most sections we have no ELs performing at a level 4.

2. Our strongest area is oral expression.

3. Our area of largest need is reading and written language.

School and Student Performance Data
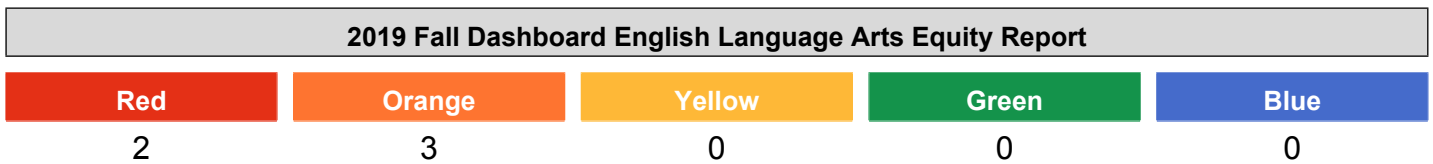
Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
492	**86.6**	**23.4**	**0.8**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	115	23.4
Foster Youth	4	0.8
Homeless	17	3.5
Socioeconomically Disadvantaged	426	86.6
Students with Disabilities	76	15.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.6
American Indian or Alaska Native	6	1.2
Asian	8	1.6
Filipino	1	0.2
Hispanic	335	68.1
Two or More Races	6	1.2
Native Hawaiian or Pacific Islander		
White	132	26.8

Conclusions based on this data:

1. 86% of our students are socioeconomically disadvantaged. We now offer second chance breakfast to ensure all students are eating two meals a day on campus.

2. This year there is a full time counselor on staff and a part time social worker.

3. We have a large Hispanic population (62.6%)

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic Absenteeism moved form red to green. Letters are sent home from the District office when students have multiple absences. Principal also meets with students to form attendance improvement plan.

2. Mathematics is in the Orange. Four sections of 6th grade math fundamentals were added to the master schedule. This increased the number of minutes per-day that students are receiving math instruction. This section also reteaches the 4th and 5th grade standards that they may be lacking.

3. English Language Arts has consistently stayed in the yellow.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
46.9 points below standard	74.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.3 points	Maintained -0.5 points	2
469	198	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
61.3 points below standard	54.2 points below standard	105.5 points below standard
Maintained -0.2 points	Declined -3.6 points	Maintained ++2.1 points
11	397	68

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	65.3 points below standard	0 Students
4	3	Declined Significantly -16.4 points	
		12	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
53.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	32.8 points below standard
Maintained ++2.2 points	3	2	Declined -4.8 points
305			140

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**
98.7 points below standard	60.6 points below standard	36 points below standard
Increased Significantly ++26.3 points	Declined -4.8 points	Maintained ++1.3 points
73	125	209

Conclusions based on this data:

1. Socioeconomically Disadvantaged declined by 3.6 points. Are 54.2 points below standard.

2. Students with Disabilities increased by 2.1 points, however they are still in the red and 105.5 points below standard.

3. Current ELs gained 26.3 points. However, our reclassified ELs declined by 4.8 points.

School and Student Performance Data
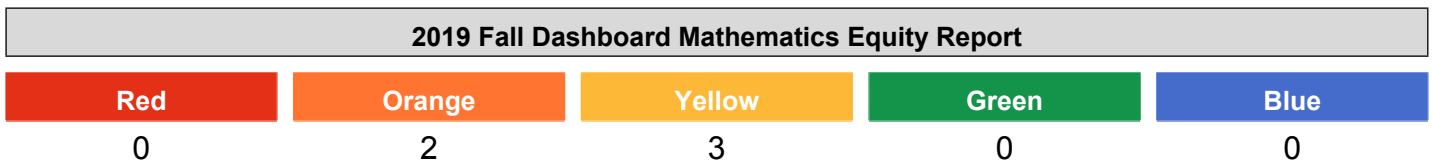
Academic Performance
Mathematics

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

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

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	3	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
77.6 points below standard	111.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++15.4 points	Increased ++8.8 points	2
469	198	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
65.4 points below standard	85 points below standard	129.4 points below standard
Increased Significantly ++18 points	Increased ++13.7 points	Increased ++7.5 points
11	397	68

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	102.8 points below standard	
4	3	Increased Significantly ++33.6 points	
		12	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Yellow
85.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	61.3 points below standard
Increased Significantly ++16.6 points	3	2	Increased ++10.1 points
305			140

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
134.8 points below standard	97.9 points below standard	61.7 points below standard
Increased Significantly ++30.1 points	Increased ++6.2 points	Increased Significantly ++16.7 points
73	125	209

Conclusions based on this data:

1. Reclassified English Learners improved by 6.2 points and were 97.9 points below standards. Current ELs improved by 30.1 points. Students who are reclassified are placed in a supported studies class.

2. All subgroups increased. Overall scores increased by 15.4 points. All test scores improved from orange to yellow. We believe this is due to increased 6th grade Math intervention and supported studies class offerings.

3. Homeless student test scores improved by 18 points.

# School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
55.7 making progress towards English language proficiency
Number of EL Students: 88
Performance Level: High
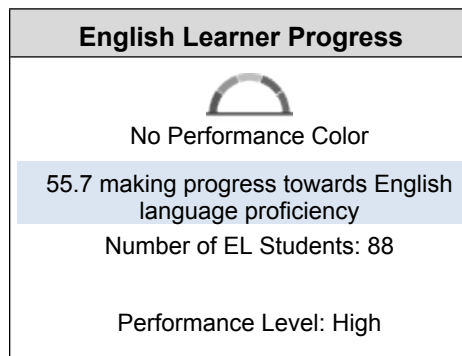
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
19.3		4.5	51.1

Conclusions based on this data:

1. 55.7 of EL students are making progress to English proficiency.

2. The district has/is revising our EL Master Plan and has developed an EL Task Force. This should help our ELs improve their language proficiency.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. This is not part of CK Price Middle School's dashboard.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	3	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
7.1	7.3	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -6.2	Declined -6.7	5
522	109	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
10.5	7.7	11.1
Declined -2.5	Declined Significantly -6.3	Declined -9.9
19	442	81

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
4	3	Declined -7.7	0
		13	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Orange
5.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	12
Declined Significantly -9.2	4	2	Increased +1.1
329			167

Conclusions based on this data:

1. Overall, our Chronic Absenteeism rate improved from red to green. Attendance improved by 6.2 points.

2. Our Hispanic population had the largest decline in Chronic Absenteeism by 9.2 points.

3. All but one subgroup has improved. We believe this is due to Admin meeting with students with poor attendance to create an attendance improvement plan.

School and Student Performance Data

Academic Engagement
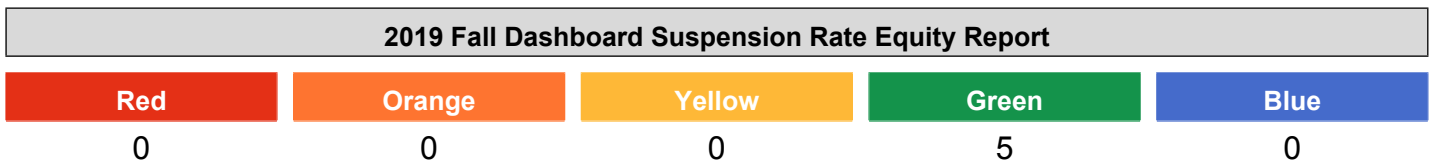## Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1. This is not part of the CK Price Middle School's dashboard.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	5	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
3.6	3.6	Less than 11 Students - Data Not
Declined Significantly -7.1	Declined -1.8	5
533	112	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
0	4	7.4
Declined -8.7	Declined Significantly -7.6	Declined -10.9
19	450	81

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
Less than 11 Students - Data 4	Less than 11 Students - Data 3	7.7	
		Declined -6.6	
		13	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
3	Less than 11 Students - Data 4	Less than 11 Students - Data 2	4.7
Declined Significantly -7.7			Declined Significantly -6
337			170

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	10.7	3.6

Conclusions based on this data:

1. Overall, Suspension Rate declined by 7.1 percent.

2. Students with Disabilities declined by 10.9 percent.

3. Our previous goal was to decrease the number of suspension for all subgroups by 10%. We did not meet our goal. However, all subgroups did show improvement and each moved into the green category.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP Goal 1: Increase knowledge, application, and implementation of best practices for instruction which maximizes learning for All student populations.

Goal 1

Increase overall student growth in math.

Identified Need

A high percentage of student enter CK Price, two grade levels behind and we traditionally have over 60% of our students scoring far below basic on the CAASPP testing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	2021 CAASPP data show major declines. For reference: There is no 2020 Data due to Covid. Below is the 2019 Data. 2019 Date:15% met or exceeded standards, improving by 3% from the 2018 Data: 12% of students met 6th Grade: declined by 1.6% moving from 11% met or exceeded standards to 9.4 % in 2019 7th Grade: declined by 2.1% from 12% met or exceeded standards to 9.9 8th Grade: Increased by 10% from 13% met or exceeded standards in 2018 to 23.8% in 2019	With distance learning and only going to school for a partial day (60% of traditional minutes) for most of the 20-21 school year this decline in the CAASPP is not unexpected. At this point we will look for student growth on the 2022 test. For reference: Due to COVID and learning loss we are anticipating a regression in testing scores.
State Priority 4: Pupil Achievement CAASPP	No Dashboard update for 2021 has been published at this time.	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	For reference: There is no 2020 Data due to Covid . However our 2019 Dashboard Indicator was Yellow improving from Orange, 77.6 were below standard but improved by 15.4 points.	For reference: Due to Covid and loss of instruction we are anticipating a regression in testing scores. However the 2019 data shows positive increases in student learning. All students will increase by 10 points, 68 points below standard. Students with disabilities will increase by 10 points, from 129 to 119 points below standard. English Learners will increase 10 points, from 111.5 to 101 points below standard.
5th to 6th Math Placement Test	118 students scored at an 8 or lower on the placement test (Test has 17 questions). 90 of those students are in a basic math or math support class. For reference: 2020 data. Only 5 students have tested out of Math Fundamental after first semester. Students are further behind due to lost school time and distance learning brought on by Covid.	Student need to fill holes they have in there learning. For reference: Due to Covid students will probably stay the whole year in the fundamentals class but will still have the ability to test out at the quarter.
District Wide Grade level Common Assessments	We gave on in 6th, 7th and 8th grade common assessment we will give on at the end of the year as well. We will be establishing a baseline as in the late spring of 2021 we will give a district wide test in grades 6, 7 and 8. This test is housed in illuminate.	This is the second year for students to take this assessment.

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Provide intervention through after school tutoring.

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)
2048	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Pay teacher extra duty rate to conduct tutoring.

Strategy/Activity 2

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

All Students

Strategy/Activity

Math Intervention Teacher, 1 FTE is divided between 3 teachers schedules.

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)
61,979	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
30,237	Title I Part A: Allocation 3000-3999: Employee Benefits

Strategy/Activity 3

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

All Students

Strategy/Activity

Purchase intervention curriculum and supplemental material to support instruction.

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

Amount(s)	Source(s)
500	Other 4000-4999: Books And Supplies Engage New York and classroom manipulates.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Identify essential standards and vocabulary in math and develop common assessments through grade-level and district vertical collaboration. Give CAASPP IAB's at lease twice a year. Give end of the year district Math assessment housed in illuminate.

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Created a district-wide Math team to work on TK-12 alignment. This group meets every other month. The CK Price math teachers attend Professional Development through the Chico State Math Project.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded The team will identify essential standards per grade level. So all grade level know what needs to be covered in the course of the year.

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Test all incoming 6th graders with a Math placement test to determine if enrollment in a math intervention class is needed. Tested Students once they were enrolled at CK due to Covid-19 and not being on campus at Fair View in the 4th quarter. *

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)

Annual Review

SPSA Year Reviewed: 2020-21

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

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

Our scores declined in the 20-21 school year. Distance learning to start the year was not effective for a large portion of our students. Additionally when we returned due to the rotation (7 classes only see 4 normally seeing 6) schedule students only received 60 % of the instructional minutes compared to the prior year. Participation in lunch (no true lunch period for most of the year) and afterschool tutoring were not well attended. There is reasons to believe that the Covid pandemic was the biggest reason for poor test scores.

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

In order to continue to implement our math strategies/activities/interventions, we added three sections to the math department and are now offering math specific support class to 7th and 8th

grades while still proving the support classes for 6th graders where The Math 180 curriculum continues to be implemented.

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.

While our most resent math score declined we were seeing significant growth in student achievement in Math over the 2018 to 2019 school year, we added 4 sections to the math department. While our goal for 2% growth was not made last year it is still our goal moving forward to increasing Math achievement by 2 % annually. In regards to our annual outcomes, our goal is to increase all student outcomes in Math by 2%. With the set back in students not receiving daily instruction in the spring of 2020 and only receiving 60% of there instruction for most of the 20-21 school year we were correct to anticipate Math scores on the CAASPP would decline. We have seen a higher percentage of incoming 6th graders needing Math Fundamentals/ Math 180. As mentioned previously, all strategies and activities described will continue as they were successful prior to the COVID interruption.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

LCAP Goal 1: Increase knowledge, application, and implementation of best practices for instruction which maximizes learning for All student populations.

Goal 2

Increase overall student growth in English Language Arts.

Identified Need

We have a high percentage of student not reading at grade level and not passing or scoring at the nearly met level on the CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	2021 CAASPP data show major declines. For reference: There is no 2020 Data due to Covid. Below is the 2019 Data. 2019 Data: 33.8 met or exceed standards increasing by 3.8% from the 2018 Data: 30% of students met or exceed standards; 70% of students did not meet standards. 6th Grade: 41.2% up from 28% met or exceeded standards in 2019 7th Grade: 19.2% down from 30% met or exceeded standards in 2019 8th Grade: 38.7 up 8.7% from 30% met or exceeded standards in 2019	With distance learning and only going to school for a partial day (60% of traditional minutes) for most of the 20-21 school year this decline in the CAASPP is not unexpected. At this point we will look for student growth on the 2022 test. For reference: Due to Covid and loss of instruction we are anticipating a regression in testing scores.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	No Dashboard update for 2021 has been published at this time. For reference: There is no 2020 Data due to Covid. Below is the 2019 Data. 2019 Dashboard Indicator is Orange decreasing from Yellow. 46.9 points below Standard decreasing by 1.3 points	For reference: No Data due to Covid . In 2019 all students will increase by 10 points, 37 points below standard. Students with disabilities will increase by 10 points, improving from 105.5 to 95 points below standard.
District Writing Assessment (DWA)	Data points for 2021 6th grade 35.8% Thorough Understanding, 42.3% Adequate Understanding , 9.8% Partial Understanding and 12.2% Minimal Understanding. 7th grade 38.6%Thorough Understanding, 31.5% Adequate Understanding , 9.4% Partial Understanding and 20.5% Minimal Understanding. 8th Grade23.4%Thorough Understanding, 37.2% Adequate Understanding , 9.6% Partial Understanding and 29.8% Minimal Understanding.	The 6th and 7th grade data was similar while it is discouraging that the 8th grade was at least 12% behind in terms of mastery. We would like to see growth in the Thorough Understanding and Adequate Understanding Categories 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)

Students reading below grade level.

Strategy/Activity

Continue to utilize the Reading Fundamental classes where the READ 180 program is taught. This program is designed to catch students up to grade level.

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)
7952	Title I Part A: Allocation 4000-4999: Books And Supplies To purchase licences and materials used for Read 180

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

English Language Learners

Strategy/Activity

Offer ELD intervention tutoring and materials (ex.Rosetta Stone) to specific students based on their ELPAC levels. Purchase adopted ELD intervention materials to support instruction, focusing on ELD strategies specific to reading, writing, listening and speaking skills, and development of the academic vocabulary necessary to master grade level standards.

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

Amount(s)	Source(s)
0	District Funded Rosetta Stone Curriculum

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

Those who qualify for extra reading supporting.

Strategy/Activity

Continue to maintain a schedule that allows for collaboration time (PLCs) for teachers. PLC teams focus on the four essential questions, Common Core implementation, data analysis, and reflective practice. Working within the PLC groups, teacher teams will identify essential standards, unit pacing guides or unit planners, and formative and sumative common assessments per grade level and subject. PLC teams will analyze data. These goals will provide a basis for data analysis throughout the year. Assessment data includes but is not limited to: SBAC, ELPAC, CAASPP, CAASPP intem blocks, AR, CAPA, Lexile, common 6-8 ELA assessment, 6th-grade math placement and other local assessments.

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue the District's Coordination of Support Team (COST) to identify students at risk and collaborate with the Student and Family Resource Center around appropriate 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)
0	None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to provide a Bilingual Services Aide to maximize effective communication with Spanish-speaking families and serve as a parent liaison.

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)
	District Funded 2000-2999: Classified Personnel Salaries 7.0 hours

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The English Department will attend professional development to develop language strategies and continue to improve their skills as highly effective teachers.

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)
	District Funded

Strategy/Activity 7
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.

Amount(s)   Source(s)

Strategy/Activity 8
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.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Our score declined in the 20-21 school year. Distance learning to start the year was not effective for a large portion of our students. Additionally when we returned due to the rotation (7 classes only see 4 normally seeing 6) schedule students only received 60 % of the instructional minutes compared to the prior year. Participation in lunch (no true lunch period for most of the year) and afterschool tutoring were not well attended. There is reasons to believe that Covid pandemic was the biggest reason for poor test scores.

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

In order to continue to implement our English strategies/activities/interventions, we added an additional teacher to add sections to address learning loss. Having the funds to continue purchasing the Read 180 program, Scope/Scholastic magazines, and book titles that need replacing, helps increase our students' growth in English/ELA/ELD. We added Read 180 3D in our ELD program and have bought class sets so all students can have their own novel to read.

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.

Although our test scores declined on the 2021 CAASPP we were seeing growth in our student achievement in the two years prior to the 19-20 school year, our goal remains the same; to increase overall student growth in English Language Arts. As stated previously, our annual outcome goal is to increase ELA achievement by 2% across all student groups. Due to Covid 19 there wasn't a CAASPP test to evaluate student growth. We will continue to serve our students reading below grade level with the Read 180 program. ELD students will continue to be supported with intervention classes, a bilingual classroom aide, and materials (such as Rosetta Stone Read 180 3D.) We will continue to support all student growth in ELA by continuing PLC collaboration among our English Dept., which will allow teachers to focus on monitoring and nurturing student growth. As mentioned previously, all strategies and activities described will continue as they were successful prior to the COVID interruption.

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

LCAP Goal 3: Increase parent and community partnership through consistent communication to build support and participation for our families, students and community members.

Goal 3

Increase opportunities for parent involvement and engagement

Identified Need

Student with more involved parents are high achieving academically. The goal is for CK Price student to be high achieving therefore parent involvement is important.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parental Involvement	Reestablished traditional "Back to School Night". Parent Club has begun to meet again. Parents are on campus to watch their students play sports and are interacting with Spark employees at pick up. For reference: In the Covid climate we have asked parents to be involved though multiple survey pushed out through Aieres.	Some people are still not wanting to come on campus due to covid. Some parents will come on campus like pre covid. Back to school night was a huge success with over 300 people on campus. For reference: Parent involvement is very different in this Covid climate. Mainly communication via email and surveys.
Parent School Climate Survey	Survey will be given beginning 2020-21 school year. Begin to gather data. Doing so will give help give parents a voice, as well as give us valuable data/ feedback in order to make informed, data based decisions.	Would like to see a 5% increase in number of surveys completed.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Future Tiger Night (6th grade orientation)	This was done with strengthened safety procedures. We had 78 5th graders attend and 100 parents. Would like to see parent participation continue as normal once we return to tradition school setting,	The Future Tiger night was highly attended. We look for high attendance next year at back to school night, winter concert, sporting events, and open house.

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

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

All Students

Strategy/Activity

Annual Back to School Night (Title 1 Parent Meeting and Classroom Presentations)

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

Amount(s)	Source(s)
100	Other 4000-4999: Books And Supplies Water and Snacks

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

All Students

Strategy/Activity

Annual Open House/Science Fair

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

Amount(s)	Source(s)
500	Other 4000-4999: Books And Supplies Ice Cream and Refreshments

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Weekly Bulletin posted on website, Facebook, and sent via email.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Offering training for parents to use Aeries in order to track and monitor student grades.

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Work with Parent Club to hold monthly 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)

Strategy/Activity 6

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.

Amount(s)   Source(s)

Strategy/Activity 7

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.

Amount(s)   Source(s)

Strategy/Activity 8

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.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Prior to Covid we were seeing an increase in the amount of Parent participation. Particularly, at our Open House and Science Fair activities. Last year we went backwards with parent involvement as parents were not allowed on campus. We are anticipating high participation at back to school night and at sporting events. As parents have indicated they want normalcy.

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 were no major differences because during the 20-21 school year there wasn't back to school night, concerts or performances or the traditional open house/STEM Fair. In the 21-22 school year we plan on having the traditional parent events.

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

We plan to reinstating our outreach to parents this next year, thanks to new guidance from the state. We hope there will be good participation at Back to School Night . Parent Club hopes to start again in September. We will continue parent outreach through our marquee and social media posting as well. We have a very high number of parents receiving the bullion and everyone receives AREIES Communication. We are planning in person Open House, IEP's, ELCAC and DECAL meetings.

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

LCAP Goal 2: Increase knowledge, application, and implementation for social and emotional learning strategies and promote positive school cultures and student adaptive skills.
LCAP Goal 4: OUSD will maintain or improve current levels of performance in all other areas identified as State Priorities.

Goal 4

Help create a safe and supportive school climate that encourages student learning as well as the physical, emotional, and mental wellness of all students.

Identified Need

When students feel safer and welcomed on campus and in the classroom they are higher achieving.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 1: Basic Facilities in good repair	Facilities Inspection Tool (FIT) indicates "Good."	Facilities Inspection Tool (FIT) indicates "Good " or better.
Priority 5 Pupil Engagement Attendance Rate	Student attendance is still facing challenges as a few students have been ill with Covid and many have had to quarantine. For reference: The Attendance Rate for the 2019-20 school year was 96.5%. We expect similar rates in the fall of 2021 when tradition school starts again.	Get attendance rates back to the mid 90% range. For reference: Improve Attendance Rate by 3% from 2019-2020.
Priority 5: Pupil Engagement Chronic Absenteeism Rate	Chronic Absenteeism may be an issue as a few students have had to quarantine more then once. For reference: The Chronic Absentee rate for 2019-20 declined from 13.3% to 7.1%. Procedures are in	State and county quarantine requirements may prevent us from bettering our data. For reference: Decrease Chronic Absentee Rate 3% From 19 to 2020

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	place to help keep this number low.	
Priority 6: School Climate Suspension Rate	The Suspension Rate for 2019-20 declined from 10.7% to 3.6%. Due to Covid suspension data will not be comparable. With distance learning suspensions were not used as a discipline tool till November of 2020.	Decrease Suspension Rate by 2% from previous year. from 2019 to 2020.

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

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

All Students

Strategy/Activity

Implement Attendance Improvement Plans (AIP) for eligible students.

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

Amount(s)	Source(s)
	District Funded

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

All Students

Strategy/Activity

Perfect Attendance Rewards.

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

Amount(s)	Source(s)
500	Other 0000: Unrestricted Stickers for water bottles and bicycle.

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

All Students

Strategy/Activity

We provide positive incentives for positive attendance.
Lunchtime detention and In-House Detention are negative incentives for ditching classes and tardies.

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

Amount(s)	Source(s)
0	None Specified None Specified Attendance Incentives

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to implement CK3 (a PBIS model).

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)
750	Other 0000: Unrestricted Teacher stores for use of tiger bucks and campus wide use of Tiger Cash for campus Tiger Store.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Recreational Management (Intramural Sports and Activities during lunch)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Administration attended professional development on restorative justice practices.

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)
	District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All CK Price teachers attended three Social Emotional Learning (SEL) professional development sections.

Two CK Price faculty and administration are members of the District SEL Team.

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)
	District Funded

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

In anticipation of more students with physical, emotional and mental health issues. We have increased our support staff to include to a full time counselor and a part time social worker.

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

Not all programs were able to be implemented doe to part of the year being on distance learning and part of the year only going part time.

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

We are going to continue to offer social and emotional supports to our students through our daily CK3 lesson, Counselor (we operates several on site clubs) Social Worker, and School Psyc. We are looking at adopting the Wayfinder curriculum which teachers SEL as well as resiliency. It also comes with exit tickets to survey our students Social/Emotional well being.

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

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 8
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.

Amount(s)   Source(s)

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	$118,806
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$104,566.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$102,216.00

Subtotal of additional federal funds included for this school: $102,216.00

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

State or Local Programs	Allocation ($)
District Funded	$0.00
None Specified	$0.00
Other	$2,350.00

Subtotal of state or local funds included for this school: $2,350.00

Total of federal, state, and/or local funds for this school: $104,566.00

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 Part A: Allocation	118,806	16,590.00
Other	2,000	-350.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
None Specified	0.00
Other	2,350.00
Title I Part A: Allocation	102,216.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	1,250.00
1000-1999: Certificated Personnel Salaries	64,027.00
3000-3999: Employee Benefits	30,237.00
4000-4999: Books And Supplies	9,052.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	District Funded	0.00
	None Specified	0.00

	None Specified	0.00
None Specified	None Specified	0.00
0000: Unrestricted	Other	1,250.00
4000-4999: Books And Supplies	Other	1,100.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	64,027.00
3000-3999: Employee Benefits	Title I Part A: Allocation	30,237.00
4000-4999: Books And Supplies	Title I Part A: Allocation	7,952.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	94,764.00
Goal 2	7,952.00
Goal 3	600.00
Goal 4	1,250.00

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

4 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Ryan Bentz	Principal
Jaime Link	Classroom Teacher
Enrique Tadeo	Classroom Teacher
Emily Nissen	Classroom Teacher
Jennifer Feller	Classroom Teacher
Shannan Ovard	Parent or Community Member
Amy Thiele	Parent or Community Member
Elizabeth Vlach	Parent or Community Member
Fracine Hamlin	Parent or Community Member
Derek Perez	Other School Staff
Place Holder	
Place Holder	
Place Holder	

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 January 11, 2016.

Attested:

Principal, Ryan Bentz on

SSC Chairperson, Amy Thiele, Chairperson on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019