

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
Silver Creek High School	43694274337903		06/03/2021

Purpose and Description

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

Schoolwide Program

Targeted Support and Improvement

The purpose of this plan is to ensure we are creating equitable communities, with a focus on:

- ALL students are welcomed as they are
- Strengths and areas of growth for all students are known and supported
- Adults positively respond to the social-emotional, wellness, and academic needs of every student
- ALL students engage with tasks that develop the strategic thinking skills for full participation in their local communities and the global society,

is in direct correlation with the purpose for creating this Learning Continuity and Attendance Plan.

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.

All of the plans and programs are a means by which we can ensure access for ALL students, address the social-emotional, wellness, and academic needs of every student, re-engage students based on data: attendance and participation, and provide access to a full curriculum of substantially similar quality regardless of the method of delivery. Because of this direct connection, the development of this plan was done through the lens of continuing our work to build equitable communities through MTSS.

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Plan Summary

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA

The ultimate goal of Silver Creek High School is to focus on all students to improve their academic, personal and social success with an emphasis on targeted subpopulations who are underperforming. The plan focuses on connecting students to their learning environment in an effort to promote the skills necessary for graduation by following our core values of the CREEK Way, where students will have the soft skills of creative, responsible, engaged, equitable, and kind. We are in our second year of implementing the MTSS framework. Through the work of the MTSS framework, a committee created a Theory of Action (Mission): "When students and teachers are seen and heard for who they are and who they will become, we will have created a creative, kind, and engaged learning community where we build equity so all students are respected and prepared to be successful in school and beyond."

SCHS is continuing to create a Relationship-Centered School to better serve our subpopulations who do not always connect to school. We are also focusing on students who are in the D/F range and equitable outcomes. Departments are developing goals and participating in PD that revolves around this population as we seek to improve teacher pedagogy to assist our students who are not as successful. Our focus in the classroom is for teachers to plan their lessons so they include equal time in the areas of speaking, writing, reading, and listening throughout each lesson. Departments are focusing on identifying power standards, implementing strategies, creating assessments, and then reviewing the success of the assessment for each course.

A teacher will be released full-time paid for by the district to organize and direct the professional development school-wide. The same teacher will lead the MTSS team.

A teacher will be released for one period to focus on and lead professional development sessions in collaboration with the MTSS coordinator.

A teacher will be released for one period to focus on the success of our Long Term EL students.

A teacher will be released for one period to expand the AVID program (the district is paying for this release period)

Review of Performance

Greatest Progress

Based on a review of performance and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

WASC Findings of Success

Creation and buy-in of MTSS framework.

A wealth of mental health support services ranging from advisors, counselors, and school social workers.

The continued work and deepening of The CREEK way

Community partnerships

Growth mindset of staff regarding collaboration, professional development, and overall focus on student outcomes.

Commitment and implementation of rigorous and relevant standards-based instruction

Greatest Needs

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a ‘Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school planning to take to address these areas with the greatest need for improvement.

Areas for Focus (Recommendations from WASC)

Commitment to Tier 1 instructional strategies and common assurances (MTSS, SWRL, SEL)

Stakeholder commitment and living the CREEK Way

Expansion of hands-on student-centered learning opportunities

As you plan and implement your work, include:

Deepening use and review of the EWS data

Department work on data-driven common practices

Prioritizing student voice in planning

Performance Gaps

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

1. EL students are 37.1 points below the grade-level standards on the English Language Arts assessment. EL students are the only group who was two performance levels below the "all student" performance.
2. EL students declined are 77 points below the grade-level standards and two performance levels below "all students".
3. Hispanic students maintained their performance level but are 68 points below grade-level standards.

Staff will use various methods to monitor student performance on a regular basis as well as make instructional adjustments that target struggling students. We have implemented the Early Warning System which allows teachers to pull data on their classes to see who has chronic absences, more than one D or F, and behavior issues. This data is reviewed at the end of each six week grading period. As a school, we will continue the focus of teachers intentionally implementing speaking, writing, reading, and listening thought-out each lesson.

Stakeholder Involvement

Involvement process for SPSA and how did this process impact the SPSA for the upcoming year?

The Silver Creek High School School Site Council has met monthly during the 2021-22 school year to evaluate the effectiveness of the plan and to adjust the plan as needed. The Staff Senate

reviewed the 2021-22 SPSA throughout the year during department head meetings. The department heads reviewed our goals and progress with their departments. The goals and action items are connected to the WASC Action Plan, which was revamped for the WASC full visit in March 2022.

Budget Summary

Funding Source	Amount
Total Title I Fund Budget	179,147
Total Title I: Professional Development Budget	
Total Title I: Parent Involvement Budget	
Total Title II: Improving Teacher Quality Budget PD	21,866
Total (Include any additional such as grants)	201,013
Total Funds Budgeted go Planned Actions/Services to Meet the Goals in the SPSA	

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.33%	0.33%	0.4%	8	8	10
African American	2.05%	1.85%	1.6%	50	45	41
Asian	49.53%	48.31%	48.2%	1,206	1,173	1,204
Filipino	9.61%	8.81%	8.5%	234	214	213
Hispanic/Latino	32.73%	33.73%	32.7%	797	819	817
Pacific Islander	0.7%	0.82%	0.8%	17	20	19
White	4.35%	4.82%	4.7%	106	117	118
Multiple/No Response	0.66%	1.19%	2.2%	16	29	54
	Total Enrollment			2,435	2,428	2,497

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	622	601	645
Grade 10	642	647	609
Grade 11	579	615	634
Grade 12	592	565	609
Total Enrollment	2,435	2,428	2,497

Conclusions based on this data:

1. Enrollment has stayed fairly consistent over the last three years.
2. We expect to see a drop in enrollment during the 2022-23 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	305	274	325	12.5%	11.3%	13.0%
Fluent English Proficient (FEP)	1,279	1,274	1248	52.5%	52.5%	50.0%
Reclassified Fluent English Proficient (RFEP)	76	83	32	21.9%	27.2%	11.7%

Conclusions based on this data:

1. The number of English Learners who were reclassified has decreased by 15.5% due to Covid.
2. There is a 1.7% increase in the number of EL students

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 11	617	566	629	565	511	472	565	510	470	91.6	90.3	75.0
All Grades	617	566	629	565	511	472	565	510	470	91.6	90.3	75.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2651.	2645.	2663.	41.77	38.82	44.26	33.98	36.27	36.17	16.28	16.27	13.19	7.96	8.63	6.38
All Grades	N/A	N/A	N/A	41.77	38.82	44.26	33.98	36.27	36.17	16.28	16.27	13.19	7.96	8.63	6.38

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
Grade 11	43.54	42.55	43.62	46.37	42.75	50.64	10.09	14.71	5.74	
All Grades	43.54	42.55	43.62	46.37	42.75	50.64	10.09	14.71	5.74	

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 11	54.43	51.37	44.52	35.99	39.22	45.81	9.57	9.41	9.68
All Grades	54.43	51.37	44.52	35.99	39.22	45.81	9.57	9.41	9.68

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	30.97	31.57	20.43	62.48	62.16	71.70	6.55	6.27	7.87
All Grades	30.97	31.57	20.43	62.48	62.16	71.70	6.55	6.27	7.87

2019-20 Data:

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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 11	53.45	46.67	47.23	37.52	45.69	49.36	9.03	7.65	3.40
All Grades	53.45	46.67	47.23	37.52	45.69	49.36	9.03	7.65	3.40

2019-20 Data:

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Conclusions based on this data:

1. During Covid (20-21) there were significantly less students who tested than in previous years.
2. 7% increase in the number of students who exceeded standards

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 11	617	566	629	568	499	462	568	499	461	92.1	88.2	73.4
All Grades	617	566	629	568	499	462	568	499	461	92.1	88.2	73.4

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2637.	2639.	2659.	28.52	27.45	34.92	27.29	26.25	25.81	21.48	25.05	18.44	22.71	21.24	20.82
All Grades	N/A	N/A	N/A	28.52	27.45	34.92	27.29	26.25	25.81	21.48	25.05	18.44	22.71	21.24	20.82

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 11	42.15	42.48	44.03	29.63	28.86	39.05	28.22	28.66	16.92
All Grades	42.15	42.48	44.03	29.63	28.86	39.05	28.22	28.66	16.92

2019-20 Data:

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

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 11	29.45	33.07	35.79	49.56	49.50	49.89	20.99	17.43	14.32
All Grades	29.45	33.07	35.79	49.56	49.50	49.89	20.99	17.43	14.32

2019-20 Data:

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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 11	34.33	29.46	33.19	49.65	55.71	55.31	16.02	14.83	11.50
All Grades	34.33	29.46	33.19	49.65	55.71	55.31	16.02	14.83	11.50

2019-20 Data:

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Conclusions based on this data:

1. During Covid (20-21) there were significantly less students who tested than in previous years.
2. 7% increase in the number of students who exceeded standards

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
9	1571.1	1593.6	1577.5	1580.2	1596.2	1579.6	1561.5	1590.5	1575.0	86	76	79
10	1581.1	1601.3	1559.8	1584.6	1622.0	1559.3	1577.2	1580.1	1559.7	68	79	52
11	1555.9	1578.8	1550.7	1556.8	1567.7	1542.3	1554.6	1589.5	1558.6	56	65	50
12	1536.2	1557.7	1537.0	1540.0	1544.3	1532.2	1531.9	1570.5	1541.3	31	42	31
All Grades										241	262	212

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
9	44.19	42.11	30.88	27.91	36.84	42.65	16.28	11.84	20.59	*	9.21	5.88	86	76	68
10	45.59	50.63	25.00	39.71	20.25	42.50	*	18.99	17.50	*	10.13	15.00	68	79	40
11	25.00	24.62	30.00	48.21	36.92	27.50	*	32.31	22.50	*	6.15	20.00	56	65	40
12	*	21.43	5.00	35.48	28.57	50.00	*	33.33	30.00	*	16.67	15.00	31	42	20
All Grades	36.51	37.02	26.19	36.93	30.53	39.88	16.18	22.52	21.43	10.37	9.92	12.50	241	262	168

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
9	65.12	59.21	48.53	15.12	21.05	27.94	16.28	14.47	17.65	*	5.26	5.88	86	76	68
10	63.24	64.56	37.50	26.47	16.46	40.00	*	11.39	10.00	*	7.59	12.50	68	79	40
11	57.14	30.77	37.50	30.36	43.08	35.00	*	18.46	15.00	*	7.69	12.50	56	65	40
12	38.71	23.81	30.00	45.16	42.86	35.00	*	19.05	20.00	*	14.29	15.00	31	42	20
All Grades	59.34	48.09	41.07	25.73	28.63	33.33	10.79	15.27	15.48	*	8.02	10.12	241	262	168

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
9	16.28	15.79	22.06	33.72	46.05	26.47	24.42	27.63	33.82	25.58	10.53	17.65	86	76	68
10	30.88	17.72	27.50	29.41	37.97	22.50	27.94	31.65	25.00	*	12.66	25.00	68	79	40
11	*	16.92	12.50	19.64	30.77	25.00	41.07	33.85	35.00	23.21	18.46	27.50	56	65	40
12	*	9.52	0.00	*	30.95	25.00	38.71	38.10	50.00	*	21.43	25.00	31	42	20
All Grades	19.09	15.65	18.45	28.22	37.40	25.00	31.12	32.06	33.93	21.58	14.89	22.62	241	262	168

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
9	60.47	17.11	17.91	27.91	77.63	73.13	*	5.26	8.96	86	76	67
10	55.88	25.32	23.68	36.76	68.35	63.16	*	6.33	13.16	68	79	38
11	33.93	7.69	5.00	55.36	70.77	75.00	*	21.54	20.00	56	65	40
12	*	9.52	5.26	45.16	66.67	68.42	*	23.81	26.32	31	42	19
All Grades	48.96	16.03	14.63	39.00	71.37	70.73	12.03	12.60	14.63	241	262	164

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
9	75.58	72.37	78.46	23.26	22.37	18.46	*	5.26	3.08	86	76	65
10	76.47	77.22	69.44	19.12	16.46	22.22	*	6.33	8.33	68	79	36
11	78.57	67.69	71.05	19.64	24.62	18.42	*	7.69	10.53	56	65	38
12	61.29	64.29	61.11	*	26.19	22.22	*	9.52	16.67	31	42	18
All Grades	74.69	71.37	72.61	21.99	21.76	19.75	*	6.87	7.64	241	262	157

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
9	18.60	28.95	26.15	46.51	59.21	53.85	34.88	11.84	20.00	86	76	65
10	33.82	27.85	35.90	42.65	53.16	38.46	23.53	18.99	25.64	68	79	39
11	*	13.85	12.82	42.86	60.00	48.72	39.29	26.15	38.46	56	65	39
12	*	9.52	0.00	45.16	61.90	55.00	48.39	28.57	45.00	31	42	20
All Grades	21.16	21.76	22.09	44.40	58.02	49.08	34.44	20.23	28.83	241	262	163

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
9	19.77	10.53	4.55	66.28	80.26	89.39	13.95	9.21	6.06	86	76	66
10	29.41	13.92	5.13	64.71	77.22	79.49	*	8.86	15.38	68	79	39
11	32.14	20.00	31.58	57.14	75.38	55.26	*	4.62	13.16	56	65	38
12	35.48	11.90	10.53	48.39	76.19	78.95	*	11.90	10.53	31	42	19
All Grades	27.39	14.12	11.73	61.41	77.48	77.78	11.20	8.40	10.49	241	262	162

2019-20 Data:

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

Conclusions based on this data:

1. The listening domain needs continual improvement, only 14% are well developed.
2. The domain that needs the most attention is the area of writing, as the percent of student in the well developed category is only 11.73%.
3. The domain that students accelerate the most in is speaking, as the percent of student in the well developed category is 72.61% and 1% increase from previous year

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
2497	41.1	13.0	0.2
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	325	13.0
Foster Youth	4	0.2
Homeless	10	0.4
Socioeconomically Disadvantaged	1026	41.1
Students with Disabilities	197	7.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	41	1.6
American Indian or Alaska Native	10	0.4
Asian	1204	48.2
Filipino	213	8.5
Hispanic	817	32.7
Two or More Races	54	2.2
Native Hawaiian or Pacific Islander	19	0.8
White	118	4.7

Conclusions based on this data:

- 48.2% of the student population is Asia, and 33% LatinX.

2. 41% of the student body are socioeconomically disadvantaged.
3. 13% of the student body is an English Learner and 7.9% of the population are students with disabilities.






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
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="297 751 370 779">Green</p>	<p data-bbox="706 667 915 699">Graduation Rate</p>  <p data-bbox="776 751 849 779">Green</p>	<p data-bbox="1179 667 1388 699">Suspension Rate</p>  <p data-bbox="1248 751 1321 779">Green</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="297 951 370 978">Green</p>		
<p data-bbox="240 1066 427 1098">College/Career</p>  <p data-bbox="297 1150 370 1178">Green</p>		

Conclusions based on this data:

1. All areas of academic performance are in the green area which shows strong academics for Silver Creek.

School and Student Performance Data

Academic Performance English Language Arts

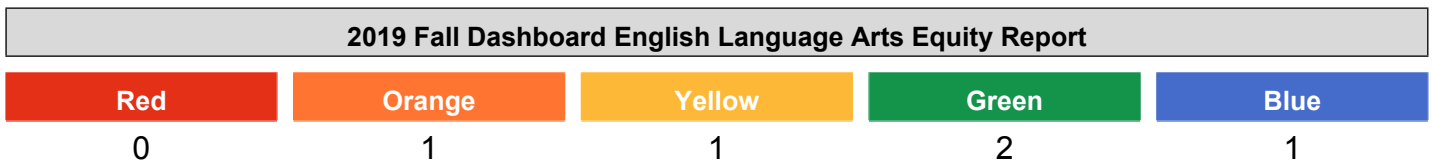
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 62.5 points above standard Declined -6.8 points 505	<p>English Learners</p> Orange 37.7 points below standard Declined -4.6 points 77	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Green 48.6 points above standard Maintained ++1 points 226	<p>Students with Disabilities</p> No Performance Color 115.6 points below standard Declined Significantly -35.7 points 24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 91 points above standard Maintained -1.4 points 258	 Green 57.3 points above standard Maintained -0.6 points 41
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 17.4 points above standard Declined -11.4 points 168	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 115.2 points above standard Increased ++6.5 points 19

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
70.9 points below standard Maintained ++1.6 points 55	45.5 points above standard Increased ++8.1 points 22	48 points above standard Declined -13.7 points 160

Conclusions based on this data:

1. There is work to be done with our English Learners even though they maintained their performance levels. We need to move the needle from orange to yellow.
2. Reclassified students are seeing improvement with a 8.1% increase.
3. The Hispanic students declined by 11.4 points.

School and Student Performance Data

Academic Performance Mathematics

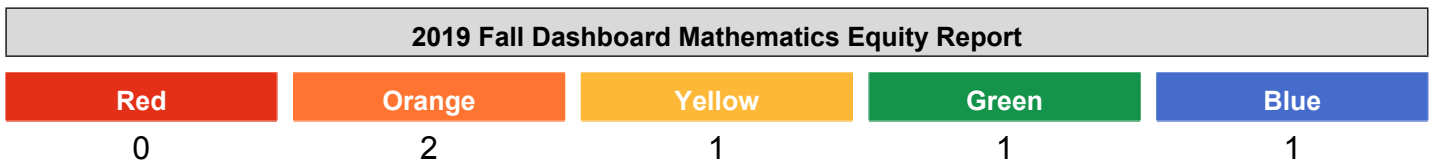
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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		
<p>All Students</p> <p>Green</p> <p>9.8 points above standard</p> <p>Maintained -0.7 points</p> <p>494</p>	<p>English Learners</p> <p>Orange</p> <p>77 points below standard</p> <p>Declined -6.1 points</p> <p>73</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>4.6 points below standard</p> <p>Increased ++7.1 points</p> <p>220</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>178.5 points below standard</p> <p>Increased Significantly ++15.6 points</p> <p>21</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 64.1 points above standard Increased ++8.4 points 254	 Yellow 16.6 points below standard Declined -10.8 points 38
Hispanic	Two or More Races	Pacific Islander	White
 Orange 69 points below standard Maintained -1.6 points 164	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 57.8 points above standard Increased Significantly ++20.6 points 20

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
95.7 points below standard Increased ++9.9 points 50	35.5 points below standard Declined Significantly -29.3 points 23	28.6 points below standard Declined -11.2 points 156

Conclusions based on this data:

1. Socioeconomically Disadvantaged students have increased their performance by 7.1 points.
2. There is work to be done with our English Learners and Hispanics. EL students declined by 6.1 which is 77 points below the standard and two bands below "all students". Although Hispanic students maintained, they are still 68 points below grade level standards.
3. Overall students have maintained their growth and are 9.8% over the standard.

School and Student Performance Data

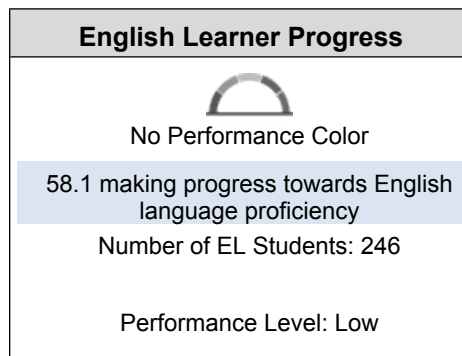
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.5	22.3	17.8	40.2

Conclusions based on this data:

1. 58% EL students are making progress toward English Language Acquisition.
2. 99% of EL students progressed at least one level on their English Language Acquisition.

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	621	100
African American	12	1.9
American Indian or Alaska Native	3	0.5
Asian	315	50.7
Filipino	62	10
Hispanic	197	31.7
Native Hawaiian or Pacific Islander	4	0.6
White	24	3.9
Two or More Races	4	0.6
English Learners	120	19.3
Socioeconomically Disadvantaged	355	57.2
Students with Disabilities	50	8.1
Foster Youth	1	0.2
Homeless	8	1.3

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	167	27.1
African American	1	8.3
American Indian or Alaska Native		
Asian	129	41.2
Filipino	12	19.7
Hispanic	15	7.7
Native Hawaiian or Pacific Islander		
White	5	20.8
Two or More Races		
English Learners	4	3.4
Socioeconomically Disadvantaged	68	19.3
Students with Disabilities	0	0
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	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
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	38	6.1
African American	2	16.7
American Indian or Alaska Native		
Asian	14	4.4
Filipino	2	3.2
Hispanic	18	9.1
Native Hawaiian or Pacific Islander		
White	2	8.3
Two or More Races		
English Learners	9	7.5
Socioeconomically Disadvantaged	22	6.2
Students with Disabilities	1	2
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	345	55.6
African American	5	41.7
American Indian or Alaska Native		
Asian	233	74
Filipino	38	61.3
Hispanic	54	27.4
Native Hawaiian or Pacific Islander		
White	10	41.7
Two or More Races		
English Learners	30	25
Socioeconomically Disadvantaged	162	45.6
Students with Disabilities	7	14
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	23	3.7
African American	2	16.7
American Indian or Alaska Native		
Asian	11	3.5
Filipino	2	3.2
Hispanic	6	3
Native Hawaiian or Pacific Islander		
White	2	8.3
Two or More Races		
English Learners	2	1.7
Socioeconomically Disadvantaged	10	2.8
Students with Disabilities	0	0
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	90	14.5
African American	0	0
American Indian or Alaska Native		
Asian	55	17.5
Filipino	10	16.1
Hispanic	22	11.2
Native Hawaiian or Pacific Islander		
White	2	8.3
Two or More Races		
English Learners	8	6.7
Socioeconomically Disadvantaged	47	13.2
Students with Disabilities	3	6
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	17	2.7
African American	0	0
American Indian or Alaska Native		
Asian	8	2.5
Filipino	2	3.2
Hispanic	7	3.6
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	6	5
Socioeconomically Disadvantaged	11	3.1
Students with Disabilities	2	4
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	84	13.5
African American	1	8.3
American Indian or Alaska Native		
Asian	44	14
Filipino	3	4.8
Hispanic	35	17.8
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	10	8.3
Socioeconomically Disadvantaged	52	14.6
Students with Disabilities	0	0
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. The number of students prepared for college/career improved over the past two years.
2. Students with disabilities, Hispanic students and students who are socioeconomically disadvantaged improved their college/career readiness.
3. EL and Filipino students declined in their college/career readiness.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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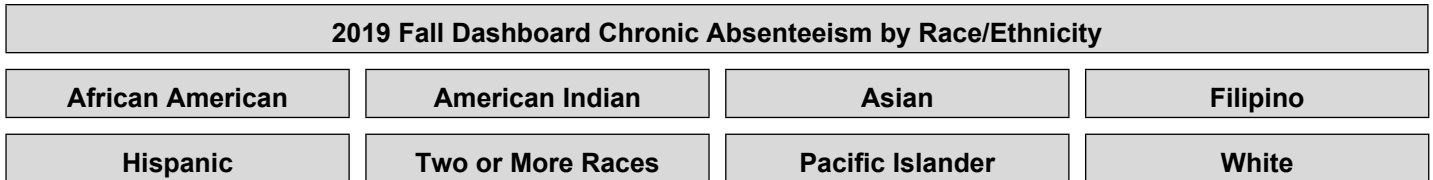
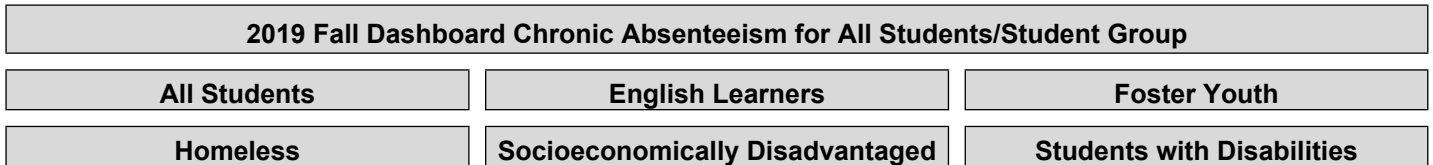
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

1. No data at this time

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	621	574	4	92.4
English Learners	120	105	2	87.5
Foster Youth	1		0	
Homeless	8		1	
Socioeconomically Disadvantaged	355	322	3	90.7
Students with Disabilities	50	39	0	78
African American	12	11	0	91.7
American Indian or Alaska Native	3		0	
Asian	315	305	2	96.8
Filipino	62	59	1	95.2
Hispanic	197	169	1	85.8
Native Hawaiian or Pacific Islander	4		0	
White	24	19	0	79.2
Two or More Races	4		0	

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

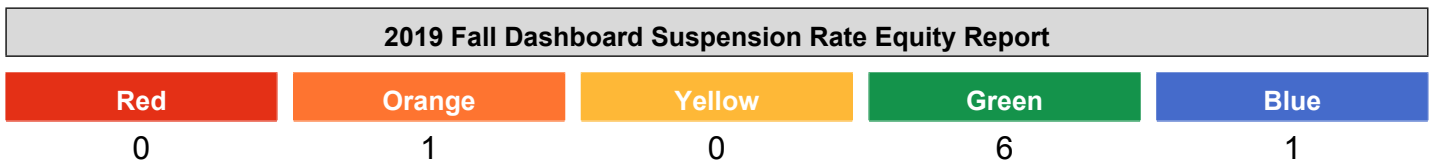
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>1.5</p> <p>Declined -1 2541</p>	<p>English Learners</p> <p>Green</p> <p>2.1</p> <p>Declined Significantly -2.8 333</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not 8</p>
<p>Homeless</p> <p>No Performance Color</p> <p>8.3</p> <p>Declined -1.2 24</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2</p> <p>Declined -1.7 1191</p>	<p>Students with Disabilities</p> <p>Green</p> <p>5.1</p> <p>Declined Significantly -6.7 215</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 5.3 Declined -5.5 57	 No Performance Color Less than 11 Students - Data 8	 Green 0.6 Declined -0.3 1231	 Blue 0 Declined Significantly -2.3 244
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.6 Declined -1.5 853	 No Performance Color 0 Maintained 0 16	 No Performance Color 5.3 Increased +5.3 19	 Orange 3.5 Increased +0.7 113

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.5	1.5

Conclusions based on this data:

1. Suspension rate has declined in all groups, with an overall drop of 1%.
2. The white population was the only subgroup that showed increased suspension rate of .7.%
3. The suspension rate of students with disabilities declined significantly at a rate of 6.7%

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College & Career

LEA/LCAP Goal

Provide high quality instruction, learning opportunities, as well as guidance supports to prepare every student to graduate ready for college and career.

Goal 1

All students will be guaranteed an opportunity to learn through the development of standards aligned curriculum, effective instructional practice, analysis of assessments as well as guidance supports to prepare every student to graduate ready for college and career. (WASC Goal)

Identified Need

Power Standards: Continue to agree on Power Standards for each course, design assessments that show proficiency of student work, share and discuss student work to produce equity in grading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Description: Percentage of students graduating</p> <p>Source: CDE Data</p>	<p>Graduation Rates: All Students: 2019 - 93.7% / 2020 - 95% / 2021 - 92.4%</p> <p>Asian: 2019 - 95.8% / 2020 - 96.8% / 2021 - 96.8%</p> <p>Hispanic: 2019 - 90.6% / 2020 - 95.1% / 2021 - 85.7%</p> <p>SWD- 2019 - 80.3% / 2020 - 75.7% / 2021 - 78%</p> <p>SED - 2019- 91.5% / 94.2% / 2021 - 90.6%</p> <p>EL - 2019 - 86.4% / 2020- 88.8% / 2021 - 87.3%</p> <p>African American: 2018 - 90% / 2019 92.3%/2021-91.7%</p>	<p>Increase by 2% for each subgroup Focus on improving students with disabilities by 5% Over the next 3 years, all groups will increase by 5%</p>
<p>Description: Percent of 9th graders who have 60 credits at the start of 10th grade</p>	<p>2017 2018 2019 2020 2021</p>	<p>Increase by 5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: District data	<p>All Students 73% 76% 77% 75% 69% Asian 89% 92% 93% 88% 83% African Amer 45% Hispanic 51% 50% 52% 55% 50% White 79% 44% SWD 58% 45% 57% 55% 45% ELL 48% 53% 58% 47% 50% SED 62% 65% 67% 66% 59%</p>	
<p>Description: Students participated in AP courses and took at least one AP exam</p> <p>Source:</p>	<p>2017 2018 2019 2020 2021 All 32.2% 28.6% 32.3% 31.3% 32.8% African American 17.9% 9.5% 14.0% Asian 43.1% 38.7% 44.4% 44.8% 46.0% Hispanic 16.7% 15.3% 17.4% 18.3% 19.1% ELL 8.3% 6.4% 7.2% 9.5% 11.4% SWD 3.8% 2.0% 2.6% SED 27.3% 24.3% 28.0% 30.3% 29.6%</p>	<p>Increase the number of African American and Hispanic students taking the AP exam by 3%. In 3 years all subgroups will increase by 5%</p>
<p>Description: Grade 9 - 60+ credits, 10 Eng, 10 Math, 10 Science</p> <p>Source: District data</p>	<p>2017-18 2018-19 2019-20 2020-21 All Students 59.8% 57.9% 61.8% 58.0% African American 37.5% 41.7% Asian 80.5% 77.9% 80.6% 74.3% Hispanic 25.8% 26.3% 32.5% 32.7% White 48.7% 43.6% 69.7% 35.4% ELL 19.4% 33.8% 24.1% 33.6% SED 44.3% 48.6% 48.9% 46.9%</p>	<p>Increase the A-G rate of Hispanic and ELL students to 40%. All subgroups increase by 5% In 3 years all subgroups will increase by 5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SWD 8.5% 7.8% 9.3% 2.0%	
Description: Percent of graduates who are A-G eligible Source: College Board	A-G Completion Rate 2019 Overall - 64.9% Asian - 72.6% Filipino - 62.7% Hispanic -37.2% African American - 44.2% White - 72.6% Socio/Econ - 61.9% English Learner- 34.2% SWD - 5.2% A-G Completion Rate 2020 Overall - 53.7% Asian - 71.8% Filipino - 52.4% Hispanic -25.9% African American - 41.7% White - 50% Socio/Econ - 47.3% English Learner -20.3% SWD - 10.7% A-G Completion Rate 2021 Overall - 60.5% Asian - 76.9% Filipino - 65.5% Hispanic -32.1% African American - 45.5% White - 52.6% Socio/Econ - 50.8% English Learner -29.1% SWD - 17.9%	Increase the A-G rate of Hispanic and ELL students to 40%. All subgroups increase by 5% In 3 years all subgroups will increase by 5%
Description: Description: Increase the number of students passing the CAASPP at or above grade level in ELA Source: CASPP Data (https://caaspp-elpac.cde.ca.gov/)	ELA Met or Exceeded Standards - Conditionally College/Career Reay Overall 2018- 76%% 2019 - 75% 2021 - 80% Asian 2018 - 83% 2019 - 87% 2021 - 87% African American	Increase by 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2018 - 40% 2019 - NA 2021 - 73% Hispanic/Latino 2018- 67% 2019 - 58% 2021 - 64% Socioeconomically Disadvantaged 2018- 70% 2019 - 71% 2021 - 76% EL Students 2018- 17% 2019 - 21% 2021 - 41% Students w/ Disabilities 2018- 17% 2019 - 8% 2021 - 18%	
<p>Description: Description: Increase the number of students passing the CAASPP at or above grade level in Math</p> <p>Source: CASPP Data (https://caaspp-elpac.cde.ca.gov/)</p>	<p>Math Met or Exceeded Standards - Conditionally College/Career Reay Overall 2018- 56% 2019 - 54% 2021 -61% Asian 2018-70% 2019 -74% 2021 -78% African American 2018 - 18% 2019 - NA 2021 - 36% Hispanic/Latino 2018- 31% 2019 - 24% 2021 - 26% Socioeconomically Disadvantaged 2018- 47% 2019 -54% 2021- 52% EL Students 2018- 17% 2019 - 21% 2021 - 24%</p>	<p>Increase by 3%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students w/ Disabilities 2018- 4% 2019 - 14% 2021 - 6%	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Description:

Offer summer school sections to students who received a D or F grade during the school year for an opportunity to recover credit/grade in the A-G coursework. Increase the number of Cyber High sections offered during the year. Provide ongoing professional development and collaboration-focused strategies to improve the success of all subgroups: SPED, Socioeconomically disadvantaged, Hispanic, African American, ELL. Ensure proper placement in courses.

Responsible Parties:

Principal, APED, Counseling, Instructional Coach, Summer School Coordinator.

Means to assess:

Increase Graduation Rates, the number of students taking at least 1 AP exam, and increase the percentage of students on track for graduation and a-g completion.

Outcomes:

Increase the percentage of students on track to complete the A-G and graduation requirements.

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)

30,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Review graduation inventories on an annual basis and make sure students are enrolled in appropriate courses to meet A-G requirements. Increase the number of Cyber High sections for students who receive a D in a course. School counselors will continue to work with students and their parents/guardians in developing 4-year plans and monitoring progress on A-G coursework.

Responsible Parties:

APED, Counselors, AVID coordinator, ELL Champion, Magnet Lead

Means to assess:

A-G graduation rate. A number of college presentations and parent nights.

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)

10,000

Source(s)

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Power Standards: Continue to agree on Power Standards for each course, design instructional activities and assessments that show proficiency through student work, discuss and analyze student work to produce equity in grading, and reflect and adjust based on student data.

Continue to implement SWRL (speaking, writing, reading, listening) professional development and collaboration.

Responsible Parties:

Principal, APED, Counselors, AVID Teachers, Linked Learning Teachers, Department Chairs, Teachers

Means to assess:

Grade reports and student work samples.

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)

6,000

Source(s)

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries

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

Graduation Rates

LEA/LCAP Goal

Provide the physical, emotional, social and academic supports to ensure students are making appropriate yearly progress toward high school graduation.

Goal 2

Improve achievement of our Hispanic, African American, SPED, ELL and socioeconomically disadvantaged populations, as well as the achievement of students who are struggling outside these subgroups.

Identified Need

Power Standards: Continue to agree on Power Standards for each course, design assessments that show the proficiency of student work, and share and discuss student work to produce equity in grading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Description: Graduation rates for all students</p> <p>Source: CDE Data</p>	<p>Graduation Rates: All Students: 2019 - 93.7% / 2020 - 95% / 2021 - 92.4%</p> <p>Asian: 2019 - 95.8% / 2020 - 96.8% / 2021 - 96.8%</p> <p>Hispanic: 2019 - 90.6% / 2020 - 95.1% / 2021 - 85.7%</p> <p>SWD- 2019 - 80.3% / 2020 - 75.7% / 2021 - 78%</p> <p>SED - 2019- 91.5% / 94.2% / 2021 - 90.6%</p> <p>EL - 2019 - 86.4% / 2020- 88.8% / 2021 - 87.3%</p> <p>African American: 2018 - 90% / 2019 92.3%/2021-91.7%</p>	<p>Increase by at least 1% in all subgroups. In 3 years - EL students and Students with disabilities increase to 90%</p>
<p>Description: Percent of 9th graders who have 60 credits at the start of 10th grade</p>	<p>2017 2018 2019 2020 2021</p>	<p>Increase by 2% in all subgroups</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: District data	<p>All Students 73% 76% 77% 75%. 69% Asian 89% 92% 93% 88% 83% African Amer 45% Hispanic 51% 50% 52% 55% 50% White 79% 44% SWD 58% 45% 57% 55% 45% ELL 48% 53% 58% 47% 50% SED 62% 65%. 67% 66% 59%</p>	In 3 years Increase the number of ELL, African American, and Hispanic students by 5%
Description: Percent of 10th graders who have 120 credits at the start of 11th grade Source: District data	<p>2017. 2018. 2019. 2020 2021 All Students 68% 68% 70% 69% 68% Asian 82% 85% 85% 86% 84% African American 50% Hispanic 45% 45% 45% 42% 42% Pacific Islander White 68% 71% SWD 36% 37% 42% 34% 35% ELL 36% 51% 45% 41% 36% SED. 58% 60% 59% 59% 56%</p>	Increase by 2% in all subgroups In 3 years Increase the number of ELL, African American, and Hispanic students by 5%
Description: Percent of 11th graders who have 120 credits at the start of 12th grade Source: District data	<p>All Students 70% 67% 67% 68% 69% Asian 82% 79% 82% 82% 85% African American 54% 41% Hispanic 48%. 44% 43% 41% 43% White 60% 66% SWD 49% 33% 47% 39% 35% ELL 58% 30% 47% 45% 39%</p>	Increase by 2% in all subgroups In 3 years Increase the number of ELL, African American, and Hispanic students by 5%

Metric/Indicator	Baseline/Actual Outcome		Expected Outcome
	SWD	65%	60%
	60% 60%	60%	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

MTSS Implementation: Continue Tier 1-3 Support through MTSS in the areas of SEL, behavior, and academics.

Make the Grad Profile (CREEK Way) and the District's Equitable Communities come to life in all spaces of our campus.

PD team will look at proven strategies that increase student engagement and success.

Responsible Parties:

Principal, APED, PD Committee, Counselors, Teachers

Means to assess:

Review data for grade improvement

Review or update 4-year plan

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)

20,000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Power Standards: When teachers collaborate and agree on what students are expected to have learned, vertical alignment occurs, and higher quality assessments are produced.

Assessments become aligned and essential in identifying students who need intervention or enrichment. The idea is students will improve in each subject because lessons can be designed to go deeper, so students gain a deeper knowledge and understanding.

Responsible Parties:

Administration, Teachers, Department Chairs, MTSS Coordinator

Means to assess:

Results from assessments

Analysis of student work

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)

7,000

Title I
4000-4999: Books And Supplies

1,000

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide credit recovery options (After school tutoring, Cyber High, Grad Academy)

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)

27,000

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Increase the number of teachers who participate in Grading for Equity professional development. Use this platform to discussions about fair grading 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)

3,000

Source(s)

Title I
4000-4999: Books And Supplies

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 Learners

LEA/LCAP Goal

Provide long-term English Language Learners a program that supports and instructional strategies to obtain English proficiency and the overall academic success of short-term and.

Goal 3

Provide school-wide academic supports through high quality instructional strategies and learning opportunities that increase student proficiency in speaking, writing, reading and listening (SWRL) for both short-term and long term ELL.

Identified Need

Data driven strategies used in the classroom to support EL students. Teachers are responsible for creating space for students' cognitive workload to be distributed as follows: of 25% Speaking, 25% Writing, 25% Reading and 25% Listening (SWRL) in each lesson. This targeted area of improvement will increase the learning opportunities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Description: Number of reclassified students from EL to RFEP.</p> <p>Source: Dataquest</p>	<p>2018-19</p> <p>EL Students - 305 (12.5%)</p> <p>Fluent-English-Proficient Students - 1,279 (52.5%)</p> <p>Reclassified Fluent English Prof - 43.2%</p> <p>2019-20</p> <p>EL Students - 274 (11.3%)</p> <p>Fluent-English-Proficient Students - 1,274 (52%)</p> <p>Reclassified Fluent English Prof - 43.6%</p> <p>2020-21</p> <p>EL Students - 325 (13%%)</p> <p>Fluent-English-Proficient Students - 1,033 (52%)</p> <p>Reclassified Fluent English Prof - 41.4%</p>	<p>Increase by 3%</p> <p>In 3 years increase by 5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Description: A-G Completion rates</p> <p>Source: CDE Data</p>	<p>A-G Completion Rate 2019 Overall - 64.9% Asian - 72.6% Filipino - 62.7% Hispanic -37.2% African American - 44.2% White - 72.6% Socio/Econ - 61.9% English Learner- 34.2% SWD - 5.2%</p> <p>A-G Completion Rate 2020 Overall - 53.7% Asian - 71.8% Filipino - 52.4% Hispanic -25.9% African American - 41.7% White - 50% Socio/Econ - 47.3% English Learner -20.3% SWD - 10.7%</p> <p>A-G Completion Rate 2021 Overall - 60.5% Asian - 76.9% Filipino - 65.5% Hispanic -32.1% African American - 45.5% White - 52.6% Socio/Econ - 50.8% English Learner -29.1% SWD - 17.9%</p>	<p>Increase by 3% In 3 years increase by 5%</p>
<p>Description: Graduation rates</p> <p>Source: CDE data</p>	<p>Graduation Rates: All Students: 2019 - 93.7% / 2020 - 95% /2021 - 92.4%</p> <p>Asian: 2019 - 95.8% / 2020 - 96.8% / 2021 - 96.8%</p> <p>Hispanic: 2019 - 90.6% / 2020 - 95.1% / 2021 - 85.7%</p> <p>SWD- 2019 - 80.3% / 2020 - 75.7% / 2021 - 78%</p> <p>SED - 2019- 91.5% / 94.2% / 2021 - 90.6%</p>	<p>Increase by at least 1% . In 3 years - EL students increase to 90%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL - 2019 - 86.4% / 2020-88.8% / 2021 - 87.3% African American: 2018 - 90% / 2019 92.3%/2021-91.7%	
Description: Description: Increase the number of students passing the CAASPP at or above grade level in ELA Source: CASPP Data (https://caaspp-elpac.cde.ca.gov/)	ELA Met or Exceeded Standards - Conditionally College/Career Reay Overall 2018- 76%% 2019 - 75% 2021 - 80% Asian 2018 - 83% 2019 - 87% 2021 - 87% African American 2018 - 40% 2019 - NA 2021 - 73% Hispanic/Latino 2018- 67% 2019 - 58% 2021 - 64% Socioeconomically Disadvantaged 2018- 70% 2019 - 71% 2021 - 76% EL Students 2018- 17% 2019 - 21% 2021 - 41% Students w/ Disabilities 2018- 17% 2019 - 8% 2021 - 18%	Increase grade level standards for EL students by 3% In 3 years increase by 5%
Description: Description: Increase the number of students passing the CAASPP at or above grade level in Math Source: CASPP Data (https://caaspp-elpac.cde.ca.gov/)	Math Met or Exceeded Standards - Conditionally College/Career Reay Overall 2018- 56% 2019 - 54% 2021 -61% Asian 2018-70%	Increase grade level standards for EL students by 3% In 3 years increase by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
elpac.cde.ca.gov/	2019 -74% 2021 -78% African American 2018 - 18% 2019 - NA 2021 - 36% Hispanic/Latino 2018- 31% 2019 - 24% 2021 - 26% Socioeconomically Disadvantaged 2018- 47% 2019 -54% 2021- 52% EL Students 2018- 17% 2019 - 21% 2021 - 24% Students w/ Disabilities 2018- 4% 2019 - 14% 2021 - 6%	

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, ELL

Strategy/Activity

Identify ELL students who need additional tutoring and familiarize them with the on-demand tutoring through the contracted online service providers.

LTEL Coordinator continues to provide focused interventions for LTEL students and their ability to succeed in the classroom and reclassify.

Responsible Parties:

EL Mentor

PD Coordinator

EL Dept Chair

APED

Counselors

Advisors

Means to assess:

Data reports

In keeping with our efforts to build equitable communities throughout the district, please see links below to resources related to serving students who are EL and those who are EL students with disabilities. (SPED DEPT)

ELA English Learner Tool Kit: <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

California Practitioners Guide for ELL/SPED:

<https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

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)

17,000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All, ELL

Strategy/Activity

Develop more training in culturally relevant pedagogical techniques for teachers. Train a lead teacher in strong techniques for English Language Development. The lead teacher spends time training teachers at the department level. Increase the amount of intensive academic language support and targeted interventions that address their individual language proficiency needs so they can develop critical English language skills necessary for success in the different content areas.

Provide ongoing professional development and collaboration focused on EL students.

Responsible Parties:

PD Committee, Departments, ELL Teacher Champion

Means to assess:

Data reports, Improved 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)

15,000

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All, ELL

Strategy/Activity

Continue the after-school tutoring support and create a peer-to-peer tutoring program. Provide ongoing professional development and collaboration focused on all subgroups: SPED, Socioeconomically disadvantaged, Hispanic, African American, ELL.

Responsible Parties:

EL Mentor
PD Coordinator
EL Dept Chair
APED
Counselors
Advisors

Means to assess:

Grade Improvement, Redesignation to Mainstream.

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)

10,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

5,000

Title I
2000-2999: Classified Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

The counseling department continues to identify students who have received a D or F and offer Cyber High credit recovery every semester in order to stay on course for graduation. Recruit targeted 9th-grade students identified as social promotions from our feeder school districts to the Summer Bridge Program.

Responsible Parties:

EL Mentor

PD Coordinator

EL Dept Chair

APED

Counselors

Advisors

Means to assess:

Grade Improvement, Redesignation to Mainstream.

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)

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

Decrease Suspensions

LEA/LCAP Goal

Establish and sustain healthy school cultures through relationship-centered practices that keep students engaged in their learning environment and are designated to improve student behaviors.

Goal 4

Assure a healthy school where all students' well-being and safety are a priority. Decrease suspensions and develop an alternate mean to correct behavioral issues.

Identified Need

MTSS Implementation: Continue Tier 1-3 Support through MTSS in the areas of SEL, Behavior, and Academics. Including the Grad Profile as the CREEK Way and the District's Equitable Communities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Description: Decrease Suspension rates for all students</p> <p>Source:</p>	<p>All Students 2018 (2.5%), 2019 (1.5%), 2020 (2.1%) Asian 2018 (1.0%), 2019 (.6%), 2020 (.4%) Hispanic/Latino - 2018 (4.1%), 2019 (2.6%) 2020 (4.4%) EL - 2018 (4.9%), 2019 (2.8%), 2020 (1.8%) African Amer 2018 (10.8%), 2019 (5.3%) 2020 (2.1%) SWD 2018 (11.8%) 2019 (5.1%) 2020 (7.5%) SED 2018 (3.7%), 2019 (1.7%), 2020 (2.3%)</p>	<p>Decrease full day suspensions by an amount less than or equal to 3% of the entire student population.</p> <p>Over the next 3 years we expect to see an overall decrease in suspensions by 5%.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Increase student connectedness via initiatives and the use of Community-Based Organizations.

The safety team will encourage and support teachers in establishing classroom norms, procedures and expectations aligned with The Creek Way as well as East Side Equitable Communities through the lens of the Multi-tiered Systems of Support.

Offer PD days prior to the start of the new school year to identify and align SEL and academic expectations of staff as we welcome students back to the classrooms.

Responsible Parties:

APA, Discipline Team, PCIS,

Means to ass

Pull Discipline reports on referrals and suspensions through SHAPE, Early Warning System, and Infinite Campus.

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)

5,000

Source(s)

Title I

2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Grade level presentations in classrooms will continue to occur every school year for all students in order to set clear expectations, explain policies against harassment, bullying, especially cyber-bullying, and intimidation, and introduce students to the adults on campus who will help support and ensure their physical well-being and safety.

Make Grad Profile (CREEK Way) come alive by teaching via school-wide lessons and acknowledging positive behaviors for each expectation.

Increase student and family voice in decision-making teams such as MTSS Tier 1 Team, School Site Council, and Student Equity Council.

Responsible Parties:

Administration Team, Advisors, Social Worker, Campus Monitor, Academic Counselors and PCIS.

Means to assess:

Review school discipline data and referrals. Compare current and prior school data to address other grade levels

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)

7,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Develop a restorative reentry process for all students who have been suspended or expelled to support reconnection and reengagement with the school environment.

The safety team will use data from the Panorama survey to inform and guide teachers in best practices that support the social-emotional and learning needs of ALL students.

The safety team, together with Administration, will use progressive discipline measures with a focus on constructive vs corrective behavior.

Responsible Parties:

Administration, Advisors, certificated and classified Staff

Means to assess:

Discipline reports, IST Reports

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)

11,000

Source(s)

Title I
4000-4999: Books And Supplies



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

Chronic Absenteeism

LEA/LCAP Goal

Engage with and connect students and families to appropriate staff, supports, and programmatic alternatives to increase student attendance in school.

Goal 5

Improve student attendance through increased communication with parents, students and staff, setting baseline expectations and building stakeholder connections.

Identified Need

MTSS Implementation: Continue Tier 1-3 Support through MTSS in the areas of SEL, Behavior, and Academics. Including the Grad Profile as the CREEK Way and the District's Equitable Communities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain an average daily attendance by an amount greater than or equal to 97% of the entire student population.	Average daily attendance: P2 2018 - 96.29% 2019 - 96.29% 2020 - 96.59% 2021 - 97.45%	97.67% overall school attendance rate Over the next 3 years we expect to maintain our average daily attendance at 97.67% or more.

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

Use the Early Warning System (EWS) through Illuminate to identify in a timely manner students who are missing class. Teachers will reach out to students who are absent three times before the attendance team reaches out to the families. Incorporate attendance conversations regarding each individual student during different types of meetings with parents regarding their student's attendance. Make it a school practice to address attendance every time we meet with families and parents.

The safety team will seek the support of the Parent and Community Involvement Specialist to conduct timely home visits to students and families in matters related to attendance including invitations to the Attendance Review Conferences as well as in offering alternative programs that might best align with student needs. Such programs include but are not limited to Short and Long Term Independent Studies, Home/Hospital Instruction, as well as referrals to East Side's continuation high schools.

Responsible Parties:
APA, Attendance team, PCIS

Means to assess:
Attendance reports, call logs, attendance contracts, sign-in sheets, staff completed google referral form

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)

5,000

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Expand our attendance support continuum through the school site attendance team and community partners.

The continuum will consist of:

1. Personalized phone calls
2. Home Visits
3. School Site Attendance Support Groups
4. Connection to Community Resources
5. School-based Prosocial Activities
6. Parent Workshops

Responsible Parties:
APA, Attendance team, PCIS, IST Team, 504 Coordinators, Counselors, Social Worker

Means to assess:
Number of referrals retrieve data from Infinite campus

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)

4,866

Source(s)

Title II Part A: Improving Teacher Quality

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Increase professional development and collaboration time for school counselors using the ASCA model to implement Tier 1 academic and social-emotional support and interventions.
Offer PD days prior to the start of the new school year to identify and align SEL and academic expectations of staff as we welcome students back to the classrooms.

Responsible Parties:

APA, Counselors, PCIS, Social Workers

Means to assess:

ARC meeting attendance, sign-in sheets at parent coalition meetings where attendance was addressed

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)

11,000.00

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

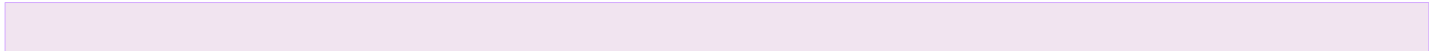
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Make Grad Profile (CREEK Way) come alive by teaching via school-wide lessons and acknowledging positive behaviors for each expectation.

PD Committee, MTSS Committee,



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)

6,147

Source(s)

Title I
4000-4999: Books And Supplies

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$201,013

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	\$179,147.00
Title II Part A: Improving Teacher Quality	\$21,866.00

Subtotal of additional federal funds included for this school: \$201,013.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$201,013.00

School Site Council Membership

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

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

Name of Members	Role
Kelly Daugherty	Principal
Aurora Childs	Other School Staff
Imani Butler	Classroom Teacher
Tom Halonen	Classroom Teacher
Michael Anchondo	Other School Staff
MaryKay Lee	Classroom Teacher
Yvonne French	Parent or Community Member
Girish Basarkar	Parent or Community Member
Shalini Dhar	Parent or Community Member
Pooja Chinthala	Secondary Student
Caitlin Nguyen	Secondary Student
Geannie Do	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Special Education Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Departmental 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 April 12, 2022.

Attested:



Principal, Kelly Daugherty on 4/12/22
SSC Chairperson, Mary-Kathryn Lee on 4/12/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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