

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
Alview Elementary School	20 65177 6023865		

Purpose and Description

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

Schoolwide Program

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

Local Control and Accountability Plan and other federal, state, and local programs.

The use of federal funds will be in direct alignment with state funds as we strive to achieve the three identified LCAP goals. Along with state-funded tutoring, federal funds will be applied to programs used in a tutoring or small group environment to scaffold student standards mastery. Examples include Renaissance Place, used as an assessment tool and a supplemental reading program. IXL is a program also purchased with federal funding that is used in a tutoring context to support student learning and mitigate learning loss. Typing.com is federally funded and is a tool used in conjunction with state-funded laptops to assist students with the skills needed to access the technology provided. Federal funds will also be aligned with state supplemental and concentration grants to provide training and professional development to support state-funded programs and materials such as STEM instruction and technology applications.

Overall, Federal funds are used to supplement state and locally funded activities that are designed to meet the goals of the LCAP.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement 9
- Resource Inequities 9
- School and Student Performance Data 10
 - Student Enrollment..... 10
 - CAASPP Results..... 12
 - ELPAC Results 16
 - Student Population 19
 - Overall Performance 21
 - Academic Performance 22
 - Academic Engagement 33
 - Conditions & Climate..... 36
- Goals, Strategies, & Proposed Expenditures..... 38
 - Goal 1..... 38
 - Goal 2..... 49
 - Goal 3..... 55
- Budget Summary 61
 - Budget Summary 61
 - Other Federal, State, and Local Funds 61
- Budgeted Funds and Expenditures in this Plan 62
 - Funds Budgeted to the School by Funding Source..... 62
 - Expenditures by Funding Source 62
 - Expenditures by Budget Reference 62
 - Expenditures by Budget Reference and Funding Source 62
 - Expenditures by Goal..... 63
- School Site Council Membership 64
- Recommendations and Assurances 65
- Instructions..... 66
 - Instructions: Linked Table of Contents 66

Purpose and Description67
Stakeholder Involvement.....67
Resource Inequities67
Goals, Strategies, Expenditures, & Annual Review68
Annual Review69
Budget Summary70
Appendix A: Plan Requirements72
Appendix B:.....75
Appendix C: Select State and Federal Programs77

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

In May of 2022, parents were encouraged to respond to a survey. The survey was used to glean data on various measures of parent involvement, school climate, and academics. Parents responded favorably in all areas. 92% of parents felt welcome at schools. 91% of parents felt the district put appropriate measures in place during the pandemic to keep their child safe. 91% of parents felt their child is cared for by teachers. 90% of parents felt the district keeps parents informed.

The district administered a school climate survey for students in May of 2022. The survey information was used to glean data on students' perceptions of how the school is meeting their academic needs, connectedness, safety, cleanliness, caring staff, and motivation to learn. The survey solicited responses from students in grades six through eight. The results indicate that students feel strongly that their academic needs are being met in all subject areas. Reading, Language Arts, and Spelling had an 89% favorable rating. Math had an 87% favorable rating. Science, STEM, and Social Studies had an 94% favorable rating. 78% of students responded favorably to caring staff relationships and 63% indicated their teachers motivate them to learn. 87% of students indicated they are well-informed of academic progress, school rules and policies. 84% of students feel welcome and 82% feel safe at school. 80% of students provided a positive response to questions about school cleanliness and maintenance.

Classroom Observations

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

During the school year, classroom observations were conducted on a weekly basis in each classroom by an administrator. The observations consisted of a five minute visit in the classroom observing the teacher and evaluating his or her engagement strategies. At the end of each semester, there was an individual conference with the teacher and an administrator to review the observations. Teachers are given a goal of one engagement strategy per minute. 100% of the teachers met or surpassed their goal for engagement strategies.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In addition to growth analysis from SBAC results, local assessments are key in evaluating student mastery. TK-3 students are evaluated with the RESULTS Lexile reading assessment three times throughout the school year. Teachers have been trained in this program and use the materials to determine instruction and placement. In the area of math, teachers assess students at the beginning of the year with an initial publisher-provided assessments. These local assessments are integral in determining student needs. In addition, math facts practice programs are used to help students develop their skills by mastering specific objectives.

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

In both ELA and Math, local assessment data is analyzed by teachers and administrators to differentiate instruction and provide focus to target needed areas of improvement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of Alview's teachers are fully-credentialed.

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

Alview participates in university internship programs as well as a teacher induction program for all beginning teachers and teacher interns. Ongoing professional development is provided for curriculum, instructional delivery, and technology during summer meetings and buy-back days. In addition, teachers participate in training offered by the local county office of education and pedagogical seminars provided by specialists based on interest and district-identified need.

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

Staff development is focused on California State Standards, assessment, and the professional needs of our teachers. Staff development for summer and fall of 2022 will center around student engagement, lesson delivery, and school safety.

For all employee groups, staff development is evaluated annually by administration and the District management team to determine effectiveness. State and local student assessment results as well as teacher evaluations and school climate survey data are considered in determining continuation of exiting training initiatives or needs for alternative training. In all cases, professional development opportunities are designed to increase students' capacity to learn and thrive through the goals of the LCAP.

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

Teachers are observed on a weekly basis for engagement techniques, lesson delivery, and classroom management. At the end of each semester, engagement data is reviewed and teachers are counseled on professional development needs. Teachers are also made aware of training through which university credits are offered as well as opportunities for administrative coursework offered by local colleges and county offices. In addition, explicit direct instruction coaches are contracted to work with teachers to improve engagement and lesson delivery.

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

Teachers collaborate by grade level once a week. During collaboration, teachers discuss student progress, curriculum, assessments, results, etc.

Teaching and Learning

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

Math, Language Arts, Social Studies, Science and ELD curricula are aligned to California State Standards. We use state adopted research-based curricula in Language Arts, Math, ELD, and Intervention programs.

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

Alview School meets the minimum instructional minutes for both English Language Arts and Mathematics.

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

Alview offers ELA intervention for students who are not mastering standards. After school tutoring is available for students who have not mastered math standards.

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

All groups use standards-based instructional materials. Students with specific needs are grouped at designated times each day to work at their appropriate level of instruction. Tutoring is also available before, during, and after school.

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

All students use SBE-adopted and standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

Students that are identified as being at-risk are placed in intervention programs that use state-approved intervention curriculum. These programs provide small group instruction at student ability levels. Groups are taught by trained, experienced teachers and paraprofessionals. Frequent assessment enables students to be moved to grade level programs when they are ready (RTI program). Teachers are working toward 85% mastery of core curriculum by providing re-teaching and differentiated instruction. Small group tutoring is also available. Additional technology and software programs including Seesaw, Google Classroom, Typing.com, and IXL, have been implemented to further support the learning needs of students.

Evidence-based educational practices to raise student achievement

All students requiring intervention receive research-based instruction with SBE-adopted curriculum in order to raise student achievement.

Parental Engagement

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

Parents and families are encouraged to participate in their child's educational program.

The District's Parent and Family Engagement policy was developed and is reviewed twice each year by School Site Council. The policy is distributed in writing to all parents in the student handbook on the first day of school. ADUSD provides regular communication with weekly classroom letters or ClassDojo postings, superintendent's newsletters, ClassDojo messages, and all-calls. All written communication is offered in English and Spanish. In addition, parents are encouraged to take part in the district's Parent Teacher Club. The district offers further participation through School Site Council, DELAC Committee, Wellness Committee, and the LCAP Committee.

At the beginning of each year, parents are welcomed with a "Back to School BBQ", during which students and their families meet their teachers and administrators. The event provides a means for teachers and administrators to establish a rapport and inform parents of involvement opportunities. That activity is followed up with a Parent Guide and opportunities to participate in approximately two informational nights each school year that enhance parent engagement and understanding of school programs and offerings. Previous year's informational nights included information on monitoring student mental health, resources for SEL, and the dangers of social media use and human trafficking.

At Alview School, parents are encouraged to attend monthly awards assemblies.

Parents are encouraged to use a student information portal for access to school data and real time student grading information. Training for the parent portal is offered in the summer months and reviewed again at fall conferences. 98% of parents participated in first quarter conferences during the 2021-22 school year. During those meetings, curriculum and grading procedures are explained and state test score (SBAC) results are reviewed. Bi-weekly grade updates are sent home. Teachers also include curriculum-based and standard-specific information in weekly newsletters about current classroom learning topics.

The District offers weekly ESL classes for parents to encourage English acquisition as well as provide a liaison between teachers, information about student curriculum, etc. Our DELAC committee is informed about district programs for EL students and given explicit instruction on SBAC results and standards-based curriculum in place.

Parents are encouraged to provide input for LCAP goals, materials, and programs that enhance their child's education through a variety of venues. Input is gleaned for priorities from an LCAP Committee, Parent Teacher Club, and DELAC. In addition, parent input is welcomed at a biannual open LCAP forum. The School Site Council also provides input and monitoring activities to ensure that federal programs sited on the SPSA are in alignment with parent engagement goals.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Alview-Dairyland has a school site council which meets to provide input, plan, and evaluate all ConApp programs.

Funding

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

We operate a multiage reading intervention program for students in grades TK-3. Grade level standards are taught in small group settings. Percent of teacher and paraprofessional salaries spent in intervention as well as instructional supplies are funded with Supplemental / Concentration grants and Title I. Also, tutoring is provided through LCFF funding and ELOG. In addition, we use flexible title funding to implement an anti-smoking/drug curriculum, “Too Good for Drugs”. The district has a character education program, Project Wisdom, which is also funded through LCFF grants. In addition, computers are used to accommodate student data analysis and math benchmarking. Also, “Super Tutoring” has been implemented in March and April each year to ensure student grade level subject mastery.

Fiscal support (EPC)

The district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPC's in ELA/ELD, mathematics, and the School Plan for Student Achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council was part of the planning process for the SPSA review and update. We consulted with the SSC on May 9, 2022. The review was in the context of a meeting with all council members present.

The SPSA went before our local governing board on June 28, 2022 at a board meeting. The SPSA was approved by our board on June 28, 2022.

Resource Inequities

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

Alview is not eligible for CSI or ATSI.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0%	%	%	0		
Asian	1.18%	0.7%	%	2	1	
Filipino	0%	%	%	0		
Hispanic/Latino	61.54%	61.8%	%	104	89	
Pacific Islander	0%	%	%	0		
White	37.28%	36.1%	%	63	52	
Multiple/No Response	0%	1.4%	%	0	2	
	Total Enrollment			169	144	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	37	42	
Grade 1	34	26	
Grade 2	49	29	
Grade3	49	47	
Total Enrollment	169	144	

Conclusions based on this data:

1. The total enrollment for Alview decreased by 25 students.
2. The first and second grade classes were significantly smaller.

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	70	76	60	38.7%	45.0%	41.7%
Fluent English Proficient (FEP)	0	3	2	0.0%	1.8%	1.4%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

1. The number of English learners decreased by 16.

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 3	41	44	47	41	42	46	41	42	46	100	95.5	97.9
All Grades	41	44	47	41	42	46	41	42	46	100	95.5	97.9

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2429.	2463.	2390.	14.63	35.71	6.52	31.71	33.33	28.26	34.15	21.43	36.96	19.51	9.52	28.26
All Grades	N/A	N/A	N/A	14.63	35.71	6.52	31.71	33.33	28.26	34.15	21.43	36.96	19.51	9.52	28.26

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.39	40.48	10.87	48.78	50.00	69.57	26.83	9.52	19.57
All Grades	24.39	40.48	10.87	48.78	50.00	69.57	26.83	9.52	19.57

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 3	19.51	35.71	2.17	60.98	54.76	67.39	19.51	9.52	30.43
All Grades	19.51	35.71	2.17	60.98	54.76	67.39	19.51	9.52	30.43

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.95	40.48	10.87	70.73	54.76	80.43	7.32	4.76	8.70
All Grades	21.95	40.48	10.87	70.73	54.76	80.43	7.32	4.76	8.70

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.83	38.10	4.35	43.90	50.00	73.91	29.27	11.90	21.74
All Grades	26.83	38.10	4.35	43.90	50.00	73.91	29.27	11.90	21.74

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.

Conclusions based on this data:

1. The overall percentage of student who scored proficient (Standard Met or Standard Exceeded) declined from 69.04% to 34.78%.
2. More intervention, ELD, and tutoring needs to be targeted to all student groups.

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 3	41	44	47	41	42	46	41	42	46	100	95.5	97.9
All Grades	41	44	47	41	42	46	41	42	46	100	95.5	97.9

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2430.	2484.	2416.	9.76	26.19	8.70	39.02	57.14	26.09	26.83	16.67	41.30	24.39	0.00	23.91
All Grades	N/A	N/A	N/A	9.76	26.19	8.70	39.02	57.14	26.09	26.83	16.67	41.30	24.39	0.00	23.91

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.

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 3	26.83	59.52	17.39	41.46	40.48	50.00	31.71	0.00	32.61
All Grades	26.83	59.52	17.39	41.46	40.48	50.00	31.71	0.00	32.61

2019-20 Data:

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

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 3	21.95	40.48	8.70	56.10	52.38	69.57	21.95	7.14	21.74
All Grades	21.95	40.48	8.70	56.10	52.38	69.57	21.95	7.14	21.74

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.

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 3	26.83	40.48	8.70	46.34	57.14	76.09	26.83	2.38	15.22
All Grades	26.83	40.48	8.70	46.34	57.14	76.09	26.83	2.38	15.22

2019-20 Data:

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

Conclusions based on this data:

1. The percent proficient (Standard Exceeded or Standard Met) declined from 83.33% to 34.79%.
2. More intervention and tutoring needs to be targeted to all student groups.

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
K	1417.1	1433.2	1391.3	1420.5	1440.9	1401.4	1409.1	1415.2	1367.7	22	17	18
1	1444.9	1456.2	1446.1	1433.8	1472.6	1476.6	1455.6	1439.2	1414.9	32	18	14
2	1500.7	1483.9	1503.2	1470.3	1469.9	1513.1	1530.6	1497.3	1492.7	16	28	14
3	1494.0	1512.6	1464.2	1482.2	1489.0	1469.5	1505.5	1536.0	1458.3	20	17	18
All Grades										90	80	64

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
K	*	11.76	16.67	*	64.71	27.78	*	17.65	27.78	*	5.88	27.78	22	17	18
1	*	0.00	7.14	34.38	38.89	28.57	*	61.11	50.00	*	0.00	14.29	32	18	14
2	*	7.14	28.57	*	57.14	50.00	*	32.14	21.43		3.57	0.00	16	28	14
3	*	23.53	11.11	*	52.94	22.22	*	17.65	50.00	*	5.88	16.67	20	17	18
All Grades	24.44	10.00	15.63	35.56	53.75	31.25	23.33	32.50	37.50	16.67	3.75	15.63	90	80	64

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
K	*	23.53	27.78	*	47.06	33.33	*	29.41	11.11	*	0.00	27.78	22	17	18
1	*	16.67	35.71	34.38	61.11	50.00	*	22.22	7.14	*	0.00	7.14	32	18	14
2	*	7.14	64.29	*	60.71	21.43	*	28.57	14.29		3.57	0.00	16	28	14
3	*	23.53	22.22	*	58.82	50.00	*	5.88	16.67	*	11.76	11.11	20	17	18
All Grades	26.67	16.25	35.94	33.33	57.50	39.06	23.33	22.50	12.50	16.67	3.75	12.50	90	80	64

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
K	*	5.88	5.56	*	64.71	16.67	*	23.53	38.89	*	5.88	38.89	22	17	18
1	*	0.00	0.00	*	33.33	7.14	*	50.00	42.86	*	16.67	50.00	32	18	14
2	*	10.71	14.29	*	53.57	42.86	*	35.71	35.71	*	0.00	7.14	16	28	14
3		29.41	0.00	*	41.18	16.67	*	17.65	50.00	*	11.76	33.33	20	17	18
All Grades	24.44	11.25	4.69	24.44	48.75	20.31	30.00	32.50	42.19	21.11	7.50	32.81	90	80	64

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
K	*	17.65	38.89	*	70.59	44.44	*	11.76	16.67	22	17	18
1	50.00	44.44	57.14	*	50.00	42.86	*	5.56	0.00	32	18	14
2	81.25	32.14	64.29	*	64.29	35.71		3.57	0.00	16	28	14
3	*	29.41	33.33	*	58.82	55.56	*	11.76	11.11	20	17	18
All Grades	52.22	31.25	46.88	32.22	61.25	45.31	15.56	7.50	7.81	90	80	64

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
K	*	23.53	22.22	50.00	76.47	44.44	*	0.00	33.33	22	17	18
1	*	0.00	21.43	43.75	100.00	71.43	34.38	0.00	7.14	32	18	14
2	*	7.14	42.86	*	85.71	57.14	*	7.14	0.00	16	28	14
3	*	41.18	22.22	65.00	47.06	66.67	*	11.76	11.11	20	17	18
All Grades	22.22	16.25	26.56	53.33	78.75	59.38	24.44	5.00	14.06	90	80	64

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
K	*	0.00	0.00	59.09	82.35	77.78	*	17.65	22.22	22	17	18
1	*	11.11	7.14	*	61.11	50.00	46.88	27.78	42.86	32	18	14
2	*	3.57	28.57	*	96.43	64.29	*	0.00	7.14	16	28	14
3	*	23.53	0.00	60.00	64.71	44.44	*	11.76	55.56	20	17	18
All Grades	26.67	8.75	7.81	43.33	78.75	59.38	30.00	12.50	32.81	90	80	64

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
K	50.00	52.94	22.22	*	41.18	22.22	*	5.88	55.56	22	17	18
1	37.50	0.00	0.00	56.25	83.33	64.29	*	16.67	35.71	32	18	14
2	*	28.57	7.14	*	67.86	92.86		3.57	0.00	16	28	14
3	*	64.71	0.00	80.00	29.41	83.33	*	5.88	16.67	20	17	18
All Grades	38.89	35.00	7.81	52.22	57.50	64.06	*	7.50	28.13	90	80	64

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:

- Overall, the majority of students scored in the "Level 2" category (50%), which means that at this level students have somewhat developed oral (listening and speaking) and written (reading and writing) skills.

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
144	66.7	41.7	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	60	41.7
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	96	66.7
Students with Disabilities	7	4.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native		
Asian	1	0.7
Filipino		
Hispanic	89	61.8
Two or More Races	2	1.4
Native Hawaiian or Pacific Islander		
White	52	36.1

Conclusions based on this data:

1. More than half of students are socioeconomically disadvantaged. 41.7% of students are English learners. There are no foster youth at Alview.





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="186 667 479 699">English Language Arts</p>  <p data-bbox="305 751 360 779">Blue</p>	<p data-bbox="673 667 950 699">Chronic Absenteeism</p>  <p data-bbox="773 751 844 779">Green</p>	<p data-bbox="1177 667 1396 699">Suspension Rate</p>  <p data-bbox="1247 751 1325 779">Yellow</p>
<p data-bbox="251 867 414 898">Mathematics</p>  <p data-bbox="305 951 360 978">Blue</p>		

Conclusions based on this data:

1. The indicator was blue for both ELA and Math. This is an increase from the previous dashboard.

School and Student Performance Data

Academic Performance English Language Arts

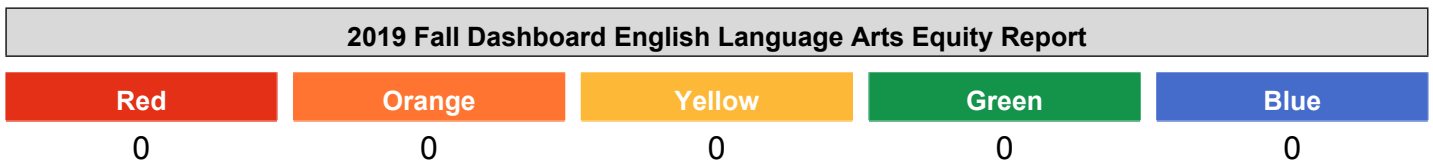
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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> <p>Blue</p> <p>33.4 points above standard</p> <p>Increased Significantly +129.7 points 42</p>	<p>English Learners</p> <p>No Performance Color</p> <p>25.5 points above standard</p> <p>Increased Significantly +145.6 points 15</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>25.3 points above standard</p> <p>Increased Significantly +129.7 points 21</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 13.7 points above standard Increased Significantly ++35.2 points 18	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 44.3 points above standard Maintained -0.5 points 21

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
25.5 points above standard Increased Significantly ++45.6 points 15	0 Students	37.8 points above standard Increased ++11.4 points 27

Conclusions based on this data:

- Overall students increased by 28.7 points and is 33.4 points above standard. English learners increased 45.6 points. English Only students increased by 11.4 points. The socioeconomically disadvantaged student group increased by 29.7 points.
- The Hispanic student group increased by 35.2 points. The White student group maintained -0.5 points by it is 44.3 points above standard.

School and Student Performance Data

Academic Performance Mathematics

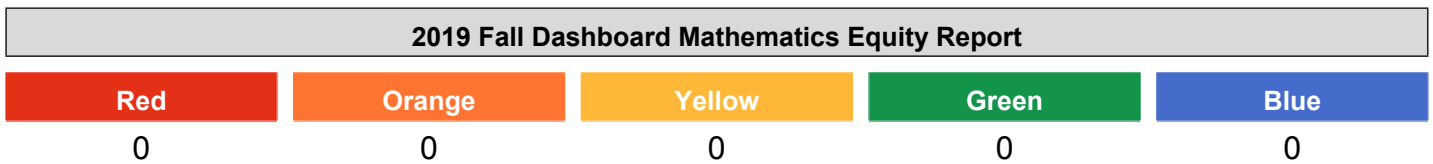
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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>Blue</p> <p>47.4 points above standard</p> <p>Increased Significantly ++51.2 points 42</p>	<p>English Learners</p> <p>No Performance Color</p> <p>26.1 points above standard</p> <p>Increased Significantly ++46.5 points 15</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>30.3 points above standard</p> <p>Increased Significantly ++42.4 points 21</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</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 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 23.8 points above standard Increased Significantly ++40.5 points 18			 No Performance Color 63.3 points above standard Increased Significantly ++47.4 points 21

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
26.1 points above standard Increased Significantly ++46.5 points 15		59.1 points above standard Increased Significantly ++48.6 points 27

Conclusions based on this data:

1. Overall students increased by 51.2 points and is 47.4 points above standard. English learners increased by 46.5 points. English Only students increased by 48.6 points. The socioeconomically disadvantaged student group increased by 42.4 points.
2. The Hispanic student group increased by 40.5 points. The White student group increased by 47.4 points.

School and Student Performance Data

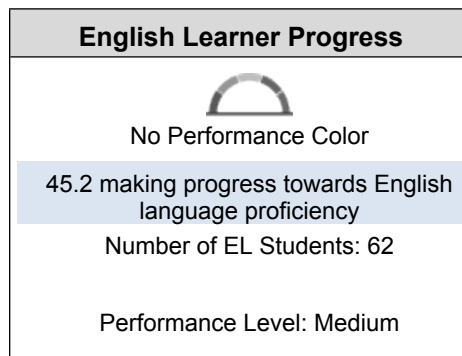
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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
22.5	32.2	3.2	41.9

Conclusions based on this data:

1. 3.2% maintained an ELPI level of 4.
2. 41.9% of ELs progressed at least one ELPI level.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

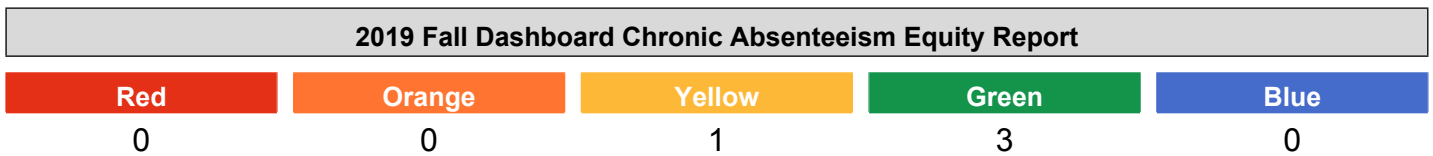
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Green 4.1 Declined -1.9 193	<p>English Learners</p>  Green 5.6 Declined -2 89	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<p>Socioeconomically Disadvantaged</p>  Green 3.8 Declined -4.4 130	<p>Students with Disabilities</p>  No Performance Color 16.7 12

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.5 Declined -3.4 110	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 3.8 Increased +1.4 78

Conclusions based on this data:

1. Overall chronic absenteeism declined -1.9 points.
2. Socioeconomically disadvantaged had the biggest decline with -4.4 points.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

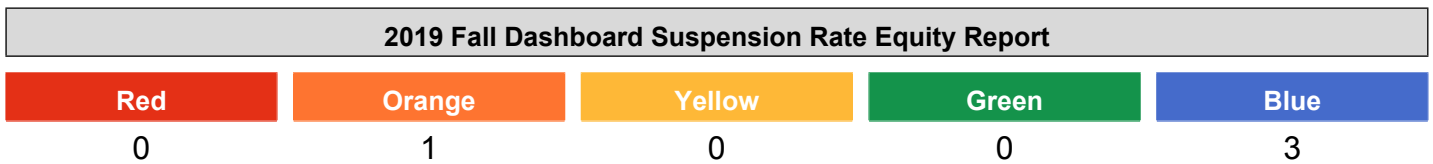
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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>Yellow</p> <p>1</p> <p>Increased +0.5</p> <p>194</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>89</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>131</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>0</p> <p>12</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<p align="center">African American</p>	<p align="center">American Indian</p>  <p align="center">No Performance Color Less than 11 Students - Data 1</p>	<p align="center">Asian</p>  <p align="center">No Performance Color Less than 11 Students - Data 3</p>	<p align="center">Filipino</p>  <p align="center">No Performance Color Less than 11 Students - Data 1</p>
<p align="center">Hispanic</p>  <p align="center">Blue 0 Maintained 0 111</p>	<p align="center">Two or More Races</p>	<p align="center">Pacific Islander</p>	<p align="center">White</p>  <p align="center">Orange 2.6 Increased +1.3 78</p>

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

2019 Fall Dashboard Suspension Rate by Year

<p align="center">2017</p>	<p align="center">2018</p>	<p align="center">2019</p>
	<p align="center">0.5</p>	<p align="center">1</p>

Conclusions based on this data:

1. 1% of students were suspended.

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

Preparation for Success

LEA/LCAP Goal

Prepare students for success in high school and higher education and or vocational job market.

Goal 1

Prepare students for success in high school and higher education and or vocational job market.

Identified Need

After consulting with educational partners, this broad goal was continued from prior years as the focus of the District's mission. From transitional kindergarten through eighth grade, all agree that our purpose is to ensure that ADUSD students leave the District prepared for the next steps in their educational and career endeavors. When available, Dashboard results for academic achievement have indicated that students have consistently mastered ELA and Mathematics standards. To ensure that students continue to have academic success in high school and beyond, the District agrees with educational partners that a continued focus on engagement and rigor as well as a broad course of study are integral factors for ensuring a strong elementary educational foundation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All Teachers will be appropriately credentialed and assigned.	All teachers were appropriately credentialed and assigned.	100% of teachers will continue to be appropriately credentialed and assigned.
All students will have access to high-quality standard-aligned curriculum and instructional materials.	100% of students had access to high-quality, standards-aligned curriculum and instructional materials	100% of students will continue to have access to high-quality, standards-aligned curriculum and instructional materials.
Academic Indicator, ELA: Students will continue to show growth in ELA Dashboard results.	(Mean Distance from standard is unavailable) SBAC results from DataQuest 2021: Academic Indicator, ELA: Difference in % Met/Exceeded from 2019 to 2021 by student groups is as follows: All Students: -4.51% Hispanic: +2.5% Low Income: -4.26% EL: +5.28% White: -10.54	EL, Low Income, and Hispanic students will all grow significantly in ELA so that no student group is below standard; all will meet/exceed standard SBAC scores Mean distance from Standard-- All Students: 15 above (Green Category) EL: 2 above (Green Category) Low Income: 5 above (Green Category)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Students with Disabilities: The number of students was less than 10 so no results were reported.</p>	<p>Hispanic: 5 above (Green Category) White: 40 points above (Blue Category) Students with Disabilities: 10 point growth over 2019</p>
<p>Academic Indicator, Mathematics: Students will continue to show growth in Mathematics Dashboard results.</p>	<p>(Mean Distance from standard is unavailable) SBAC results from DataQuest 2021: Academic Indicator, MATH Difference in % Met/Exceeded from 2019 to 2021 by student groups as follows: All Students: -10.13% Hispanic: -6.84% Low Income: -11.43% EL: -6.19% White: -10.95% Students with Disabilities: The number of students was less than 10 so no results were reported.</p>	<p>EL, Low Income, and Hispanic students will all grow significantly in Math so that no student group is below standard; all will meet/exceed standard SBAC scores. Mean distance from standard-- All students: 15 above (Blue Category) EL students: 5 Above (Green Category) Low Income: 10 Above (Green Category) Hispanic: 7 Above (Green Category) White: 40 above (Blue Category) Students with Disabilities: 10 point growth over 2019</p>
<p>Local Reading Assessment will show student growth in fluency, accuracy, and comprehension.</p>	<p>RESULTS Local Reading Assessment Data from Spring 2022: Comprehension Scores Gr. 2: 69% Gr. 3: 85%</p>	<p>Student reading comprehension scores will meet or exceed 85% in all grade levels.</p>
<p>School Climate will be enhanced as evidenced by suspension rate data.</p>	<p>Results from DataQuest 2021: SUSPENSION RATE INDICATOR-- All Students: 0%</p>	<p>Alternatives to suspension will be implemented to lower student suspension rates to under 1% for all student groups.</p>
<p>English Learners will continue to make progress in language acquisition as measured by the English Learner Performance Index (ELPI) and the reclassification rate.</p>	<p>ELPAC results from DataQuest 2021: Summative Results % Proficient 2021 / % Proficient 2019: 13.98 / 16.08 (-2.10)</p>	<p>65% of English Learners will demonstrate progress in acquiring English as measured by ELPAC scores/ELPI. At least 15% of English Learners will meet criteria to become reclassified to Fully English Proficient (RFEP)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	In 2021-22, 7.7% of ELs were reclassified to RFEP status (Fully English Proficient)	
Students with exceptional needs will participate in after-school tutoring and classroom intervention groups to meet IEP goals and master grade level standards.	In 2021-22, 93% of students with exceptional needs participated in after-school tutoring and 100% worked in small-group, classroom intervention settings.	Over 90% of students with exceptional needs will participate in after-school tutoring and 100% of those identified students will continue to work in small-group classroom intervention settings.
Student Engagement will be enhanced as measured by student chronic absenteeism rate.	Results from DataQuest 2021: CHRONIC ABSENTEEISM RATE 8.8%	Chronic Absenteeism will drop to 2% or less.
Students will be increasingly engaged as measured by School Attendance Rates.	In 2021-22, Alview School's Attendance Rate was 93.37%.	Each school will have an attendance rate of at least 97.5%.
Student Climate will continue to be positive as demonstrated by school expulsion rate.	Results from DataQuest 2021: School climate was measured by maintaining the expulsion rate at 0%	Expulsion rate will be maintained at 0%.
School Climate will continue to be measured by surveys distributed to parents.	Surveys were conducted in May 2022: Parents who responded: 92% felt welcome at their child's school. 99% felt that their child is safe at school. 92% in ELA and 98% in Math felt that the school is meeting their child's academic needs 95% felt that STEM is an integral Science curriculum component.	Parent school climate surveys will glean a 98% positivity response in all measured areas.
The District will continue to maintain small average class sizes.	2021-22 Average Class Sizes: Alview: 19.25	Average class size will be maintained at less than 20 at Alview.
All ADUSD students will have access to technology as measured by student: device ratio.	2021-22 Student to Device Ratio 1:2; one for classroom/ one for home use	Student to device ratio will be maintained at 1:2 to facilitate technology-infused instruction at home and school.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will have access to a broad course of study.	All students participated in a broad course of study: ELA, Math, ELD, Social Studies, Science/STEM, Arts, and PE	Students will have a broad course of study, primarily in core subjects, enhanced with art, music, P.E. and STEM.
The District will continue to implement state-adopted academic content and performance standards for all students.	100% of state-adopted content and performance standards are implemented in all curricular areas.	State adopted content and performance standards will continue to be implemented in all curricular areas.

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

Recruit, hire, and retain highly-qualified instructional staff.

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)

1047570

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries

Extended Learning Opportunity
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 Students, Students with Disabilities

Strategy/Activity

Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, ELD, science, and social studies as well as high-quality supplementary instructional materials in ELA, math, ELD, science, social studies, and STEM.

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)

30000

Source(s)

Lottery: Instructional Materials
4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve the use of technology in instruction by:
a. Maintaining a one-to-two student/device ratio in all grade levels
b. Retain services of the full-time technology support person

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)

40000

Source(s)

LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Continue replacement/increase of library books, including better facilities, to support students in improving literacy.

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)

3000

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income, Students with Disabilities

Strategy/Activity

Provide two Paraprofessionals at Alview to provide reading support for kindergarten students and EL support for newcomers

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)

80000

Source(s)

Extended Learning Opportunity
2000-2999: Classified Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Ensure that class sizes remain small by adding a modular classroom. Classroom will be housed in a 24' x 40' facility. Classroom will be furnished with countertops, desks, sink and storage shelves to accommodate the needs of students in grades TK-3.

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)

231000

Source(s)

LCFF - Supplemental
6000-6999: Capital Outlay

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, and Low Income

Strategy/Activity

In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners. In addition, provide professional development for teachers to identify students' social emotional learning needs and provide support for students' mental health.

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)

5000

Source(s)

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

To build background knowledge and experiences for increased learning, principally for unduplicated students, to enhance their connections to the school community, and to promote positive school climate:

- a. Provide three (3) educational assemblies per site.
- b. Provide field trips for all 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)

18000

Source(s)

LCFF - Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support high-quality physical education to students by continuing the services of a P.E. consultant and replenish equipment for grades TK-8.

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)

1000

Source(s)

LCFF

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, and Low Income

Strategy/Activity

Expand unduplicated students’ access to science, technology, engineering, and math instruction and career opportunities by contracting with the Community Science Workshop Network for continuing regular school hours STEM curriculum and instruction. Program to be expanded to include two STEM instructors.

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)

52500

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
5800

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, and Low Income

Strategy/Activity

Provide each teacher with 20 or more years of experience a stipend between \$1500-\$2500 (dependent on years over 20).

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)

7500

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, and Low Income

Strategy/Activity

Provide each classroom with \$100 to purchase special or additional materials that are principally directed toward meeting the needs of Unduplicated Pupils.

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)

1000

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by continuing and expanding the after-school STEM Academy workshops.

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)

12000

Source(s)

LCFF - Supplemental
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, and Low Income

Strategy/Activity

Provide teachers with an hourly stipend to provide after-school tutoring 3 days per week.

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)

47500

Source(s)

Extended Learning Opportunity
1000-1999: Certificated Personnel Salaries

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Without regard to sick days, provide an incentive for certificated and classified staff to miss three or less work days during the school year.

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)

2500

Source(s)

LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal 1 represents the core mission of the district--providing students with academic and enhanced educational opportunities to prepare them for high school and beyond. The actions included in goal one all proved to be effective in that endeavor; most of the actions remain in the 2022-23 plan for that reason. The only metric for which actions did not have a positive impact was the chronic absenteeism rate. Pandemic-related student illnesses negatively affected District initiatives to improve attendance.

As evidenced by most other metrics, the actions in goal 1 had a positive impact in many areas. Growth in ELA outcomes for Hispanic and EL students demonstrate the effectiveness of small class sizes, intervention courses, and after-school tutoring. The positive results in the school climate survey demonstrates the degree to which parents feel that the District is meeting students' academic needs. In addition, the suspension, expulsion, and dropout rates are indicative of the effectiveness of student engagement actions. The addition of STEM instruction and the corresponding facilities have introduced students to hands-on, project-based learning that will serve them well in higher education and/or the vocational job market. In addition, the infusion of technology in every aspect of the curriculum across all grade levels has helped prepare students for high school and beyond. The enhanced educational experience that result from outdoor school, field trips and assemblies have all contributed to students' background knowledge that will serve them well in all future endeavors.

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

Goal one was carried out with fidelity with only two exceptions. As a result of the pandemic, Traveling Teachers did not offer their in-person presentations at either campus. In addition, the District made a decision not to participate in interscholastic sports due to rising COVID rates in the fall and winter months. All other actions were carried out and in some cases, to a higher level than planned. Based on the need for increased engagement and student mental health needs, professional development was implemented at a rate 2.5 times more than planned. Also, due to the inability of students to participate in outdoor school in 2020-21, two grade levels were sent in 2021-22.

The District had material differences in budgeted versus actual expenditures in several areas. Between traveling teachers and after-school sports, \$9,500 was left unspent. The District, however, had more expenditures than planned for outdoor school, professional development, and technology support.

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

No changes were made to goal 1, its metrics or desired outcomes. Goal one is paramount in the District's mission. With regard to actions, Traveling teachers are not available for the unforeseeable future. As a result, that initiative was not included in 2022-23 planned actions. In addition, more funds were budgeted to STEM to add a "STEM Club" offering. The biggest change in planned actions is the new building at Alview. The STEM/Intervention building was added to the Dairyland campus in 2022--that action was complete. For 2022-23, a similar building is planned for the Alview campus in order to maintain small class sizes.

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

Positive, Clean, Safe, and Healthy Environment

LEA/LCAP Goal

ADUSD is dedicated to providing a positive, clean, safe, and healthy environment in which students are able to learn to the best of their abilities.

Goal 2

ADUSD is dedicated to providing a positive, clean, safe, and healthy environment in which students are able to learn to the best of their abilities.

Identified Need

As the District reflected on lessons learned and necessary changes that were incorporated during the pandemic, it was clear to all educational partners that this goal is of utmost importance to the success of our students. Cleanliness, safety, and a positive environment are necessary elements to provide an optimal learning environment. Cleanliness will play an important role in keeping students healthy and safe. The added protocols for sanitization that were implemented in 2020 must continue in order to mitigate student illness. In addition, the importance of a positive environment is paramount to our student's ability to thrive from a social-emotional perspective. In all opportunities for input, all educational partners expressed adamantly the need for continued cleaning protocols and school programs that promote a positive school climate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School facilities are clean and maintained in good repair as measured by the Facilities Inspection Tool and ongoing sanitization practices.	Both Schools scored a rating of "Good" on the Facilities Inspection Tool in December of 2021.	Both schools will have an overall score of "Exemplary" as measured by the Facilities Inspection Tool.
Students will show academic growth in ELA as measured by Dashboard Indicator.	(Mean Distance from standard is unavailable) SBAC results from DataQuest 2021: Academic Indicator, ELA: Difference in % Met/Exceeded from 2019 to 2021 by student groups is as follows: All Students: -4.51% Hispanic: +2.5% Low Income: -4.26% EL: +5.28%	EL, Low Income, and Hispanic students will all grow significantly in ELA so that no student group is below standard; all will meet/exceed standard SBAC scores. Mean distance from Standard-- All Students: 15 above (Green Category) EL: 2 above (Green Category) Low Income: 5 above (Green Category)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	White: -10.54 Students with Disabilities: The number of students was less than 10 so no results were reported.	Hispanic: 5 above (Green Category) White: 40 points above (Blue Category) Students with Disabilities: 10 point growth over 2019
Students will show academic growth in Mathematics as measured by Dashboard Indicator.	(Mean Distance from standard is unavailable) SBAC results from DataQuest 2021: Academic Indicator, MATH Difference in % Met/Exceeded from 2019 to 2021 by student groups as follows: All Students: -10.13% Hispanic: -6.84% Low Income: -11.43% EL: -6.19% White: -10.95% Students with Disabilities: The number of students was less than 10 so no results were reported.	EL, Low Income, and Hispanic students will all grow significantly in Math so that no student group is below standard; all will meet/exceed standard SBAC scores. Mean distance from standard-- All students: 15 above (Blue Category) EL students: 5 Above (Green Category) Low Income: 10 Above (Green Category) Hispanic: 7 Above (Green Category) White: 40 above (Blue Category) Students with Disabilities: 10 point growth over 2019
School engagement will be measured by Dashboard chronic absenteeism rate.	Results from DataQuest 2021: CHRONIC ABSENTEEISM RATE 8.8%	Chronic Absenteeism will drop to 2% or less.
School Climate will be measured by Dashboard suspension rates.	Results from DataQuest 2021: SUSPENSION RATE INDICATOR-- All Students: 0%	Alternatives to suspension will be implemented to lower student suspension rates to under 1% for all groups.
Students will be increasingly engaged as measured by School Attendance Rates.	In 2021-22, Alview School's Attendance Rate was 93.37%.	Each school will have an attendance rate of at least 97.5%.
School Climate will be measured by expulsion rate.	Results from DataQuest 2021: School climate was measured by maintaining the expulsion rate at 0%	Expulsion rate will be maintained at 0%.
Parent and Student satisfaction and overall school climate will	Surveys were conducted in May 2022:	Parent school climate surveys will glean a 98% positivity

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
be measured by parent surveys.	Alview parents who responded: 92% felt welcome at their child's school. 99% felt that their child is safe at school. 92% in ELA and 98% in Math felt that the school is meeting their child's academic needs 95% felt that STEM is an integral Science curriculum component.	response in all measured areas.
School climate/learning environment will be measured by average class size.	2021-22 Average Class Sizes: Alview: 19.25	Average class size will be maintained at less than 20 at Alview.

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

Maintain "Good-Exemplary" ratings on the Facility Inspection Tool regarding the condition, safety, and cleanliness of buildings and grounds at both sites. Continue disinfection protocols that include bi-weekly deep-cleaning and daily misting of classroom surfaces, restrooms, play equipment and buses.

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)

197202.50

Source(s)

LCFF - Base
2000-2999: Classified Personnel Salaries
3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Keep an adequate number of office and clerical staff on the job daily providing excellent services to students, staff, and parents.

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)

109500

Source(s)

LCFF - Base
2000-2999: Classified Personnel Salaries
3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to read Project Wisdom quotes each day during morning announcements. "Caught Being Good" tickets to be distributed by staff members to students who exhibit positive character traits throughout the day.

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)

0

Source(s)

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, and Low Income

Strategy/Activity

In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners. In addition, provide professional development for teachers to identify students' social emotional learning needs and provide support for students' mental health. See Goal 1, Action 8

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)

0

Source(s)

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue a "Caught Being Good" program to encourage students to act appropriately by offering incentives to do so.

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)

0

Source(s)

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

As evidenced by several metrics, the actions included in goal 2 were integral in making progress toward achieving its desired outcomes. The office support and custodial staff contributed to students' and parents' positive survey responses with regard to clean, safe, and well-maintained schools. The "Good" rating on the Facilities Inspection Tool also proved to be a strong indicator of the importance of a well-staffed maintenance department. The assessment growth for Hispanic and EL groups are indicative of the success of small class sizes and the positive behavior rewards contributed to student engagement as measured by low suspension, expulsion and drop-out rates.

The additional professional development for teachers on social-emotional learning and classroom engagement also were integral in students feeling positive about their learning environment as evidenced by the student climate survey; all a part of Goal #2. Lastly, the renewed focus on students' mental health contributed to a healthy learning experience for ADUSD students.

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

Most actions from 2021-22 were implemented with fidelity. The safety and cleanliness protocols were maintained to earn a "good" rating on the Facilities Inspection Tool. Staffing levels were maintained in custodial and support services to provide students with a safe, clean, and 2022-23 Local Control Accountability Plan for Alview-Dairyland Union School District Page 41 of 90 supportive experience at both campuses. The "Caught Being Good" program continued to work well for character building. Teachers received professional development in classroom engagement and students' social/emotional needs. The only action that was not implemented was the after-school sports program. Due to the COVID-19 surge in the fall and winter months, the District chose not to participate in inter-scholastic sports.

Due to the lack of after-school sports participation, \$3500 in budgeted expenditures was not met. The District, however, spent more than budgeted in professional development after the need for further mental health and engagement needs were made clear as a result of the pandemic-imposed distance learning.

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

With the premise that COVID-19 will not be a factor, the after-school, interscholastic sports program will be implemented again to contribute to a healthy learning environment. All other actions will be continued to ensure the District achieves Goal #2 which is to provide a positive, clean, safe, and healthy environment in which students are able to learn to the best of their abilities. Based on strong positive parent survey data with regard to the specifics of Goal #2, the District will continue to implement the same actions as planned in 2021-22.

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

Stakeholders as Partners in Student Education

LEA/LCAP Goal

Parents, family, and community stakeholders will become more fully engaged as partners in the education of students in ADUSD.

Goal 3

Parents, family, and community stakeholders will become more fully engaged as partners in the education of students in ADUSD.

Identified Need

After consulting with parent groups, staff members, and the ADUSD Board of Trustees, it was clear that this goal needed to remain as an integral part of ADUSD's mission. It is only with effective and honest communication with parents and families that the District can support students' academic goals and social/emotional well-being.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The District will make efforts to seek input from parents for decision making at each school site as measured by SSC, PTC and PAC meeting participation.	In 2021-22, SSC meetings and PTC meetings were held quarterly. PAC/DELAC meetings were held twice specifically for LCAP planning. A general LCAP parent informational meeting was held in February, 2022.	Parent meetings will be held more frequently--Parent Teacher Club meetings will increase attendance from board-only to members at large on a quarterly basis. PAC and LCAP Committee meetings will be held six times throughout the year. Participation in PTC, PAC and LCAP Committees will increase by 50% over 2019-20 attendance rates.
The District will promote participation in programs for unduplicated students as measured by DELAC Committee attendance.	In 2021-22, quarterly PAC/DELAC meetings were held with 60-80% attendance.	DELAC meetings will be held more frequently--six times throughout the school year with 90% attendance.
The District will promote parent participation at school events and assemblies.	Parents were invited back to school events and assemblies in March of 2022. Approximately 40% of Alview parents participated in awards assemblies from March-June while 100% of parents	Parent participation will increase to 80% for awards assemblies, holiday programs, back-to-school nights, LCAP informational meetings, etc.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	attended kindergarten and 8th grade graduation ceremonies.	
The District will promote parent participation in School Climate Survey responses.	88% of parents returned School Climate Surveys in May of 2022.	95% of parents will complete and return School Climate Surveys.
ESL parents participation in Adult English Classes will increase.	On average, 12 parents attended weekly ESL classes throughout the 2021-22 school year.	At least 25 parents will participate in Adult ESL Evening Classes.
Parents will use ClassDojo to communicate with teachers about classroom events and individual student progress. ClassDojo will also be accessed by parents for District announcements with regard to activities and scheduling.	98% of parents and 100% of teachers utilized ClassDojo as a communication tool.	98% of parents will utilize ClassDojo as a means of school-parent-teacher communication.
Parents will participate in annual conferences to discuss student progress and collaborate with teachers to support learning needs. Parents of students with special needs will be consulted individually to solicit input for how the District can serve their unique needs and support their IEP goals.	98% of parents participated in conferences in the fall of 2021.	98% or more of parents will participate in fall parent-teacher conferences. 100% of parents of students with unique needs will attend individual conferences.

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, Students with Disabilities

Strategy/Activity

Parents will be encouraged to participate in the following school events and/or committees:
 Back-to-School BBQ.
 Fall Parent/Teacher conferences
 Alview Monthly awards assemblies
 Dairyland quarterly awards assemblies
 Science Fair – Parent Viewing Night
 One Book Fair at each campus
 Parent Education Nights--Internet Safety/ Suicide Prevention, etc.

Spring Parent/Teacher conferences
3rd Grade Mothers' Day Tea.
8th Grade Parent Tea.
Kindergarten graduation
8th Grade graduation
DELAC meetings
School Site Council meetings
Parent/Teacher Club meetings
Parent Advisory Council meetings
ESL classes for adults

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)

500

Source(s)

LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Annually survey parents to solicit input on communication, climate, and conditions.

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)

0

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, and Low Income

Strategy/Activity

Provide babysitting for DELAC meetings, Parent EL classes, and other parent meetings to promote participation by low-income parents, parents of English Learners, and parents of students with exceptional needs. Offer incentives and eliminate barriers to parent engagement.

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)

500

Source(s)

LCFF - Supplemental

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

English Learners, Low Income

Strategy/Activity

Provide computer programs for English language acquisition and mastery for home use.

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)

750

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

English Learners, Low Income

Strategy/Activity

Offer English language development classes for parents on a weekly basis.

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)

1250

Source(s)

LCFF - Supplemental
2000-2999: Classified Personnel Salaries**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

English Learners

Strategy/Activity

Provide translation for meetings including parent conferences, PTC, DELAC, PAC, and School Site Council Meetings. For PTC meetings, provide translation for Parent Teacher Club Meeting and written correspondence.

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)

1000

Source(s)

LCFF - Supplemental
2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

As evidenced by several metrics, the actions included in goal 3 all proved to be integral in making progress toward its desired outcomes. By providing multiple opportunities for involvement, parent engagement and participation were back to pre-pandemic levels in school activities and committees. Parents had multiple opportunities for input and feedback in a variety of settings. Based on the favorable school climate survey results, it is clear that parents feel their input is welcome. By providing translation services at Parent Teacher Club meetings as well as for the Club's written correspondence, attendance of non-English speaking parents at PTC meetings and PTC-sponsored events increased. Despite COVID-19 issues, attendance at Parent ELD classes was at pre-pandemic levels. In addition, the character-building and rewards programs were effective in contributing to the low suspension and expulsion rates. Lastly, the 98% participation rate at conferences and ClassDojo communication, demonstrate that actions included in goal 3 have been effective in maintaining and increasing parent engagement.

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

All actions in Goal #3 were implemented with fidelity with the exception of those activities that were limited due to COVID-19. The year began with the Back to School Barbecue during which approximately 500 parents were in attendance. Fall conferences had 98% attendance and Parent-Teacher Club quarterly attendance was up over prior year. The only actions that were not

implemented were monthly Alview Library Club assemblies (none were open to parents until March 2022) and Dairyland did not have a Science Fair in the spring of 2022. All other planned actions, however, were implemented.

The only budgeted expenditure that was less than planned was the amount designated for babysitting--the District was able to have high school students provide that service in exchange for community service hours. Also, parents did not take advantage of English Acquisition computer programs; they preferred in-person instruction.

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

All educational partners have agreed upon the importance of parent and community engagement as a key to positive student outcomes. As a result, goal #3 will continue to be an integral In 2022-23, the District plans to further promote adult ELD classes and infuse technology into the curriculum. The Dairyland Science Fair should also return as a venue for parent input and involvement. The District will continue, and enhance as indicated, the same actions and metrics to achieve desired outcomes in the next school year.

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	\$67825
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,889,272.50

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 II Part A: Improving Teacher Quality	\$5,000.00

Subtotal of additional federal funds included for this school: \$5,000.00

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 (\$)
Extended Learning Opportunity	\$127,500.00
LCFF	\$1,048,570.00
LCFF - Base	\$306,702.50
LCFF - Supplemental	\$371,500.00
Lottery: Instructional Materials	\$30,000.00
None Specified	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$0.00

Subtotal of state or local funds included for this school: \$1,884,272.50

Total of federal, state, and/or local funds for this school: \$1,889,272.50

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	5,000	-366,500.00

Expenditures by Funding Source

Funding Source	Amount
Extended Learning Opportunity	127,500.00
LCFF	1,048,570.00
LCFF - Base	306,702.50
LCFF - Supplemental	371,500.00
Lottery: Instructional Materials	30,000.00
None Specified	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
Title II Part A: Improving Teacher Quality	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	62,500.00
1000-1999: Certificated Personnel Salaries	1,102,570.00
2000-2999: Classified Personnel Salaries	388,952.50
4000-4999: Books And Supplies	87,250.00
5800: Professional/Consulting Services And Operating Expenditures	17,000.00
6000-6999: Capital Outlay	231,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	47,500.00
2000-2999: Classified Personnel Salaries	Extended Learning Opportunity	80,000.00
	LCFF	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF	1,047,570.00
2000-2999: Classified Personnel Salaries	LCFF - Base	306,702.50
	LCFF - Supplemental	61,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,250.00
4000-4999: Books And Supplies	LCFF - Supplemental	57,250.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	12,000.00
6000-6999: Capital Outlay	LCFF - Supplemental	231,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	30,000.00
	None Specified	0.00
	None Specified	0.00
	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,578,570.00
Goal 2	306,702.50
Goal 3	4,000.00

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:

- Sheila Perry School Principal
- Sherrie Trost Classroom Teachers
- Mary Bertao Other School Staff
- Cari Tharp Parent or Community Members

Name of Members	Role
Robin Walton	Classroom Teacher
Marisol Ramirez	Other School Staff
Jennifer Martinez	Other School Staff
Cassie Gomes	Parent or Community Member
Erin Soares	Parent or Community Member
Blair Bass	Parent or Community Member
Sandra Hansen	Classroom Teacher
Katrina McDaniel	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Sheila Perry on

SSC Chairperson, Cari Tharp on / /

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[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/>

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