School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Deep Creek Academy	5430277	November 30, 2021	December 14, 2021

Purpose and Description

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

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

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

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

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

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

82% of parents always or almost always acknowledge that there are opportunities for parents to learn about the schools curriculum and programs.
57% of parents always or almost always acknowledge that they receive information from schools (i.e., notes, reports, flyers, telephone calls, letters, etc.).
100% of parents always or almost always acknowledge that notices and letters are sent home in English and Spanish.
100% of parents always or almost always acknowledge that they feel that the school is a safe place for their child.
100% of parents always or almost always acknowledge that the school provides additional services (tutoring and counseling) to support student growth.
100% of parents always or almost always acknowledge that their child receives good classroom instruction.
86% of parents always or almost always acknowledge that the school places a proper emphasis on reading.
71% of parents always or almost always acknowledge that the school places a proper emphasis on writing.
57% of parents always or almost always acknowledge that the school places a proper emphasis on mathematics.
57% of parents are aware that school has tutoring available for their child while 43% were not aware.
57% of parents are aware of their child's Accelerated Reader (AR) reading level while 43% were not aware.
71% of parents have received suggestions to help their child succeed in school while 28% had not.
100% of parents indicated that they feel welcomed at their child's school while 0% did not.
100% of parents indicated that the discipline system at school is always or usually fair while 0% did not.
On average, parents indicated that their child reads at home Monday through Friday, 29% 60 minutes+, 0% 45-50 minutes, 29% 30-44 minutes, 14% 15-29 minutes and 29% less than 15 minutes.
7 parents out of 69 (10%) responded to the Title I Parent Survey and participated in 10 activities for an average of 1.4 activities per respondent.
14% of parents indicated that the best suited time for parents/guardians to attend school events or meetings is in the morning or during school while 86% indicated after school or the evenings would be the best time.
In summary, 100% of parents indicated that they are satisfied with the education their child is receiving at Deep Creek Academy.

According to the most recent 2020-21 Priority 2 Implementation of Academic Standards Survey, teachers indicated knowledge of the state standards:

1) FULL IMPLEMENTATION - 60% of DCA teachers rate FUSD's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. [ELA – Common Core State Standards for ELA]
2) FULL IMPLEMENTATION - 80% of DCA teachers rate FUSD's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. [ELD (Aligned to ELA Standards)]
3) FULL IMPLEMENTATION - 60% of DCA teachers rate FUSD's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. [Mathematics – Common Core State Standards for Mathematics]
4) FULL IMPLEMENTATION - 60% of DCA teachers rate FUSD's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. [Next Generation Science Standards]
5) FULL IMPLEMENTATION - 60% of DCA teachers rate FUSD's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. [History-Social Science]
6) FULL IMPLEMENTATION - 60% of DCA teachers rate FUSD's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. [ELA – Common Core State Standards for ELA]
7) FULL IMPLEMENTATION - 60% of DCA teachers rate FUSD's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. [ELD (Aligned to ELA Standards)]
8) FULL IMPLEMENTATION & SUSTAINABILITY - 60% of DCA teachers rate FUSD's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. [Mathematics – Common Core State Standards for Mathematics]
9) FULL IMPLEMENTATION & SUSTAINABILITY - 60% of DCA teachers rate FUSD's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. [Next Generation Science Standards]

According to the district's 2020-2021 SEL Student Survey:

47% of students almost always or frequently stay focused on the same goal for several months at a time.
59% of students are quite or extremely likely to try again if they fail to reach an important goal.
88% of students can stay focused when there are lots of distractions when they are working on a project that matters a lot to them.
59% of students report it is possible to change in school, depending on a lot of different things.
68% of students come to class prepared almost all the time or often.
52% of students almost all the time or often get their work done right away, instead of waiting last minute.
65% of students almost all the time or often pay attention and resist distractions.
65% of students almost all the time or often stay focused when working independently.

52% of students almost all the time or often stay calm even when someone is bothering them or saying bad things about them.
72% of students almost all the time or often allow others to speak without interrupting.
81% of students almost all the time or often are polite to others.
81% of students almost all the time or often are polite to peers or other students.
84% of students almost all the time or often keep their temper in check.
76% of students report that they extremely or quite carefully listen to other people's points of view.
72% of students care a lot or quite a bit about other people's feelings.
75% of students get along pretty well or extremely well with peers or students who are different than them.
90% of students reported that teachers are very or quite respectful towards them.
54% of students reported that when their teacher asks how they are doing, the think the teacher is very or quite interested in their answer.
30% of students reported that people (adults) at our school completely understand or understand quite a bit, them as a person.
30% of students reported that they feel extremely or quite connected to the adults at their school.
51% of students reported that they matter a lot or quite a bit, to DCA.
77% of students reported that it is not difficult at all or slightly difficult to get help from an adult when they need help.

Classroom Observations

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

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

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

Funding

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

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

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

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

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

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	0%		0	0
African American	1.45%	0%	0%	1	0	0
Asian	%	0%	1.6%		0	1
Filipino	%	0%	0%		0	0
Hispanic/Latino	86.96%	95.74%	90.6%	60	45	58
Pacific Islander	%	0%	0%		0	0
White	11.59%	4.26%	0%	8	2	0
Multiple/No Response	%	0%	7.8%		0	5
			Total Enrollment	69	47	64

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	1		
Grade 10	1	1	
Grade 11	21	11	26
Grade 12	46	35	38
Total Enrollment	69	47	64

Conclusions based on this data:

1. Student enrollment decreased by 31.8% from 2018-2019 to the 2019-2020 school year and increased by 36.1% in the 2020-2021 school year.
2. As a team of facilitators, we will guarantee to offer services dependent on all the student groups we serve. Of the students served, over 90.6% are Hispanic/Latino.
3. As a team of facilitators, we will continue to engage our stakeholders to offer important resources to our growing student groups and specific student populations.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	21	15	14	30.4%	31.9%	21.9%
Fluent English Proficient (FEP)	13	11	19	18.8%	23.4%	29.7%
Reclassified Fluent English Proficient (RFEP)	2	0	0	10.0%	0.0%	0.0%

Conclusions based on this data:

1. As a team of facilitators, we will guarantee to offer services dependent on the students we serve. 21.9% of our student population are designated as English Learners. We will continue to strategically match supports to place students in classes with the appropriate tools and supports to service the needs presented.
2. We will continue to contract with local agencies, our county office of education, etc. in order to provide coaching strategies to help coach our staff on best practices in English language development to help move our students to proficiency.
3. We will continue to approach and plan in working with students that are close to reclassification, continue to guarantee that our EL sub-group is given the tools necessary to find success and be re-designated (RFEP). We have aligned our master schedule to allow common prep periods for increased collaboration and data disaggregation among our EL students. Through mater scheduling, we have assigned time for the implementation of EL supports and work towards guaranteeing the success of all students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	24	*	26	20	*	22	20	*	22	83.3	17	84.6
All Grades	24	*	26	20	*	22	20	*	22	83.3	17	84.6

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2433.	*	2450.	0.00	*	0.00	0.00	*	0.00	25.00	*	31.82	75.00	*	68.18
All Grades	N/A	N/A	N/A	0.00	*	0.00	0.00	*	0.00	25.00	*	31.82	75.00	*	68.18

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 11	0.00	*	*	40.00	*	*	60.00	*	*
All Grades	0.00	*	*	40.00	*	*	60.00	*	*

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	*	*	5.00	*	*	95.00	*	*
All Grades	0.00	*	*	5.00	*	*	95.00	*	*

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 11	0.00	*	*	45.00	*	*	55.00	*	*
All Grades	0.00	*	*	45.00	*	*	55.00	*	*

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 11	0.00	*	*	30.00	*	*	70.00	*	*
All Grades	0.00	*	*	30.00	*	*	70.00	*	*

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	24	*	26	19	*	22	19	*	22	79.2	17.3	84.6
All Grades	24	*	26	19	*	22	19	*	22	79.2	17.3	84.6

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2418.	*	2409.	0.00	*	0.00	0.00	*	0.00	5.26	*	0.00	94.74	*	100.0
All Grades	N/A	N/A	N/A	0.00	*	0.00	0.00	*	0.00	5.26	*	0.00	94.74	*	100.0

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 11	0.00	*	*	0.00	*	*	100.0	*	*
All Grades	0.00	*	*	0.00	*	*	100.0	*	*

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	*	*	5.26	*	*	94.74	*	*
All Grades	0.00	*	*	5.26	*	*	94.74	*	*

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 11	0.00	*	*	31.58	*	*	68.42	*	*
All Grades	0.00	*	*	31.58	*	*	68.42	*	*

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. Based on mathematics results, 5.26% of students nearly met standards, while 94.74% of students did not meet standards.
2. Based on the total results, Deep Creek Academy will continue to strategically provide intervention opportunities to align to our student achievement goals in the area of math for all students. We have aligned our master schedule to allow common prep periods for collaboration and data disaggregation among staff in order to guarantee the success of all students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*	*	*	*	*	*	*	*	*	6
12	*	*	*	*	*	*	*	*	*	*	5	4
All Grades	*			*			*			*	7	10

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
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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**
64	**93.8**	**21.9**	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	14	21.9
Foster Youth		
Homeless	1	1.6
Socioeconomically Disadvantaged	60	93.8
Students with Disabilities	1	1.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian or Alaska Native		
Asian	1	1.6
Filipino		
Hispanic	58	90.6
Two or More Races	1	1.6
Native Hawaiian or Pacific Islander		
White		

Conclusions based on this data:

1. Analysis of the 2019-2020 data reflect that 31.9% of the student population are English Language Learners.
2. Analysis of the 2019-2020 data reflect that 95.7% of the student population are socioeconomically disadvantaged.

3. Analysis of the 2019-2020 data reflect that 95.7% of the student population are Hispanic while 4.3% are White.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

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

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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 1

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
		Less than 11 Students - Data Not Displayed for Privacy 1

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

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

2019 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
College/Career 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	33	100
African American		
American Indian or Alaska Native		
Asian	1	3
Filipino		
Hispanic	30	90.9
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	6	18.2
Socioeconomically Disadvantaged	30	90.9
Students with Disabilities	1	3
Foster Youth		
Homeless	3	9.1

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
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	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
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	3	9.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	3	10
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	2	6.7
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	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
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	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
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	1	3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	3.3
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	1	3.3
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	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
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	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
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. Based on the results, Deep Creek Academy will continue to strategically provide intervention opportunities to align our student achievement goals in the area of college and career readiness by developing and implementing Career Technical Education programs and community partnerships to increase student engagement and provide post-secondary student options.
2. Based on the results, Deep Creek Academy will continue to address resource inequities in the areas of career technical education, social-emotional development and support, as well as pre and post-vention chemical dependency programs.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Graduation Rate 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	33	23	0	69.7
English Learners	6		0	
Foster Youth				
Homeless	3		0	
Socioeconomically Disadvantaged	30	20	0	66.7
Students with Disabilities	1		0	
African American				
American Indian or Alaska Native				
Asian	1		0	
Filipino				
Hispanic	30	20	0	66.7
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
10.7	12	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.1	Increased +7.8	2
84	25	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	11.5	Less than 11 Students - Data Not Displayed for Privacy
5	Increased +2.1	9
	78	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 1			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 10.7 Increased +2.2 75			No Performance Color Less than 11 Students - Data 8

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	8.6	10.7

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement

LEA/LCAP Goal

Increase student achievement for all students and subgroups in core content areas (ELA / ELD, Math, Science, Social Science) as measured by CAASPP, ELPAC, and district standards-based assessments.

Goal 1

Implement academic support and resources that foster student learning and increase literacy for all students and expand staff knowledge and skills on the use of formative and summative assessments to improve student achievement.

Identified Need

Provide additional literacy support for students and utilize systems to provide data analysis in order to identify the necessary interventions/re-teaching opportunities to close the learning gaps and increase student graduation rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1) CAASPP- English Language Arts	In 2018/19, 26.88% of all students performed at Standards Met / Standards Exceeded as measured by CAASPP / English Language Arts.	
2) CAASPP - Mathematics	In 2018/2019, 15.46% of all students performed at Standards Met / Standards Exceeded as measured by CAASPP/ Mathematics.	
3) ELPAC Results	In 2018/2019, the performance level of students scoring Well-Developed was 8% for the district as measured by ELPAC	
4) CAASPP - CAST	In 2018-2019, 11.24% of students performed at Standards Met / Standards Exceeded as measured by the CAASPP/ California Assessment for Science Test	
5) Interim Benchmark Assessments - Social Science	In 2020-2021, 23% of students performed at Standards Met / Standards Exceeded as	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	measured by district social science interim benchmarks.	
6) STAR Assessments	In 2018-2019, approximately 81% of students K-6 were reading below grade level. as measure by the STAR Assessment	
7. Advanced Placement	In 2019-2020, the Advanced Placement rate of students who had taken and passed AP exam with a score of 3 or higher was 36.5%	
8. EAP-ELA / Math Results	In 2018-2019, the percentage of all students including unduplicated scoring conditionally ready or ready on the EAP-ELA was 60.4 and Math was 10.96	
9. State Adopted Standards-Based Materials	In 2019-2020, the district had 100% of state adopted standards based materials.	
10. Percentage of Teachers that are fully credentialed	In 2019-2020, the percentage of teachers that were fully credentialed was 87% (16 teachers without full credentials).	
11. Implementation of Common Core State Standards	In 2019-2020, Priority 2 Implementation of the State Academic Standards surveys indicated that 58% of teachers reported (average) that the district had full implementation of the Common Core State Standards.	

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

Strategy/Activity 1

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

Strategy/Activity

The district will hire and train 9 classroom instructional aides to provide targeted language acquisition support for English Learners, low-income, and foster youth students. Instructional aides

will provide targeted language acquisition classroom support to improve English Learner performance on state ELPAC and CAASPP assessments.

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

Amount(s)	Source(s)
405,369	LCFF Funds (Personnel)

Strategy/Activity 2

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

Strategy/Activity

Maintain funding for an Assessment Coordinator to provide district-wide data analysis and reporting for local and state assessments.

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

Amount(s)	Source(s)
127,842	LCFF Funds (Personnel)

Strategy/Activity 3

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

Strategy/Activity

Maintain funding for a data-management Data Coordinator to be available district-wide to ensure all student information are in alignment with state and local requirements.

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

Amount(s)	Source(s)
92,594	LCFF Funds (Non-Personnel)

Strategy/Activity 4

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

Strategy/Activity

The purchase of 21st Century technology and infrastructure will prepare students for state SBAC assessments and 21st Century learning. Technology funding will be provided to all students including unduplicated students having classroom access to 21st Century learning resources and technology to improve their performance on state SBAC assessments

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

Amount(s)	Source(s)
570,000	LCFF Funds (Non-Personnel)

Strategy/Activity 5

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

Strategy/Activity

Maintain funding to provide K-12 summer school services for EL's, low income, and foster youth students for intervention, remediation, and acceleration purposes. The district will utilize standards-based intervention materials during summer school to target achievement gaps for unduplicated students.

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

Amount(s)	Source(s)
200,000	LCFF Funds (Non-Personnel)

Strategy/Activity 6

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

Strategy/Activity

Maintain funding to purchase supplemental materials and supplies aligned to the state standards as well as resources for NGSS/ STEM, Dual Language, Dual Enrollment, and GATE /Honors will be provided to schools to ensure all students including unduplicated students have the support materials needed for their success on CAASPP state testing assessments.

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

Amount(s)	Source(s)
774,328	LCFF Funds (Non-Personnel)

Strategy/Activity 7

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

Strategy/Activity

Maintain funding to provide all students including unduplicated students with an extension of classroom instruction will be provided for students to participate in fieldtrips related to their field of study as a way of extending their learning through real-world application of their studies and state CAASPP assessments.

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

Amount(s)	Source(s)
57,500	LCFF Funds (Non-Personnel)

Strategy/Activity 8

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

Strategy/Activity

SCICON will be provided for 5th and 6th grade students to extend learning of the Common Core State Standards for EL's, low income, and foster youth students.

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

Amount(s)	Source(s)
40,732	LCFF Funds (Non-Personnel)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

The district will maintain funding for the After School Program Coordinator and 6 afterschool program staff, and materials. Increase funding / staffing to expand after school program access with the purpose of providing academic tutoring and enrichment for EL's, low income, foster youth student participation in the after school program resulting in improved academic performance on CAASPP and improved attendance.

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

Amount(s)	Source(s)
416,877	LCFF Funds (Non-Personnel)

Strategy/Activity 10

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

Strategy/Activity

The district will maintain funding for Attendance Clerks to follow up on absent EL's, low income, and foster youth students to improve their attendance and reduce chronic absenteeism across the district.

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

Amount(s)	Source(s)
57,961	LCFF Funds (Personnel)

Strategy/Activity 11

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

Strategy/Activity

Maintain supplemental funding for staffing to maintain TK-1 class size reduction to a maximum of 24-1 students. This will encourage student (EL's, low income, and foster youth) engagement and participation resulting in a more rigorous academic program for these students. The district utilizes this additional funding to provide support beyond the core program to reduce TK-3 class sizes to 24-1 student ratio to provide additional literacy support for English Learners, low income, and foster youth students.

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

Amount(s)	Source(s)
1,302,022	LCFF Funds (Non-Personnel)

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

The district will provide funding to assist schools implementation of Multi Tiered Systems of Support (MTSS) academic and social-emotional student interventions. MTSS student interventions will target EL's, low income, and foster youth students to close academic achievements gaps on state CAASPP assessments and address the social emotional learning needs of students based on district SEL surveys.

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

Amount(s)	Source(s)
240,000	LCFF Funds (Non-Personnel)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate/Career Technical Education Programs

LEA/LCAP Goal

Provide comprehensive academic and social emotional support systems to ensure students are provided with equitable opportunities to reach their full potential.

Goal 2

Implement social emotional student support systems and implement career technical education opportunities to increase student engagement and expand post secondary options.

Identified Need

Provide increased student social emotional support for alternative education students who are identified as the most at risk students in the district and provide career technical education opportunities in partnership with our district partners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Chronic Absenteeism Rate	In 2019-2020, the chronic absenteeism rate (more than 10% of the school year) was 10.4%	
2. Graduation Rare	In 2019-2020, the graduation rate was 88%	
3. Suspension Rate	In 2019-2020, the suspension rate in the district was 5.1%	
4. Safety and Connectedness	In 2019-2020, the California Healthy Kids Survey reported that 80% of students reported a caring school environment.	
5. College and Career Indicator	In 2019-2020, the district college and career indicator for all students was 30.3% College Prepared.	
6. LCAP Parent Survey - Broad Course of Study	In 2018-2019, 57% of parents surveyed reported that the district provides students with a broad course of study.	
7. CTE Pathway Completion Rates	In 2018-19, the percentage of all students including unduplicated students	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	completing at least one CTE pathway was 30%.	
8. A-G Completion Rates	In 2018-2019, the percentage of all students including unduplicated students completing A-G courses was 32.12%.	
9. Expulsion Rates	In 2019-2020, the district student expulsion rate percentage was .12%	
10. Dropout Rates	In 2019-20, the student dropout rate for high school was 3.5% and junior high school dropout rate was .83%.	
11. English Learner Reclassification Rate	In 2019-2020, the English Learner Reclassification Rate was 4.7% due to no ELPAC assessment	
12. Attendance Rates	In 2019-2020, the average daily attendance rate was 96.11%.	
13. Facilities / Safety Compliance Report	In 2019-2020, all school facilities received a pass score on the Facilities / Safety Compliance Yearly Report.	

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

Strategy/Activity 1

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

Strategy/Activity

Maintain funding for computer technicians to ensure they are available to provide classroom technology and infrastructure support for all students including unduplicated students in preparation for state assessments. In addition, a web-specialist will assist in the usage of media software to assist with school-home communication.

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

Amount(s) Source(s)

325,146	LCFF Funds (Personnel)

Strategy/Activity 2

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

Strategy/Activity

Maintain funding for Media-technology specialists to be available and provide media services related to the acquisition, circulation, distribution and recovery of library materials. Media Specialists will provide targeted literacy support for all students including unduplicated students to improve student performance on state ELA / STAR assessments.

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

Amount(s)	Source(s)
361,548	LCFF Funds (Personnel)

Strategy/Activity 3

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

Strategy/Activity

The district will maintain for a CTE Coordinator / Counselor to improve the performance of student CTE pathways completers, provide CTE grant oversight, and to increase the percent of students meeting college and career indicators, specifically targeting unduplicated students.

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

Amount(s)	Source(s)
138,340	LCFF Funds (Personnel)

Strategy/Activity 4

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

Strategy/Activity

Provide resources and materials to support all students including unduplicated students with access to a broad course of study and CTE programs that will broaden their experience and improve unduplicated students subgroup performance on college and career indicator.

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

Amount(s)	Source(s)
340,057	LCFF Funds (Non-Personnel)

Strategy/Activity 5

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

Strategy/Activity

Maintain funding for one music teacher and hire a second music teacher to provide music foundation and improve subgroup performance on state CAASP math assessments. Music Teachers will provide additional music exposure to all K-6 students including unduplicated students. In addition the district will provide funding for repair and/or purchase music instruments in order to support the music program.

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

Amount(s)	Source(s)
50,000	LCFF Funds (Non-Personnel)
160,000	LCFF Funds (Personnel)

Strategy/Activity 6

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

Strategy/Activity

Maintain funding for a Psychologist Intern to provide additional behavior support for students with disabilities and unduplicated students. The district will utilize suspension and attendance subgroup data to monitor progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
30,249	LCFF Funds (Personnel)

Strategy/Activity 7

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

Strategy/Activity

Guidance secretary will provide assistance for the high school counselors to provide college and career planning for all students and unduplicated students. College and career student subgroup data will be utilized to provide targeted support.

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

Amount(s)	Source(s)
56,730	LCFF Funds (Personnel)

Strategy/Activity 8

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

Strategy/Activity

All students including unduplicated students will be provided with one-to-one Chromebook devices, broadband internet access, and online educational software to insure that all students have access district learning platforms. Increasing student access to technology will improve student CAASPP assessments and improved student attendance.

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

Amount(s)	Source(s)
413,937	LCFF Funds (Non-Personnel)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Maintain funding for five counselors, one for each school to assist EL's, low income, and foster youth students with social emotional support , school guidance, and academics. Hire one counselor at DCA for half-time assignment, use the remaining half to provide oversight for Social Work Interns placed at each school district-wide to address the mental health needs of all students including unduplicated students and their families. School counselors will implement counseling standards to support improved student academic performance on state measures, provide social-emotional support to reduce student suspensions, and provide college and career advisement as measured by college and career indicator.

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

Amount(s)	Source(s)
834,795	LCFF Funds (Personnel)

Strategy/Activity 10

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

Strategy/Activity

Maintain funding for a bilingual Nurse, LVN, and Health Aides to be available at all schools to ensure that all students including unduplicated student health needs, dental, and eye-care are addressed immediately during school hours. District chronic absenteeism data will be utilized to monitor improvement and reduction in chronic absenteeism.

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

Amount(s)	Source(s)
309,468	LCFF Funds (Personnel)

Strategy/Activity 11

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

Strategy/Activity

School-home transportation is not required based on the size of the district, it is provided to increase attendance rates and safety for all K-6 students including unduplicated students. The

district will purchase of one school bus per year until all school buses meet safety and emission state requirements.

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

Amount(s)	Source(s)
300,000	LCFF Funds (Non-Personnel)

Strategy/Activity 12

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

Strategy/Activity

Maintain a school based resource officer to provide school safety support and anti-tobacco education for all students including unduplicated students. The School Resource Officer will provide anti-tobacco education to reduce student tobacco related discipline incidents (19 total) by 20% each year over the previous 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)	Source(s)
88,678	LCFF Funds (Non-Personnel)

Strategy/Activity 13

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

Strategy/Activity

Save the Children program is a partnership to support young mothers with parenting skills, life skills, and educational literacy to prepare their children for school. The district will continue to co-fund Save Children Coordinator program to support EL's, low income, and foster youth young mothers both in the district and in the school community. The district will utilize yearly STAR/ literacy assessment results to monitor student literacy progress.

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

Amount(s)	Source(s)
25,000	LCFF Funds (Personnel)

Strategy/Activity 14

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

Strategy/Activity

The district will maintain funding for 6 classroom behavior aides, and hire 3 additional behavior aides to support the behavior needs of students with disabilities. Specifically, all behavior aides will provide support for students with disabilities targeting the behavior needs of students with disabilities. Student subgroup suspension subgroup data results will be analyzed to monitor student progress.

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

Amount(s)	Source(s)
93,022	LCFF Funds (Personnel)

Strategy/Activity 15

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

Strategy/Activity

Maintain funding for campus supervisors and noon-duty aides in grades 7-12 to ensure an inclusionary school environment while supporting the behavior needs of all students including unduplicated students. Student suspension and connectedness data results will be utilized to monitor student progress.

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

Amount(s)	Source(s)
335,694	LCFF Funds (Personnel)

Strategy/Activity 16

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

Strategy/Activity

Designated late start days will be utilized by Academic Coaches to provide English Language Development (ELD) strategies professional development to support classroom teachers. Specifically, these ELD strategies will increase the English Learner reclassification rates each year over the previous 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)	Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Involvement

LEA/LCAP Goal

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

Goal 3

Establish a community of learners who share a sense of belonging in a friendly, safe and supportive environment and provide a quality learning environment for parents in order to work together to close the achievement gap through parent meetings and education courses.

Identified Need

Providing a part time Outreach Consultant/Specialist to increase student and parent engagement for increasing graduation rates, attendance rates and social emotional response supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Parent participation in parent education classes	The percentage of parent /guardian participating in parent education workshops (registration and sign-in ups forms) is 20%.	
2. Parent participation in technology literacy courses	The percentage of parent/ guardian participating in district technology literacy workshops (registration and sign-in forms) is 20%.	
3. Parent participation in literacy courses	The percentage of parent/ guardian participating in district sponsored literacy courses is 10% (registration and sign-in forms).	
4. Parent participation on school leadership committees (ELAC,SSC,DELAC, LCAP)	The percentage parent /guardians participating on school leadership committees (sign-in forms and meeting minutes) is 15%.	

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

Strategy/Activity 1

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

Strategy/Activity

Contract with parent education agencies to provide parent education (English and Spanish) classes to increase the level of parent engagement targeting parents of EL's, low income and foster youth students. Parent education class enrolment data results will be utilized to monitor 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)	Source(s)
50,000	LCFF Funds (Non-Personnel)

Strategy/Activity 2

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

Strategy/Activity

District staff will provide parent technology literacy (English and Spanish) workshops districtwide to increase parent technology skills and engagement targeting parents of EL's, low income and foster youth students. Parent participation data in technology literacy workshops will be utilized to monitor parent engagement progress.

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

Amount(s)	Source(s)
15,000	LCFF Funds (Personnel)

Strategy/Activity 3

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

Strategy/Activity

Provide funding support for adult education to hire a secretary and security staff to implement and supervise English-as-a Second language (ESL) literacy evening classes for parent/ guardians with the purpose of increasing parent literacy / engagement targeting parents of EL's, low income and foster youth students. Parent enrollment data in ESL classes will be utilized to measure parent literacy progress.

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

Amount(s)	Source(s)
42,622	LCFF Funds (Non-Personnel)
17,000	LCFF Funds (Personnel)

Strategy/Activity 4

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

Strategy/Activity

Maintain funding for bilingual Community Liaisons at each school to develop community engagement, provide parent-teacher and staff communication, and parent outreach to increase the level of parent engagement for EL's, low income, and foster youth. Parent engagement in school leadership activities (SSC, ELAC, etc.) and parent communication with teachers data will be utilized to monitor parent engagement progress.

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

Amount(s)	Source(s)
127,428	LCFF Funds (Personnel)

Strategy/Activity 5

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

Strategy/Activity

Provide funding for 2 Spanish Translators to translate IEP documents for parents. The district will hire 2 Spanish translators to provide IEP translation services for parents of students with disabilities. Parent survey results will be utilized to monitor 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)	Source(s)
50,000	LCFF Funds (Personnel)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

As a site, we will continue to implement the strategies and activities described in Goal 3.

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	$390,118.00
Total Federal Funds Provided to the School from the LEA for CSI	$170,123.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,263,803.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$18,679.00
Title II	$1,694.00
Title III	$11,000.00
ESSA School Improvement	$187,734.00
CA Adult Education Program	$92,671.00
Adult Ed	$23,160.00
Adult Ed Priority 5 GED	$55,180.00

Subtotal of additional federal funds included for this school: $390,118.00

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 ($)
LCFF	$572,678.00
LCAP	$285,875.00
Unrestricted Lottery	$4,132.00
Restricted Lottery	$11,000.00

Subtotal of state or local funds included for this school: $873,685.00

Total of federal, state, and/or local funds for this school: $1,263,803.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Erika DeLaCruz	Principal
Martin Olivas	Classroom Teacher
Charles DeFevere	Classroom Teacher
Chris Juarez	Other School Staff
Leslie Mancillas	Other School Staff Parent or Community Member
Cithalli Cruz	Secondary Student
Pedro Cruz	Parent or Community Member
Monica Oviedo	Parent or Community Member
Jasmine Oviedo	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/30/2021.

Attested:

	Principal, Erika I. Gonzalez-DeLaCruz on 11/30/2021
	SSC Chairperson, Monica Oviedo on 11/30/2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019