School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oak Valley Middle School	95-6002452	10/26/2022	12/15/2022

School Vision and Mission

Oak Valley Middle School creates a personalized, rich, and rigorous learning experience for each and every student, while providing a nurturing environment for our world-class learners to continue to grow and mature. Oak Valley is centered on the principle that optimum learning can only occur when each student operates in an environment that is emotionally and physically safe. To that end, Oak Valley Middle has been guided by the following mission statement since its founding in 2005; *Students are at the heart of Oak Valley and meeting their needs is our first priority.*

 Our vision includes the following tenets:

Academic Excellence
 • We expect high-quality work from all students and are committed to helping each student produce it.
 • We challenge all students to use their minds well, providing them with the curriculum, instruction, assessment, support and time they need to meet rigorous academic standards.
 • Students develop individual academic talents.
 • Our core and encore programs engage and tap young adolescents' boundless energy, interests, and curiosity.
 • Students explore important concepts, develop essential skills, and use what they learn in real-world applications.
 • Adults in our school maintain a rich academic environment by working in collaboration with colleagues and parents to deepen their own knowledge and improve their practice.

Developmental Responsiveness
 • Knowing that early adolescence is characterized by dramatic cognitive growth, we challenge students to think in more abstract and complex ways.
 • Students have a voice in our school posing questions, reflecting on experiences, developing evaluation tools, and participating in decisions.
 • Students engage in independent inquiry and learning in cooperation with others. They have time to be reflective and make decisions about their learning.
 • Students' social development includes school-wide citizenship, civility, character education and community service.
 • Small learning communities support all students' intellectual, ethical, emotional and social growth.
 • Our comprehensive services foster healthy physical, social, emotional and intellectual development.
 • We develop alliances with families to enhance and support the well-being of their children.

• We involve families as partners in their children's education, keep them informed, involve them in their children's learning, ensure participation in school-level decision making, and provide access to us.

Academic and Social Equity
•All students are in academically rigorous classes staffed by expertly prepared teachers to ensure college and career readiness.
• Our students use many and varied approaches to achieve and demonstrate competence and mastery of standards.
• All students have equal access to core academic standards.
• Students learn about and appreciate their own and others' cultures.
• We continually adapt curriculum, instruction, assessment, and scheduling to meet our students' diverse and changing needs.
• We acknowledge and honor our students' histories and cultures.
• Members of our community--students, families, staff, partners, volunteers--model expected behaviors through courtesy, civility, positive attitudes, self-discipline and lifelong learning.

Organizational Structure and Processes
• Our entire community is involved in shared decision making, to ensure all voices are heard and honored.
• Oak Valley teachers work together to create engaging, thinking curriculum focused on student needs.
• Oak Valley curriculum and instruction continually improves through the use of data analysis, common course assessments, teacher reflection, and articulation within our school, with feeder elementary schools and destination high schools.
• Student performance at Oak Valley is evaluated using standards based assessments. Progress reporting is tied directly to student mastery of academic standards.
• Student success is ensured through support, resources and other alternatives. Oak Valley is a school without failure.
• We use the community as a classroom and community members provide resources, connections and active support.
• We draw upon others' experience, research and wisdom, and enter into relationships such as networks and community partnerships that benefit students' and teachers' development and learning.
• Oak Valley is organized in small learning communities to create an educational environment where students feel they belong to a community that cares about them as a whole person

School Profile

Oak Valley Middle School is in the City of San Diego, California, nestled within a beautifully master planned community called 4S Ranch. Our student population is well integrated with respect to socioeconomic background, serving families in low-income housing, apartments, established upper income area, and custom multi-million dollar homes. The ethnic distribution is approximately 7.8% Hispanic/Latino, 39.2% Asian, 1.5% African American, 5.9% Filipino, 35.4% Caucasian, and 11.2% other.

Oak Valley runs on a block schedule. Students attend four classes a day, not including lunch. Classes rotate on an odd/even schedule. Each Wednesday, students arrive at school later, giving staff the opportunity for 80 minutes of collaboration time and professional development. The collaboration that takes place includes meetings among grade level teams, department teams, curricular teams, and whole staff. Our staff focuses on building positive relationships between teachers, students, parents, and community. Teachers have an opportunity to interact with students in a variety of ways that build a strong sense of community. Music, Spanish, Art, Computer Science, and Engineering are the electives currently being offered.

A Student Services Specialist works to support student well-being in areas of alcohol and other drug use prevention, tobacco use prevention, assisting teachers in presenting anti-bullying education, anger management, and conflict mediation. Our Falcon Center, a student recreation/game center, is a place where students can get together during lunch and other free time to relax, talk to friends, make new friends, read, do

homework, and play games. This type of facility fosters a greater sense of community among students and creates a relaxing atmosphere in which to bond. Studies show that when students feel a sense of connectedness to school, they perform better academically.

The physical education department delivers curriculum, which include components that shift the physical education paradigm of teaching students sports to concentrating on student learning life-long health and fitness skills and concepts. The P.E. Program provides a Fitness Lab to teach students how their bodies work and show them the effects of exercise on their bodies.

Oak Valley has an English Language Learners Program where students who are Intermediate and above in their English skills are placed in clusters in the general education classroom with support provided by an instructional assistant. We currently have 5 students with beginning English skills that are in a self-contained classroom with a CLAD certified teacher for language arts and social studies in grade 6-8. All teachers at Oak Valley are fully certificated to teach ELL students.

 Oak Valley leads the district in implementing a systematic Response to Intervention (RTI) program. This program helps to identify and support students with academic, social-emotional, executive functioning and behavior needs. The team consists of administration, counselors, site coordinator, district coordinator, social worker (provided by Mending Matters), and our student support services.

Student Enrollment by Grade Level (School Year 2022-23)
We currently have 1,514 total students.

Educational Partner 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

At Oak Valley, our SPSA was developed with guidance from our School Site Council team. The team is comprised of representatives from the staff, students, and community who provided feedback during the development process of the SPSA. In addition, the teaching staff worked in departments and curricular teams over several meetings throughout the year and during dedicated professional development days to look at student achievement data and determine the work needed to improve student achievement. Teams developed student achievement goals and professional learning goals. Our EL chair worked with staff and ELL families to determine the areas of growth of this program. The School Site Council is provided with updates on the school-wide goals as well as specific department goals and their progress. Data from various data sources is also shared with the School Site Council to provide guidance on areas of need.

School and Student Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
American Indian	0.13%	0.1%	0.20%	2	2	3
African American	1.52%	1.5%	1.00%	23	23	15
Asian	36.5%	39.2%	39.20%	554	614	590
Filipino	5.47%	5.9%	5.51%	83	93	83
Hispanic/Latino	7.84%	7.8%	7.71%	119	122	116
Pacific Islander	0.2%	0.1%	0.13%	3	2	2
White	36.23%	35.4%	36.15%	550	554	544
Multiple/No Response	8.37%	9.9%	10.10%	127	155	152
			Total Enrollment	1,518	1,566	1505

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	19-20	**20-21**	**21-22**
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	501	523	491
Grade 7	548	508	513
Grade 8	469	535	501
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	1,518	1,566	1,505

Conclusions based on this data:

1. Enrollment is steady with expected growth as our surrounding community continues to build new developments.

2. Student demographics are changing and evolving at a consistent pace as our community continues to grow.

School and Student 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	88	67	52	5.9%	4.4%	3.30%
Fluent English Proficient (FEP)	464	505	518	30.9%	33.3%	33.10%
Reclassified Fluent English Proficient (RFEP)	7	32	23	10.1%	36.4%	34.30%

Conclusions based on this data:

1. The number of English Learners enrolled in OVMS is slightly increasing but remains fairly steady therefore data may not be statistically significant from year to year.

2. The number of students who Reclassified Fluent English Proficient continues to increase.

Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	487			472			471			96.9		
Grade 7	514			500			500			97.3		
Grade 8	502			483			483			96.2		
Grade 11												
All Grades	1503			1455			1454			96.8		

Overall Participation for All Students

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2596.			41.40			38.43			13.80			6.37		
Grade 7	2641.			50.00			36.00			9.40			4.60		
Grade 8	2634.			39.75			39.13			12.84			8.28		
Grade 11															
All Grades	N/A	N/A	N/A	43.81			37.83			11.97			6.40		

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	37.15			56.05			6.79		
Grade 7	40.40			54.60			5.00		
Grade 8	42.03			47.83			10.14		
Grade 11									
All Grades	39.89			52.82			7.29		

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 6	39.28			52.02			8.70		
Grade 7	56.40			39.80			3.80		
Grade 8	37.68			53.83			8.49		
Grade 11									
All Grades	44.64			48.42			6.95		

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 6	25.48			70.28			4.25		
Grade 7	27.60			66.60			5.80		
Grade 8	25.26			67.08			7.66		
Grade 11									
All Grades	26.13			67.95			5.91		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 6	34.61			61.15			4.25		
Grade 7	47.80			47.00			5.20		
Grade 8	37.47			58.18			4.35		
Grade 11									
All Grades	40.10			55.30			4.61		

Alternative Metrics English Language Arts/Literacy (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency
Reading – Fall, Winter (2021-2022)

	Reading					
	Fall			**Winter**		
		Met or Exceeded Standards			**Met or Exceeded Standards**	
	Tested	**#**	**%**	**Tested**	**#**	**%**
All Students	1461	1110	76	1508	1197	79.4
African-American	13	8	61.5	17	10	58.8
Asian	571	489	85.6	582	518	89
Caucasian	483	336	69.5	500	367	73.4

Filipino	65	41	63.1	69	49	71
Hispanic	109	67	61.5	110	65	59.1
Other	220	169	76.8	230	188	81.7
English Learners	46	4	8.7	53	10	18.9
Students with Disabilities	139	47	33.8	143	54	37.8
Socioeconomically Disadvantaged	124	64	51.6	127	73	57.5
Foster Youth						
Homeless Youth	9	*	*	10	*	*

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Reading – Fall, Winter, (2021-2022)

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Grade 6						
All Students	472	373	79	489	408	83.4
African-American	2	*	*	3	*	*
Asian	181	161	89	184	172	93.5
Caucasian	172	127	73.8	179	139	77.7
Filipino	20	12	60	23	17	73.9
Hispanic	32	22	68.8	32	21	65.6
Other	65	50	76.9	68	57	83.8
English Learners	24	3	12.5	27	7	25.9
Students with Disabilities	56	20	35.7	55	24	43.6
Socioeconomically Disadvantaged	42	21	50	45	26	57.8
Foster Youth						
Homeless Youth	1	*	*	2	*	*
Grade 7						
All Students	505	381	75.4	516	402	77.9
African-American	3	*	*	5	*	*
Asian	201	171	85.1	206	181	87.9
Caucasian	148	95	64.2	153	105	68.6
Filipino	28	20	71.4	28	21	75
Hispanic	39	22	56.4	38	20	52.6
Other	86	71	82.6	86	73	84.9
English Learners	12	1	8.3	15	2	13.3
Students with Disabilities	34	11	32.4	35	14	40

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Socioeconomically Disadvantaged	42	24	57.1	42	22	52.4
Foster Youth						
Homeless Youth	5	*	*	5	*	*
Grade 8						
All Students	484	356	73.6	503	387	76.9
African-American	8	*	*	9	*	*
Asian	189	157	83.1	192	165	85.9
Caucasian	163	114	69.9	168	123	73.2
Filipino	17	9	52.9	18	11	61.1
Hispanic	38	23	60.5	40	24	60
Other	69	48	69.6	76	58	76.3
English Learners	10	*	*	11	1	9.1
Students with Disabilities	49	16	32.7	53	16	30.2
Socioeconomically Disadvantaged	40	19	47.5	40	25	62.5
Foster Youth						
Homeless Youth	3	*	*	3	*	*

Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels Winter (2022)

Winter 2022	Reading				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	17	47.06	23.53	23.53	5.88
African-American	2	100	0	0	0
Asian	3	33.33	33.33	33.33	0
Caucasian	5	20	40	20	20
Filipino	1	100	0	0	0
Hispanic	6	50	16.67	33.33	0
English Learners	2	50	50	0	0
Students with Disabilities	14	57.14	28.57	14.29	0
Socioeconomically Disadvantaged	5	40	60	0	0
Foster Youth					

Winter 2022	Reading				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
Homeless Youth					

Conclusions based on this data:

1. OVMS students continue to achieve at a very high level. We have met our achievement goals from a school-wide lens but have not met our goals as we look at our underserved student populations. While we have seen data improvements on standardized test scores, and our focus on student achievement has been beneficial, there is continued room for growth in the area of ELA achievement for our EDY, Students with Disabilities, and EL populations.

2. The Reading portion of the CAASPP continues to be the highest "Below Standard" area for our students and this is especially true for our EDY, Students with Disabilities, and EL populations.

3. Spring iReady data shows our overall growth in reading was on par with the District levels. However, our socioeconomically disadvantaged, students with disabilities, English learners, and African-American students continue to score below their peers in iReady assessments.

Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	487			477			477			97.9		
Grade 7	513			507			507			98.8		
Grade 8	502			480			480			95.6		
Grade 11												
All Grades	1502			1464			1464			97.5		

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2589.			42.98			23.48			21.38			12.16		
Grade 7	2630.			52.07			23.47			15.38			9.07		
Grade 8	2645.			50.42			20.63			15.00			13.96		
Grade 11															
All Grades	N/A	N/A	N/A	48.57			22.54			17.21			11.68		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	40.67			43.82			15.51		
Grade 7	49.51			42.01			8.48		
Grade 8	52.50			36.46			11.04		
Grade 11									
All Grades	47.61			40.78			11.61		

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 6	31.87			55.97			12.16		
Grade 7	45.76			45.56			8.68		
Grade 8	44.79			42.08			13.13		
Grade 11									
All Grades	40.92			47.81			11.27		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 6	35.85			57.23			6.92		
Grade 7	44.18			47.14			8.68		
Grade 8	41.25			49.38			9.38		
Grade 11									
All Grades	40.51			51.16			8.33		

Alternative Metrics Mathematics (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency
Math – Fall, Winter (2021-2022)

	Math					
	Fall			**Winter**		
		Met or Exceeded Standards			**Met or Exceeded Standards**	
	Tested	**#**	**%**	**Tested**	**#**	**%**
All Students	1273	691	54.3	1314	776	59.1
African-American	13	1	7.7	16	5	31.3
Asian	448	350	78.1	463	380	82.1
Caucasian	448	172	38.4	456	200	43.9
Filipino	68	33	48.5	67	32	47.8
Hispanic	100	36	36	106	45	42.5
Other	196	99	50.5	206	114	55.3
English Learners	45	11	24.4	55	12	21.8
Students with Disabilities	129	18	14	138	25	18.1
Socioeconomically Disadvantaged	115	38	33	121	44	36.4
Foster Youth						
Homeless Youth	9	*	*	9	*	*

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Math – Fall, Winter, (2021-2022)

	Math					
	Fall			**Winter**		
		Meeting Benchmark			**Meeting Benchmark**	
	Tested	**#**	**%**	**Tested**	**#**	**%**
Grade 6						
All Students	484	263	54.3	490	296	60.4
African-American	2	*	*	3	*	*
Asian	183	147	80.3	185	155	83.8
Caucasian	178	68	38.2	179	78	43.6
Filipino	24	9	37.5	23	11	47.8
Hispanic	32	10	31.3	32	16	50
Other	65	29	44.6	68	36	52.9
English Learners	25	4	16	28	3	10.7
Students with Disabilities	55	10	18.2	55	12	21.8
Socioeconomically Disadvantaged	43	13	30.2	45	15	33.3
Foster Youth						
Homeless Youth	2	*	*	2	*	*
Grade 7						
All Students	497	309	62.2	514	363	70.6
African-American	4	*	*	5	*	*
Asian	197	161	81.7	206	183	88.8
Caucasian	148	61	41.2	152	81	53.3
Filipino	28	18	64.3	28	19	67.9
Hispanic	35	11	31.4	37	15	40.5
Other	85	58	68.2	86	63	73.3
English Learners	13	6	46.2	15	9	60
Students with Disabilities	31	5	16.1	33	9	27.3
Socioeconomically Disadvantaged	39	14	35.9	41	17	41.5
Foster Youth						
Homeless Youth	4	*	*	4	*	*
Grade 8						
All Students	292	119	40.8	310	117	37.7
African-American	7	*	*	8	*	*
Asian	68	42	61.8	72	42	58.3
Caucasian	122	43	35.2	125	41	32.8
Filipino	16	6	37.5	16	2	12.5

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Hispanic	33	15	45.5	37	14	37.8
Other	46	12	26.1	52	15	28.8
English Learners	7	*	*	12	0	0
Students with Disabilities	43	3	7	50	4	8
Socioeconomically Disadvantaged	33	11	33.3	35	12	34.3
Foster Youth						
Homeless Youth	3	*	*	3	*	*

Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels Winter (2022)

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	17	82.35	11.76	0	5.88
African-American	3	100	0	0	0
Asian	3	100	0	0	0
Caucasian	5	60	20	0	20
Filipino					
Hispanic	6	83.33	16.67	0	0
English Learners	2	100	0	0	0
Students with Disabilities	14	92.86	7.14	0	0
Socioeconomically Disadvantaged	6	83.33	16.67	0	0
Foster Youth					
Homeless Youth					

Conclusions based on this data:

1. Our students continue to achieve at a very high level. We have met our achievement goals from a school-wide lens but have not met our goals as we look at our underserved student populations. While we have seen data improvements on standardized test scores, and our focus on student achievement has been beneficial, there is continued room for growth in the area of Math achievement for our socioeconomically disadvantaged, Filipino, Hispanic and African-American student populations.

2. The data shows that students are having the most difficulty with Concepts and Procedures with 11.61% of the students not meeting standards in this area. However, this is also the area where we had the most

students above standard (47.61%). Our Mathematics department will focus their energy on why some students are doing well in this area while many others are struggling.

3. Spring iReady data shows our overall growth in mathematics was on par with the District levels. However, our socioeconomically disadvantaged, Filipino, Hispanic, Students with Disabilities, and African-American students continue to score below their peers in iReady assessments.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1561.1	1511.6	1571.3	1566.9	1522.3	1590.3	1554.8	1500.6	1551.7	24	17	28
7	1580.3	1590.7	1605.4	1583.3	1608.7	1644.6	1576.6	1572.3	1565.6	21	15	17
8	1620.5	1616.1	1626.9	1645.9	1630.4	1661.3	1594.8	1601.4	1592.2	14	14	14
All Grades										59	46	59

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	45.83	35.29	50.00	29.17	29.41	34.62	16.67	17.65	3.85	8.33	17.65	11.54	24	17	26
7	47.62	60.00	58.82	28.57	26.67	23.53	4.76	13.33	5.88	19.05	0.00	11.76	21	15	17
8	57.14	64.29	57.14	28.57	28.57	28.57	14.29	7.14	14.29	0.00	0.00	0.00	14	14	14
All Grades	49.15	52.17	54.39	28.81	28.26	29.82	11.86	13.04	7.02	10.17	6.52	8.77	59	46	57

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	58.33	47.06	76.92	33.33	35.29	11.54	4.17	0.00	0.00	4.17	17.65	11.54	24	17	26
7	61.90	60.00	64.71	14.29	33.33	11.76	9.52	6.67	11.76	14.29	0.00	11.76	21	15	17
8	71.43	71.43	78.57	21.43	21.43	14.29	7.14	7.14	7.14	0.00	0.00	0.00	14	14	14
All Grades	62.71	58.70	73.68	23.73	30.43	12.28	6.78	4.35	5.26	6.78	6.52	8.77	59	46	57

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

	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	33.33	11.76	26.92	20.83	23.53	26.92	29.17	35.29	30.77	16.67	29.41	15.38	24	17	26
7	42.86	40.00	29.41	23.81	13.33	35.29	9.52	40.00	23.53	23.81	6.67	11.76	21	15	17
8	35.71	28.57	21.43	21.43	57.14	57.14	21.43	14.29	14.29	21.43	0.00	7.14	14	14	14
All Grades	37.29	26.09	26.32	22.03	30.43	36.84	20.34	30.43	24.56	20.34	13.04	12.28	59	46	57

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

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	45.83	23.53	50.00	33.33	58.82	50.00	20.83	17.65	0.00	24	17	26
7	23.81	26.67	35.29	57.14	66.67	52.94	19.05	6.67	11.76	21	15	17
8	35.71	35.71	28.57	64.29	50.00	71.43	0.00	14.29	0.00	14	14	14
All Grades	35.59	28.26	40.35	49.15	58.70	56.14	15.25	13.04	3.51	59	46	57

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

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	70.83	82.35	80.77	25.00	0.00	7.69	4.17	17.65	11.54	24	17	26
7	57.14	93.33	70.59	33.33	6.67	17.65	9.52	0.00	11.76	21	15	17
8	71.43	92.86	85.71	28.57	7.14	14.29	0.00	0.00	0.00	14	14	14
All Grades	66.10	89.13	78.95	28.81	4.35	12.28	5.08	6.52	8.77	59	46	57

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

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	33.33	11.76	23.08	29.17	41.18	46.15	37.50	47.06	30.77	24	17	26
7	47.62	40.00	29.41	28.57	33.33	52.94	23.81	26.67	17.65	21	15	17
8	50.00	64.29	42.86	14.29	28.57	42.86	35.71	7.14	14.29	14	14	14
All Grades	42.37	36.96	29.82	25.42	34.78	47.37	32.20	28.26	22.81	59	46	57

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

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	58.33	5.88	30.77	37.50	76.47	57.69	4.17	17.65	11.54	24	17	26
7	33.33	33.33	11.76	52.38	66.67	76.47	14.29	0.00	11.76	21	15	17
8	7.14	21.43	7.14	92.86	78.57	85.71	0.00	0.00	7.14	14	14	14
All Grades	37.29	19.57	19.30	55.93	73.91	70.18	6.78	6.52	10.53	59	46	57

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

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Alternative Metrics EL Students

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing, including ELPAC, was suspended for the spring of 2020. Some students did complete the ELPAC test prior to March 13, 2020 or the Spring Special Test Administration in 2021 and those scores have been reported individually to families. However, many students did not complete the ELPAC, so in order to monitor student progress for this year, our site will utilize other metrics to gauge student progress, i.e., iReady and criterion referenced assessments.

Conclusions based on this data:

1. Our ELPAC data shows that we have students at a wide variety of proficiency levels. Our data remains consistent with students growing as they work through our EL program with our experienced staff.

2. The data show that our EL students are having the most difficulty in the Writing Domain with 15.2% of the students meeting Well Developed standards in this area. However, this is not surprising as writing often develops last in language proficiency. Our EL department will focus on strategies to improve in this area.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	**Cumulative Enrollment**			**Chronic Absenteeism Count**			**Chronic Absenteeism Rates**		
	*19-20	20-21	21-22	*19-20	20-21	21-22	*19-20	20-21	21-22
African American	24	27	16	2	2	4	8.33	7.41	25
American Indian or Alaskan	2	2	3		0	*	0	0	*
Asian	573	624	604	4	4	16	0.7	0.64	2.65
Filipino	84	95	83	0	0	4	0	0	4.82
Hispanic or Latino	134	130	118	7	8	30	5.22	6.15	25.42
Did not Report				2	0		20	0	
Pacific Islander	3	1	2	0	0	*	0	0	*
Two or More Races	148	161	157	12	1	12	8.11	0.62	7.64
White	563	562	552	16	9	69	2.84	1.6	12.5
Male									
Female									
English Learners	50	47	59	4	5	9	8	10.64	15.25
Students with Disabilities		145		6	5		4	3.45	
Socioeconomically		153	137	11	14	32	14	9.15	23.36
Migrant									
Foster									
Homeless				5	0		38	0	
Total	1541	1602	1535	43	24	136	2.79	1.5	8.86

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. Overall, Oak Valley Middle School has an attendance rate of 91% (2021-2022). Our chronic absentee rates are much higher than in previous years. Some of this can be linked to COVID absences, but our goals this year will continue to focus on working with all students and especially those in underserved populations to find ways to best support students and increase their attendance rate.

2. While the absentee rate for several populations has risen dramatically, the number of students in this group is small and results in a statistically divergent result. We will continue to work with all of our subgroups to improve attendance and determine barriers to coming to school.

Student Performance Data

Suspension Data

	*2019-20	2020-21	2021-22
Suspensions Rate	0.78	0.19	1.76

*   Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. During the COVID-19 pandemic suspension rates dropped significantly due in most part to students not being on campus one year to being required to social distance the next. Since returning to regular campus, suspensions rates have returned to pre-pandemic levels.

2. The current OVMS administration is focused on Restorative Practices and Teaching as a means of correction rather than suspension.

3. OVMS has implemented a renewed focus on response to intervention (RTI) that includes identifying and supporting students to develop stronger social, emotional learning.

Student Performance Data

Graduation Rate

	*2019-20	2020-21	2021-22
Graduation Rate			

*   Preliminary Data

Conclusions based on this data:

1.   Does not apply to Oak Valley Middle School, as our students promote to high school.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 1: Mathematics

Return students meeting or exceeding growth goals in mathematics to pre-school closure levels and reduce the gap between the percentage of students at the Standard Met/Standard Exceeded level of Math as an overall school average and in underserved student populations by 5% as measured by CAASPP as well as improve the percentage of all students demonstrating academic proficiency by the continued development and ongoing evaluation of best professional practices for curriculum, instruction, and assessment as measured by CAASPP, iReady, and/or D/F data.

Identified Need

Data from the 2021-2022 CAASPP report was utilized to identify needs. Data specifically utilized was the percentage of students who met or exceeded growth for the 2021-2022 academic year.

While the overall percentage of OVMS students meeting growth goals exceeds the district average, African American and Hispanic students are still performing at a significantly lower levels than other student populations in all grades. Of the three domains tested, students consistently score lowest in "Problem Solving and Modeling & Data Analysis."

Alternative Metrics

For the 21-22 school year, the district purchased iReady for Mathematics assessment and curriculum. We will
continue
be using this program to identify areas where students are not meeting standards and provide personalized instruction for those students. Based on iReady scores, the District created a correlation to CAASPP for students meeting benchmark (meeting or exceeding standards). This correlation data was used to create our goals in 2022-2023.

As derived from the Spring 2022 iReady math diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:
All Students: 59%
EL: 21.8%
EDY: 36.3%
Special Education: 18.1%
Hispanic: 42.5%
African American: 25.0%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide CAASPP Data Spring 2022	In the spring of 2021, 71% of OVMS students met benchmark standards for Mathematics.	2022-2023 CAASPP Meeting/Exceeding standards for math will increase with a 5% growth from 71% to 76%. This

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		growth returns us to our pre-school closure level (75%).
English Learner CAASPP Data Spring 2022	In the spring of 2022, 21% of EL students met benchmark standards for Mathematics.	The percentage of English Learner students who Meet/Exceed standards will increase with a 5% from 21% to 26% on the Spring 2023 CAASPP.
EDY/Title I CAASPP Data Spring 2022	In the spring of 2022, 22% of EDY students met benchmark standards for Mathematics.	The percentage of EDY students who Meet/Exceed standards will increase from 22% to 27% on the Spring 2023 CAASPP.
Student with Disabilities CAASPP Data Spring 2022	In the spring of 2022, 27% of students with disabilities met benchmark standards for Mathematics.	The percentage of Students with Disabilities who Meet/Exceed standards will increase from 27% to 32% on the Spring 2023 CAASPP.
African American Students CAASPP Data Spring 2022	In the spring of 2022, 27% of African American students met benchmark standards for Mathematics.	The percentage of African American students who Meet/Exceed standards will increase from 27% to 32% on the Spring 2023 CAASPP.
Hispanic Students CAASPP Data Spring 2022	In the spring of 2022, 50% of Hispanic students met benchmark standards for Mathematics.	The percentage of Hispanic students who Meet/Exceed standards will increase from 50% to 55% on the Spring 2023 CAASPP.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

Underperforming student populations including but not limited to EDY, African American, students with disabilities, English learners, and Hispanic students.

Strategy/Activity

Provide students below mastery on formative and summative exams an after-school Falcon tutoring program utilizing certificated support as well as Del Norte High school students that focuses on underperforming groups needing additional support based on teacher and counselor feedback. Provide students individualized Math intervention via iReady.

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

Amount(s)	Source(s)
4000	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Teacher hourly and/or sub pay to facilitate supervision of students most at need for academic support who will be invited back to after school Falcon Tutoring.
	English Learners

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

English Language Learners

Strategy/Activity

Monthly staff presentation on EL strategies by EL coordinator who models best practices. Staff will be given a monthly EL strategy poster on best practices to be hung in the classroom.

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

Amount(s)	Source(s)
0	None Specified

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

English Language Learners

Strategy/Activity

Sub pay for teacher release days to plan with Math, ELA, Social Science, and Science.

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)
487	English Learners 1000-1999: Certificated Personnel Salaries Substitute release days for coordinator to work with ELA, social science, science and math teachers.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Increase the hours for English Learner Instructional Aide support in cluster classrooms and pull out support for students, as well as training for newly hired IA staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1630.67	English Learners 2000-2999: Classified Personnel Salaries Increase the hours of our IA for facilitating ELPAC testing remotely and for additional push in support for science and math classes.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

EL Teacher will collaborate with all secondary EL coordinators in the district and district EL Coordinator. This collaboration ensures Oak Valley is aligned with current best practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Underserved student populations including but not limited to EDY, African American, students with disabilities, English learners, and Hispanic students.

Strategy/Activity

Teacher hourly for Intervention TOSA to meet with families, students, and staff after regular school hours.

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)
1622.39	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

As derived from the Winter 2022 iReady math diagnostic assessments, the percentages displayed below denotes the number of students who are currently meeting their growth goals:

- All Students 6th grade (60.4%), 7th grade (70.6%), 8th grade (37.7%)
- English Learners 6th grade (10.7%), 7th grade (60%), 8th grade (32%)
- Students w/ Disabilities 6th grade (21.8%), 7th grade (27.3%), 8th grade (8%)
- Hispanic 6th grade (50%), 7th grade (40.5%), 8th grade (37.8%)
- African American 6th grade (23%), 7th grade (31%), 8th grade (61%)
- Filipino 6th grade (47.8%), 7th grade (67.9%), 8th grade (12.5%)
- White 6th Grade (45%), 7th grade (53.3%), 8th grade (32.8%)
- Asian 6th grade (83.8%), 7th grade (88.8%), 8th grade (58.3%)

Due to school closures and modifications to daily school activities in the previous school year, students are coming with gaps in their academic and social and emotional knowledge. OVMS is working to close these gaps through a variety of methods such as equity and inclusion school wide lessons (Second Step), focus on school belonging to rebuild trust in our community, and response to intervention trainings for teachers to meet the individual student needs.

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

For the 21-22 school year, staff were focused on SEL needs of students and assessing learning gaps in core content areas due to school closures the previous year. Budgeted monies were used to provide after school tutoring opportunities that were limited due to covid restrictions. The new school year will provide opportunities for a more normal looking school experience for 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.

For the 22-23 academic year, OVMS will be focusing on bringing our students back up to pre-school closure growth metrics plus an additional 5% growth. This is an ambitious plan and will require creative solutions. OVMS will be reimplementing our full Falcon Tutoring program which was a successful intervention program in 2019-2020. In addition, teachers will be increasing their use of targeted, individualized mathematics instruction via iReady lessons weekly. Professional development, instructional assistance and teacher collaboration opportunities that support our English Learners will be returned to pre-school closure levels. We are hoping to measure growth for 2022-2023 by utilizing iReady, D/F data and CAASPP for the spring of 2023.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 2: English Language Arts

Return students meeting or exceeding growth goals in ELA to pre-school closure levels and reduce the gap between the percentage of students at the Standard Met/Standard Exceeded level of English Language Arts as an overall school average and in traditionally underserved student populations by 5% as measured by CAASPP as well as improve the percentage of all students demonstrating academic proficiency by the continued development and ongoing evaluation of best professional practices for curriculum, instruction, and assessment as measured by CAASPP, iReady, and/or D/F data.

Identified Need

Data from the 2021-2022 CAASPP report was utilized to identify needs. Data specifically utilized was the percentage of students who met their benchmark goal for the 2021-2022 academic year.

While the overall percentage of students meeting growth goals exceeds the district average, African American students and students who are socioeconomically disadvantaged are still performing at significantly lower levels than other student populations. Of the four domains tested, students scored lowest in the "Reading" section.

Alternative Metrics

For the 21-22 school year, the district has purchased iReady for Reading assessment and curriculum. We will continue using this program to identify areas where students are not meeting standards and provide personalized instruction for those students. Based on iReady scores, they created a correlation to CAASPP for students meeting benchmark (meeting or exceeding standards). This correlation data was used to create our goals in 2022-2023.

As derived from the Spring 2022 iReady reading diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:
All Students: 81.6%
 EL: 26%
 EDY: 62.4%
 Special Education: 34.8%
 Hispanic: 65.1%
 African American: 66.7%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide CAASPP Data Spring 2022	In the spring of 2022, 81.6% of OVMS students met or exceeded the ELA section of the CAASPP exam.	2022-2023 CAASPP Meeting/Exceeding standards for ELA will increase with a 5% growth from 81% to 86% on the Spring 2023 CAASPP. This growth returns us to our pre-school closure level (83%).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner CAASPP Data Spring 2022	In the spring of 2022, 26% of EL students at OVMS met or exceeded the ELA section of the CAASPP exam.	The percentage of English Learner students who Meet/Exceed standards will increase from 26% to 31% on the Spring 2023 CAASPP.
EDY/Title I CAASPP Data Spring 2022	In the spring of 2022, 62% of Educationally Disadvantaged Youth students at OVMS met or exceeded the ELA section of the CAASPP exam.	The percentage of EDY students who Meet/Exceed standards will increase from 62% to 67% on the Spring 2022 CAASPP.
Student with Disabilities CAASPP Data Spring 2022	In the spring of 2022, 34% of students with disabilities at OVMS met or exceeded the ELA section of the CAASPP exam.	The percentage of Students with Disabilities who Meet/Exceed standards will increase from 34% to 39% on the Spring 2022 CAASPP. This growth returns us to our pre-school closure level (37%).
<u>**African American Students**</u> CAASPP Data Spring 202	In the spring of 2022, 66% of African American students at OVMS met or exceeded the ELA section of the CAASPP exam.	The percentage of African American students who Meet/Exceed standards will increase from 66% to 71% on the Spring 2022 CAASPP.
<u>**Hispanic Students**</u> CAASPP Data Spring 2022	In the spring of 2022, 65% of Latino students at OVMS met or exceeded the ELA section of the CAASPP exam.	The percentage of Latino students who Meet/Exceed standards will increase from 65% to 70% on the Spring 2022 CAASPP.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

Underserved student populations including but not limited to EDY, African American, students with disabilities, English learners, and Hispanic students.

Strategy/Activity

Provide students scoring below mastery on formative or summative exams an after-school Falcon tutoring program utilizing certificated support as well as Del Norte high school students that focuses on underperforming groups needing additional support based on teacher and counselor feedback. Provide students individualized ELA intervention via iReady.

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

Amount(s)	Source(s)
4000	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Teacher timesheets for subs and certificated personal.
	English Learners

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

English Language Learners

Strategy/Activity

Monthly staff presentation on EL strategies by EL coordinator who models best practice. Staff will be given a strategy poster on best practice to be hung in the classroom.

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

Amount(s)	Source(s)
0	English Learners

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

English Learners

Strategy/Activity

Sub pay for teacher release days to plan with Math, ELA, Social Studies and Science.

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)
487	English Learners 1000-1999: Certificated Personnel Salaries Substitute release days for coordinator to work with ELA, social science, science and math teachers.

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

English Learners

Strategy/Activity

Build class supplies for 21st Century learning experience and also purchase Scholastic magazines for ELA and social studies for 2022-2023. And provide students with digital licenses for No Red Ink, a grammar 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)
400	English Learners 4000-4999: Books And Supplies Workbooks and classroom books. Scholastic Magazine for ELA and Social Science classes.
300	English Learners 4000-4999: Books And Supplies Grammar program Site License and materials.

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

English Learners

Strategy/Activity

Increase the hours for English Learner Instructional Aide support in cluster classrooms and pull out support for students, as well as training newly hired IA staff.

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

Amount(s)	Source(s)
1630	English Learners 2000-2999: Classified Personnel Salaries Increase the hours of our IA for facilitating ELPAC testing and for additional push in support for science and math classes.

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

English Learners

Strategy/Activity

EL teacher will collaborate with all other secondary EL Coordinators in the district and district EL Coordinator. This collaboration ensures that Oak Valley is aligned with current best practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Underserved student populations including but not limited to EDY, African American, students with disabilities, English learners, and Hispanic students.

Strategy/Activity

Teacher hourly for Intervention TOSA to meet with families, students, and staff after regular school hours.

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)
1622.39	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

██

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	English Learners 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

As derived from the Winter 2022 iReady ELA 44diagnostic assessments, the percentages displayed below denotes the number of students who are currently meeting their growth goals:

- All Students 6th grade (83.4%), 7th grade (77.9%), 8th grade (76.9.7%)
- English Learners 6th grade (25.9%), 7th grade (13.3%), 8th grade (9.1%)
- Students w/ Disabilities 6th grade (43.6%), 7th grade (40%), 8th grade (30.2%)
- Hispanic 6th grade (65.6%), 7th grade (52.6%), 8th grade (60%)
- African American 6th grade (*), 7th grade (*), 8th grade (*) No data available
- Filipino 6th grade (73.9%), 7th grade (75%), 8th grade (61.1%)
- White 6th Grade (77.7%), 7th grade (68.6%), 8th grade (73.2%)
- Asian 6th grade (93.5%), 7th grade (87.9%), 8th grade (85.9%)

 Due to school closures and modifications to daily school activities in the previous school year, students are coming with gaps in their academic and social and emotional knowledge. OVMS is working to close these gaps through a variety of methods such as equity and inclusion school wide lessons (Second Step), focus on school belonging to rebuild trust in our community, and response to intervention trainings for teachers to meet the individual student needs.

 Due to suspension of CAASPP testing due to COVID-19, we were unable to measure growth based on the assessment. As a means by which to consider growth in the area of English Language Arts, we are able to utilize iReady assessments in the fall and spring.

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

For the 21-22 school year, staff were focused on SEL needs of students and assessing learning gaps in core content areas due to school closures the previous year. Budgeted monies were used to provide after school tutoring opportunities that were limited due to covid restrictions. The new school year will provide opportunities for more normal looking school and classroom experience for 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.

For the 22-23 academic year, OVMS will be focusing on bringing our students back up to pre-school closure growth metrics plus an additional 5% growth. This is an ambitious plan and will require creative solutions. OVMS will be reimplementing our full Falcon Tutoring program which was a successful intervention program in 2019-2020. In addition, teachers will be increasing their use of targeted, individualized mathematics instruction via iReady lessons weekly. Professional development, instructional assistance and teacher collaboration opportunities that support our English Learners will be returned to pre-school closure levels. We are hoping to measure growth for 2022-2023 by utilizing iReady, D/F data and CAASPP for the spring of 2023.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

Based on the results from the 2021 California Healthy Kids survey, internal Oak Valley interim surveys to be administered throughout the school year, the We Year Youth Mending Matter survey, and site based discipline office statistics, there will be a 10% increase in the level of inclusive student connectedness to Falcon culture and positive school climate. In addition, OVMS will increase its use of Restorative Practices as an alternative to suspension when appropriate.

Identified Need

While the overall percentage of students feeling connected to school remains way above the State average, many of our students are still internally struggling to return to pre-covid SEL baselines. Not only was virtual learning challenging academically for many students, but there was also the added stress of a global pandemic, isolation via a long quarantine, and personal trauma and loss.

Alternative Metrics

The California Healthy Kids Survey will be administered in the Spring of 2023 and Mending Matters will continue to administer two surveys this school year. Incoming data will be utilized to adjust the plan as needed. Other data utilized includes, absentee rates, suspension rates, discipline incidents, involuntary and voluntary hospitalization rates and counseling referrals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide CA 20-21 Healthy Kids Survey	In the 2020-2021 California Healthy Kids Survey, 89% of students stated they had no instances of being hit or kicked, and 72% stated there were zero instances of rumors being spread about them. In addition, 54% stated an anti-bullying climate existed in PUSD, 80% perceived OVMS as being very safe or safe, and 75% stated supports for social/emotional learning existed.	The overall percentage of students feeling safe and connected to Oak Valley will increase by 10% and suspensions school-side will decrease by 25% (from the 2021-2022 numbers).
English Learner CA 20-21 Healthy Kids Survey	The 2018-1019 California Healthy Kids Survey did not disaggregate data into student subgroups.	The percentage of EL students feeling safe and connected to school should be proportional to all students at OVMS.
EDY/Title I CA 20-21 Healthy Kids Survey	The 2018-1019 California Healthy Kids Survey did not disaggregate data into student subgroups.	The percentage of EDY students feeling safe and connected to school should be proportional to all students at OVMS.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities CA 20-21 Healthy Kids Survey	The 2018-1019 California Healthy Kids Survey did not disaggregate data into student subgroups.	The percentage of students with disabilities feeling safe and connected to school should be proportional to all students at OVMS.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

Schoolwide

Strategy/Activity

To increase the overall feeling of connectedness to school and inclusion, and the amplification of a positive and caring school culture, we will implement professional development activities centered around school culture and building relationships and trust including but not limited to creating common values activity, celebrating staff successes often, wearing blue on Fridays, and continuing to focus our conversations as a staff on the importance and power of building a positive school culture. In addition, the teachers at OVMS are undergoing a series of four-six trainings in Universal Design for Learning to ensure the use of equitable teaching practices.

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

Amount(s)	Source(s)
0	Educationally Disadvantaged Youth None Specified
0	English Learners None Specified

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

All students

Strategy/Activity

To help students stress level and emotional development, we will continue to implement a Daily Mindful moment at the beginning of each day for all 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)
0	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Working with ASB and Oak Valley Peer leaders, we will participate in Start with Hello Week and will complete the activities necessary to continue to be a No Place for Hate designated school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	ASB

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To increase the overall feeling of connectedness to school and the amplification of a positive and caring school culture, we will procure a blue Falcon Unity shirt for all students to wear on Fridays.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Donations

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

OVMS Peer Leaders and ASB will attend leadership training camp at YMCA Camp Surf and then will be responsible to implement schoolwide sessions on anti-bullying, harassment, and kindness. They will lead students in PLUS forums teamed with our counseling staff.

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

Amount(s)	Source(s)
0	ASB

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

All students

Strategy/Activity

Further increase and connect our RTI/Intervention Team to the students, staff, and parents of Oak Valley. Our site based RTI team that will attend district trainings throughout the year, assess RTI at our school, and formulate individual action plans for student improvement. The Mending Matters Social Worker will be an integral part of this team and work with our highest need 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)
0	None Specified

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will have a daily homeroom (Falcon Connections) where they are taught a variety of social-emotional skills, and family building skills and strategies to include;

Mondays - Let's Get Organized, planner set up, backpack clean up, checking grades and assignments.
Tuesdays - Second Step social-emotional lessons and cultural diversity lessons.
Wednesdays/Thursdays - RTI pullout, iReady practice, study time.
Fridays - Falcon Fun Fridays (Team/Community) Building

Curriculum will include lessons from the Second Step Homeroom, Social Emotional and Digital Citizenship 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)
0	District Funded

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continuation of our Equity Team that will attend district and county trainings throughout the year, will assess curriculum, student equity, and parent engagement as well as formulate a continuing action plan for improvement and push out activities for staff to implement in classrooms. This team currently meets monthly.

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Tier 2 intervention students

Strategy/Activity

All students requiring Tier 2 intervention for social-emotional support will be referred to Mending Matters for on campus individual and group therapy.

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

Amount(s)	Source(s)
0	District Funded

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

As a means by which to consider growth in the area of Social Emotional Learning, we are able to report the following strategies/activities were implemented:
- OVMS received No Place for Hate designation and hosted a "Start with Hello" week and yearlong activities provided by our OVMS Peer Leaders
- Implementation of a daily "Mindful Minute" in all Period 1 and Period 2 classes
- Creation or continuation of 20+ student clubs supported by ASB
- Full implementation of a Restorative Disciplinary approach which reduced our suspension rate by 50% (data is not a full academic year due to emergency closure)
- Professional Development provided to staff including a full day dedicated to building school culture and ongoing equity work.
 - Focus on school culture during monthly staff meetings
 - Monthly department-led snack breaks for staff designed to build teams and overall culture
 - ASB Purchased OVMS Falcon shirts for all students and they were worn on Falcon Fridays
 - Language Arts Workshop/Connections teachers implemented 6 digital Citizenship Lessons based on Common Sense Media recommendations

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

OVMS intended to provide all SEL activities at either no cost or in-kind. We were able to successfully achieve that goal.

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.

For the 21-22 Academic Year, our focus shifted to maintaining student connectedness and school culture coming back from school closure. We have implemented a homeroom called "Falcon Connections." Every teacher on campus has a connections class of no more than 30 students. These classes meet daily for 40 minutes. The purpose of connections is to foster a family culture and provide SEL curriculum. The course content is created by two of our classroom teachers and shared out with the entire staff. Teachers are free to use this content or create their own. Topics covered include: setting goals, utilizing your Falcon planner, being kind, communicating, digital citizenship, mindfulness, stress, hate policy, equity, racism, etc. We intend to survey the students every six weeks to ask about their connectedness to campus.

For the 21-22 academic year we strengthened our Response to Intervention process by dedicating a 100% Social Worker (Mending Matters), a .16 teacher and all three counselors. Students are identified through grades, attendance, teacher referral, staff referral, parent or student request. Our counselors/social worker/RTI teacher meets with each intervention student and helps problem solve, motivate, educate and counsel these students.

For the 21-22 academic year the staff participated in training on Universal Design for Learning which will facilitate conversations on equitable teaching practices and student connectedness in their academic classes.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

Oak Valley Middle School staff and students will engage in activities that address inclusion, diversity, social justice, and bias in order to create conditions to take a stand against racism at our school and in our community. We will achieve this goal via our Equity Team that will focus on four strands, students, staff, families/communities, and school systems. In addition, our professional development will continue to focus on equity and Universal Design for Learning.

Identified Need

The OVMS administration and faculty feel a strong need to look at our policies and systems across campus to ensure we are not perpetuating racism and divisiveness on our campus. The Poway Unified School District also saw the same need and enacted Resolution No 116-2020.

Alternative Metrics

In Spring 2023, 7th grade students will take the California Healthy Kids Survey. This data will be utilized to focus our goal once it becomes available. We also have a full time Social Worker on campus who is pushing out an inclusiveness survey to all students twice during the 2022-2023 school year. This data will be utilized to further focus our efforts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Survey of students and staff every trimester, suspension and absentee data, possible CHKS data.	Baseline data determined in the 2021-2022 school year via Mending Matters Survey. Data showed that 55% feel very connected to school, 42% said somewhat connected, and 4% said they do not feel connected to school. When asked if students feel connected to their cultural identity, 30% said they feel very connected, 52% said somewhat connected, and 18% said not connected.	By the end of the 2022-2023 School year, the overall percentage of students feeling safe and connected to Oak Valley will increase as compared to baseline data. This includes an increase in cultural identity.
English Learner Survey of students and staff every trimester, suspension and absentee data, possible CHKS data.	Baseline data will be determined in the 2022-2023 school year. We do not have this data available via our Mending Matters Survey. Data may be available via the Spring 2023 CHKS.	By the end of the 2022-2023 School year, the overall percentage of English learner students feeling safe and connected to Oak Valley will increase as compared to baseline data.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EDY/Title I Survey of students and staff every trimester, suspension and absentee data, possible CHKS data.	Baseline data will be determined in the 2022-2023 school year. We do not have this data available via our Mending Matters Survey. Data may be available via the Spring 2023 CHKS.	By the end of the 2022-2023 School year, the overall percentage of economically disadvantaged youth feeling safe and connected to Oak Valley will increase as compared to baseline data.
Student with Disabilities Survey of students and staff every trimester, suspension and absentee data, possible CHKS data.	Baseline data will be determined in the 2022-2023 school year. We do not have this data available via our Mending Matters Survey. Data may be available via the Spring 2023 CHKS.	By the end of the 2022-2023 School year, the overall percentage of Students with Disabilities feeling safe and connected to Oak Valley will increase as compared to baseline data.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

All Students

Strategy/Activity

Assistant Principals will work with the Office of Attendance and Discipline to refine the policies on Hate Speech and Hate Behavior. In addition, administrators will retrain all teachers and staff on our restorative practices procedures at the start of the school year meeting in August of 2022.

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

Amount(s)	Source(s)
0	Educationally Disadvantaged Youth None Specified
0	English Learners None Specified

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

All students

Strategy/Activity

English Language Arts and Social Studies teachers will actively work to include more diverse voices in their curriculum and text selection. Other content areas will activity work to bring in examples of diverse role models and professionals into their curriculums.

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

Amount(s)	Source(s)
0	None Specified

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

All Students

Strategy/Activity

OVMS will partner with PUSD and SDCOE to train a team of teachers and staff on School Based Equity by continuing to participate in a yearlong professional development course and 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)
0	District Funded

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

All Students

Strategy/Activity

OVMS Assistant Principals will partner with Mending Matters to create restorative curriculum on Hate Speech and Canvas modules for students to access.

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

Amount(s)	Source(s)
0	District Funded

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

All Students

Strategy/Activity

The OVMS Connections team will develop a series of lesson plans addressing racism, equity and inclusion in our schools and society with input from our student ambassador program. These lessons will cover a variety of topics and will be delivered in a homeroom class we call Connections, throughout the 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)
0	None Specified

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

OVMS will increase the number of library books written by BIPOC authors.

Strategy/Activity

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

Amount(s)	Source(s)
2000	Lottery: Instructional Materials 0000: Unrestricted

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

The OVMS Equity Team, in conjunction with Administration with create a secure system for students to report racist and/or discriminatory acts as well as clearly defined consequences and presentations to students on our Falcon behavior expectations to each classroom at the beginning of the 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)
None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

For ELAC meetings, supply food for the reclassification celebration at the end of the year and also to supply practice ELPAC packets to parents

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
600	English Learners 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Despite school closures, distance learning, and frequent absences due to COVID, OVMS was able to make significant progress towards furthering our Systematic Equity and Inclusion Goal. Ten classified, certificated and management personnel participated in a series of nine training sessions with the San Diego County Office of Education focused on equity and inclusion in education last year. Our Assistant Principals developed and began utilizing Restorative Practices in the area of Hate Speech and Sexual Harassment. This program will be fine tuned this year. Curriculum on inclusion and equity continues to be delivered to students via Falcon Connections. The library purchased 130 new books in an effort to diversify its authors. OVMS in conjunction with its feeder schools held three town hall meetings with parents to discuss issues related to equity and inclusion.

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

We continue to have many staff members move on from OVMS over the past two years and having a consistent team continues to be a great challenge. We continue to bring in new members and attempt to grow our team.

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

With the addition of Mending Matters (full time social worker), we will be partnering with them to continue to develop our student focused curriculum and restorative practices. For the 22-23 academic year the staff will continue with our training program in Universal Design for Learning which will facilitate more equitable teaching practices and student connectedness in their academic classes.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

Goal 5: Chronic Absenteeism

OVMS will use our systems for tracking, reporting and reducing chronic absenteeism with the goal of reporting to, and following up with, support from the District Office as well as aligning site systems to more systematically follow-up on specific students who are chronically absent for targeted and direct support.

Identified Need

While OVMS can easily track chronic absenteeism in Synergy, the procedures and protocols for follow-up with these students and families has been inconsistent. We do not have a school resource officer assigned to our site so home visits have not been possible. With the addition of a Mending Matter Social Worker, we are hoping to be able to provide more consistent follow-up.

Alternative Metrics

Synergy Attendance reports and Response to Intervention Console.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Synergy Attendance report	Prior to school closure (due to the pandemic) OVMS had a chronic absenteeism rate of 2.81%. This rate has increased to 8.86% (2022-2022).	OVMS will follow-up and appropriately refer to the Office of Attendance and Discipline, students who are chronically absent. Expected chronic absenteeism will decrease to 3% as a result of these efforts.
English Learner Synergy Attendance report	In 2021-2022, our EL students had a chronic absenteeism rate of 15.25%. This was an increase from 2020-2021 of 5%.	OVMS will follow-up (RTI) and appropriately refer to the Office of Attendance and Discipline, students who are chronically absent. As a result of increased attention to this issue, expected chronic absenteeism for this subgroup should decrease to the historical school average of 2%.
EDY/Title I Synergy does not disaggregate data for EDY students thus we will rely on district provided data.	In 2021-2022, our EDY students had a chronic absenteeism rate of 8%.	OVMS will follow-up (RTI) and appropriately refer to the Office of Attendance and Discipline, students who are chronically absent. As a result of increased attention to this issue, expected chronic absenteeism for this

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		subgroup should decrease to the school average of 2%.
Student with Disabilities Synergy Attendance report	In 2021-2022, our Students with Disabilities had a chronic absenteeism rate of 23.19%. This was an increase from 2020-2021 of 20%.	OVMS will follow-up (RTI) and appropriately refer to the Office of Attendance and Discipline, students who are chronically absent. As a result of increased attention to this issue, expected chronic absenteeism for this subgroup should decrease to the historical school average of 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

All Students

Strategy/Activity

OVMS Administration will develop a procedure for consistently referring chronically absent students to the Office of Attendance and Discipline. This will include more consistent communication with families regarding the importance of school 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)
0	Educationally Disadvantaged Youth
0	English Learners

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

All Students

Strategy/Activity

OVMS has a robust a site based Response to Intervention team that works in conjunction with our Mending Matters therapist and district Intervention TOSA to provide intervention to students reported as chronically absent. The intended goal is to reduce absenteeism in our most needy students by providing wraparound intensive services that aim to remove barriers to school 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)

| 0 | District Funded
1000-1999: Certificated Personnel Salaries |

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$19,779.45

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 ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation ($)
ASB	$0.00
District Funded	$0.00
Donations	$0.00
Educationally Disadvantaged Youth	$11,244.78
English Learners	$6,534.67
Lottery: Instructional Materials	$2,000.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $19,779.45

Total of federal, state, and/or local funds for this school: $19,779.45

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Expenditures by Funding Source

Funding Source	Amount
ASB	0.00
District Funded	0.00
Donations	0.00
Educationally Disadvantaged Youth	11,244.78
English Learners	6,534.67
Lottery: Instructional Materials	2,000.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	2,000.00
1000-1999: Certificated Personnel Salaries	12,218.78
2000-2999: Classified Personnel Salaries	3,260.67
4000-4999: Books And Supplies	1,300.00
5000-5999: Services And Other Operating Expenditures	1,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	ASB	0.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00

	Donations	0.00
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	11,244.78
None Specified	Educationally Disadvantaged Youth	0.00
	English Learners	0.00
	English Learners	0.00
1000-1999: Certificated Personnel Salaries	English Learners	974.00
2000-2999: Classified Personnel Salaries	English Learners	3,260.67
4000-4999: Books And Supplies	English Learners	1,300.00
5000-5999: Services And Other Operating Expenditures	English Learners	1,000.00
None Specified	English Learners	0.00
0000: Unrestricted	Lottery: Instructional Materials	2,000.00
	None Specified	0.00
	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,740.06
Goal 2	9,439.39
Goal 3	0.00
Goal 4	2,600.00
Goal 5	0.00

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.

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by clicking here, complete, and return to LSS for review.

Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure 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 English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by clicking here, complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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