School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silver Springs High School	29-66357-2930071	1/29/23	

Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

Schoolwide Program is aimed at Silver's total school plan.
Comprehensive Support and Improvement plan is relegated to On Campus, Academic, and Behavioral Intervention only.

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

Silver Springs is a traditional 10th -12th alternative education continuation high school. While having become largely a school of choice, students that come to Silver from within and from outside the high school district typically have one or more of the following challenges; credit deficits that pose a barrier to graduation at a comprehensive or traditional high school, chronic absenteeism, and/or discipline related challenges. Silver Springs High School's schoolwide program is structured around several key variations from the comprehensive programs; shorter school day, smaller class sizes (typ 23:1), a simplified 7 period bell schedule allowing room for additional credit attainment and remediation, and finally a variable credit achievement structure. All classes including electives at Silver, are structured with Essential Learning Outcomes. Other key school objectives are focused on staff professional development in Trauma Informed School approaches, Professional Learning Communities, Essential Learning Outcomes, Social Emotional Learning standards and Restorative Practices. Silver Springs earned a Six-year-Accreditation from WASC last year, and has updated Vision and Mission from 2019 as part of WASC renewal and our schoolwide Professional Learning Community.

For Comprehensive Support and Improvement Plan, Silver launched a formal Learning Center (drop-in academic intervention) that doubles as a on campus behavioral intervention space in a limited capacity. The school simultaneously launched a formal Wellness center focused on social

emotional and mental health. Both are staffed by a a full time Teacher on Special Assignment (Academic Intervention Specialist) and a School Social Worker (PPS-credentialed) both supported by standalone programmatic spaces on campus.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....3
Comprehensive Needs Assessment Components 5
Data Analysis 5
Surveys 5
Classroom Observations....7
Analysis of Current Instructional Program....7
Educational Partner Involvement 11
Resource Inequities 11
School and Student Performance Data 12
Student Enrollment....12
CAASPP Results....14
ELPAC Results 18
Student Population....20
Overall Performance 22
Academic Performance....24
Academic Engagement 30
Conditions & Climate....33
Goals, Strategies, & Proposed Expenditures....35
Goal 1....35
Goal 2....43
Goal 3....51
Goal 4....58
Goal 5....59
Budget Summary 61
Budget Summary 61
Other Federal, State, and Local Funds 61
Budgeted Funds and Expenditures in this Plan 62
Funds Budgeted to the School by Funding Source....62
Expenditures by Funding Source 62
Expenditures by Budget Reference 62
Expenditures by Budget Reference and Funding Source 62
Expenditures by Goal 63
School Site Council Membership 64
Recommendations and Assurances 65

Instructions....66
Instructions: Linked Table of Contents....66
Purpose and Description....67
Educational Partner Involvement....67
Resource Inequities....67
Goals, Strategies, Expenditures, & Annual Review....68
Annual Review....69
Budget Summary....70
Appendix A: Plan Requirements....72
Appendix B:....75
Appendix C: Select State and Federal Programs....77

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

CHKS shows that only 1 in 5 students live in homes with two parents. 89% of our students feel that there are high expectations for them at Silver Springs. 86% believe that there are high expectations for them at school while 90% feel connected to school and adults at school. 44% are happy to be at school which we view as very positive since almost all students were defined as "failing" school as a reason they were sent to Silver Springs. 75% feel that someone notices if they're not at school which is indicative of a 140% increase in attendance, compared to this time last year. A little more that 2/3rd feel that they are praised for doing well and the same for people believing they'll be a success and 70% of students say that someone notices if they're upset.

Survey results that define and reveal barriers for growth are:

76% frequently use alcohol, 85% use marijuana, 22% use inhalants, 23% cocaine, 1 in 10 have used meth, 2 of 5 have used Ecstasy, 2% heroin, and nearly half have used some type of prescription pill or illegal pills.
83% of our students have used alcohol before the age of 14.
2/3rds began using marijuana between the ages of 10 and 14
almost half of our students have been binge drinking in the past 30 days and,
2 in 5 students have mixed alcohol and drugs in order to get high
47% drink on a weekly basis and 17% use every day or at least once every three days
47% smoke pot daily or every other day
82% use until they get high or drunk; excessive
46% have been "heavy drinking" in the past 30 days
58% of our kids drink solely to get drunk; not socially
70% use drugs to get really high; (escape?)
45% have driven under the influence of drugs or alcohol
14% have used marijuana on school property in past 30 days, 86% haven't
13% have used drugs on school property
60% have been drunk or high on campus
73% of our students don't think using marijuana is a problem or harmful
about a third of our students think that 90% of their peers smoke marijuana
2 of 5 believe that 100% (everyone) smokes marijuana
45% of our kids say that their parents "don't think there anything wrong with smoking pot"
18% say that drugs kept them from getting to school
17% have to be under the influence to feel "normal"
20% don't want to use, but use anyway
34% use drugs or drink by themselves
70% say it's easy to get alcohol and 78% say the same thing about marijuana
32% have been offered drugs at school
69% have smoked cigarettes before the age of 14 and 34% have tried smokeless tobacco before 14 years old
45% smoke daily and 61 % smoke at least some consistently and only 39 % disapprove of smoking and,
57% of our kids think that 4 of 5 kids smoke some

Safety/harassment/bullying

38% have had rumors spread about them and 76% have been made fun of because of the way they look
21% have been physically pushed, shoved or hit, 20% are afraid that they might be and 18% have been in a fight
15% have damaged school property on purpose and 85% have not
7% have carried a gun at school and half of that 7% have done it more than once
11% have had some type of other weapon and 15% of them have done it more than once
34% said they've seen another kid with a weapon and 10% say they've been threatened with a weapon
only 37% don't approve of "having a weapon at school"
15% have been harassed for hate crime reasons (race, religion, gender, mental/physical disability)
21% have been involved in gangs
58% feel safe at school; 9% don't.... others no comment either way
28% have been cyber bullied
92% students are free and reduced, yet only 51% eat breakfast.... worst of all, 49% say they "don't eat".
49% experience hopeless feelings
21% have been forced into unwanted sexual intercourse

25% of our students have IEP's or 504's
41 IEP's
20 504's, and
25 SAM/SARB

Suspensions, while very high, are declining. CSI dollars and the Intervention Specialist are also attached to OCI or On Campus Intervention, which has been a useful tool in simultaneously reducing suspensions and providing academic intervention for students.
2012 1st semester = 531 days
2013 1st semester 383
2014 340 days
2015 340 days
2016 223 days
2017 220 days
2018 218 days (41% suspension rate on CA School Dashboard)
2019 OCI implementation reduced suspension by 248 days in 2019/20. As of March, 13th 2019 (COVID closure), 28 students were suspended at Silver Springs in 2019/20, suggesting a "projected" approximate 20% suspension rate.
2020 COVID Distance Learning and 4 month stretch of "hybrid" learning. Silver Springs had 2 student suspensions this year resulting in an approximate 1% suspension rate.
2021 - current one-time suspensions are at 8, (4.3%), so a projected suspension rate, if it is maintained for 2021/22 is 8%.

Classroom Observations

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

All teachers are formally evaluated generally every two years. Each teacher at Silver Springs is evaluated by the Principal and/or Assistant Principal. The administrator meets with each teacher due for evaluation for a pre-conference to explain the process, explore teacher-identified goals, and any areas of need for the staff member. The administrator also defines and communicates site and district wide goals to the teacher. The administrator then makes a minimum of two "bell-to-bell" observations, both of which give feedback on 5/6 CA standards of the teaching profession (CSTP). The final or "summative" evaluation is made on all 6 CSTPs, written and then reviewed with the teacher. In the final meeting, the principal and teacher designate and define future goals and subsequent evaluation timelines for each teacher. Overall, it is a robust process.

All teaching staff are using "kick-offs" to begin class and all teachers are also directing students to complete a common student assessment on their performance at the end of each class period. All staff meets for collaboration every Monday for approximately one hour. Departmentally, staff have an additional 15 periods per week to meet (30 minutes in the morning and afternoon and one designated prep period).

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

CAASPP testing results, combined with course chapter and summative assessments are used to modify instruction for student achievement.

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

Course, unit, chapter, and lesson assessments (course based benchmark) and summative CAASPP results are used to modify instruction for re-teaching and student mastery.
Silver is working to introduce a formative literacy assessment (Fast ForWord) in Spring 2022.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified, with most qualified as "veteran" (10 years+). One staff member is year one of teacher induction, and another is in year two.

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

Sufficient instructional materials are available for staff. State adopted and approved curriculum is used in all courses.4
Professional Development focus is intense: the district is fully involved with the PLC (Professional Learning Communities) process, Trauma Informed and Restorative Practices, and Mastery-based grading for equity.

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

Ongoing staff development at the district level, and individual staff development by content area is ongoing. Staff at Silver have more space that traditional and time to prep and collaborate. Staff Development occupies five calendared days a school year.

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

Individual attendance at regional conferences and training is available (Work Experience / Work Permit training, Social Emotional Community of Practice, International Institute of Restorative Practices as well as local and district provided training on circles and RP approaches. Peer coaching and teacher induction is in place on site. Instructional / Academic Intervention as well as Mental Health / socioemotional counselor / social workers are embedded on site and have instructional coach roles. Two staff members at Silver are teacher induction mentors serving new teachers on campus.

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

All staff collaborates together weekly for 1 hour. Certificated staff have an additional 5 hours / week for prep time and dept. collaboration in addition to 5 hours (more or less)

Teaching and Learning

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

All courses are taught through state adopted texts and teacher created materials and are aligned with the state content standards. All courses meet the requirements for high school graduation. All teachers instruct for competency of standards.

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

N/A

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

N/A

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

All student groups are provided with standards-based instructional materials for all courses. Socioeconomically Disadvantaged Students (SED) are our largest sub group and our standards-based materials are relevant to their learning needs. Below Proficient and students identified for credit recovery also have access to intervention and tutoring. Silver is seeking to add a digital software platform like Edgenuity or Acellus to provide both formative and benchmark assessments as well as accelerated, enrichment, and credit recovery access to courses outside of the school catalog.

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

All core courses are aligned with state content standards. All students are enrolled in necessary core courses to fulfill state and district graduation requirements.

Opportunity and Equal Educational Access

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

Silver employs a General Ed paraeducator that accesses and serves all Gen Ed classes as a support. The Intervention Coordinator (TOSA) schedules that person's push-in schedule via a data-based student needs-approach. Students with IEPs receiving Resource and Supported Studies have access to two SpEd teachers, a full time Educationally Related Mental Health Service (ERMHS) Therapist, and three SpEd paraeducators. Daily nutrition through breakfast and lunch are available for all students at Silver, regardless of if they qualify for free and reduced lunch. Credit recovery in all core content areas is embedded in core content classes; a change from last year where credit recovery was separately scheduled and potentially underserving students in quality of comprehensive instruction.

Evidence-based educational practices to raise student achievement

Differentiated curriculum and instruction, cooperative learning, project based learning, online learning, whole group instruction and small group instruction are in place. Silver is exploring mastery grading systems, digital instruction platforms like Edgenuity and Acellus, and more formal data-based intervention via benchmark assessments with the Professional Learning Communities process.

Parental Engagement

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

School-wide free and reduced breakfast and lunch, behavioral health, crisis counseling, case manager for young parents, Independent Living Coordinators for students with IEPs, support from local church to provide meals and support, on campus drug diversion classes, Gay Straight Alliance, school clothes closet. All students have access to a Learning Center and a Wellness center staffed by full time teacher and counselor on special assignment for academic, mental health and social emotional intervention.

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

Parents are involved with school primarily through Site Council and regular interactions with school admin and teachers. Silver's scale and location facilitate this easy interface, with a welcoming campus, close public transportation, open gyms, community-based site with fruit trees and garden, and Headstart Daycare. The school hosts a meal for Back To School Night, as well as a church sponsored (cooked and served) Holiday Meals twice a year. Silver boasts school-wide afternoon BBQs twice a month with good weather, as well as participations by parents with long-running field trips with skiing as Squaw Valley (Palisades) and the Oakland A's, SF Giants, and the Sacramento Kings and Republic. The school is also forging relationships with Nevada County Media (NCTV), Nevada County Contractor's Association (NCCA) and other local non-profits that preclude parent involvement.

Funding

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

Comprehensive School Improvements funds identified for use at Silver Springs in the 2021/22 year were fully dedicated to Intervention -- both academic and behavioral

1000s, 3000s 1.0 FTE Salary Intervention TOSA/Specialist; $154,720
1000s, 3000s 1.0 FTE Salary School Social Worker; $121,645
4000s [Budgeted: Supplies; $500, Equipment; $250]
5000s [Budgeted: Travel/Conferences; $12000] Expenditures; School-wide retreat dedicated to moving Silver to a Trauma-Informed school; $4300
8000 $17650 District Indirect Costs

Fiscal support (EPC)

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

Stakeholder groups that involved in the SPSA annual review and update, both directly and indirectly, include:

Silver Leadership Team (MOM)
Silver Intervention Team
Silver Springs All Staff (weekly collaboration)
SSHS Site Council
SSHS WASC Committee
NJUHSD LCAP Committee (Silver subgroup)
SSHS Parent Body
NJUHSD CTE Steering Committee
NJUHSD CTE Advisory
NJUHSD Management Team
NJUHSD Differentiated Assistance Team
NJUHSD Guiding Coalition
NJUHSD Board of Trustees
Nevada Joint Union High School Teachers Association (NJUHSTA)
California School Employees Association (CSEA)

Surveys and Survey tools -- CHKS, staff surveys, Google Forms, etc.

Resource Inequities

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

Site resource inequities are generally quite small: some noted inequities could include the school cafeteria menu variety, afterschool transportation flexibility, master schedule offerings limited due to student credit deficits as well as school scale. Additionally, the campus is the oldest in the district -- but it is very well kept and in excellent condition, and is appropriately scaled to our enrollment with the exception of proper restroom facilities at B-Wing.

Title 1 resources are not present at Silver Springs while 20% of Title 1 identified students from comprehensives, on average, find their way to Silver Springs as a Tier 2 credit intervention (Title1 funding does not follow these students to SSHS).

Notably, in 2016, enrollment at SSHS was 140-150 (with a total annual enrollment of 180+). Certificated FTE (Full time equivalent) was 10.4 staff. This gives a rough student to certificated staff ratio of 15:1. In 2021-22, our Certificated FTE is 19.5 with an enrollment of 180-200. This gives us a rough ratio of 10:1. This is strong indicator of equitable and even generous fiscal attention to Silver's student population and identified goals.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0.5%	2.98%	0	1	5
African American	1.32%	0.5%	%	2	1	
Asian	0%	%	%	0		
Filipino	0%	0.5%	1.19%	0	1	2
Hispanic/Latino	14.47%	12.9%	14.29%	22	26	24
Pacific Islander	0%	%	%	0		
White	76.97%	77.1%	76.79%	117	155	129
Multiple/No Response	7.24%	8.5%	4.76%	11	17	8
			Total Enrollment	152	201	168

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 10	21	30	14
Grade 11	67	59	57
Grade 12	64	112	97
Total Enrollment	152	201	168

Conclusions based on this data:

1. The vast majority of students are Caucasian and are defined as socioeconomically disadvantaged.
2. Our Latino population is growing.
3. Silver is growing IN enrollment; 20/22 will prove to be our most populous enrollment year in over a decade.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	1	2	2	0.7%	1.00%	1.2%
Fluent English Proficient (FEP)	3	5	4	2.0%	2.50%	2.4%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

1. Continue current strategies with district EL support with EL teachers. Silver shares a translator with other District schools, includes parent communication, meeting support.
2. Silver Springs has a very small EL presence. Silver leadership team believes that EL case management should follow English Learners, on a case by case basis, to our school site. EL students, however small of a population, demand ELD access.
3. District support for EL is largely located at Nevada Union.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 11	61	83	79	56	22	61	56	22	61	91.8	26.5	77.2
All Grades	61	83	79	56	22	61	56	22	61	91.8	26.5	77.2

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
Grade 11	2468.	2499.	2451.	0.00	0.00	0.00	7.14	31.82	6.56	39.29	27.27	26.23	53.57	40.91	67.21
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	7.14	31.82	6.56	39.29	27.27	26.23	53.57	40.91	67.21

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	8.93	*	6.56	33.93	*	45.90	57.14	*	47.54
All Grades	8.93	*	6.56	33.93	*	45.90	57.14	*	47.54

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	1.79	*	0.00	30.36	*	11.48	67.86	*	88.52
All Grades	1.79	*	0.00	30.36	*	11.48	67.86	*	88.52

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	3.28	66.07	*	75.41	33.93	*	21.31
All Grades	0.00	*	3.28	66.07	*	75.41	33.93	*	21.31

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	1.79	*	0.00	44.64	*	62.30	53.57	*	37.70
All Grades	1.79	*	0.00	44.64	*	62.30	53.57	*	37.70

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

Conclusions based on this data:

1. 57% of students tested did not meet the prescribed standard overall. 32% of students met or nearly met the standard overall. We need to assess and analyze what are the elements and standards that will push our students from Nearly Proficient to Proficient.
2. 49% of students are at, near or above the reading standard, 66% are near the listening standard, but notably 0% above standard. 32% of students are at, near or above the writing standard, 68% below. Improvement is across ELA standards. At the same time, ELA is an area of celebration for some movement on CAASSP as per a local continuation school comparison for the Northeastern Sacramento region.
3. Students have no buy in, ownership or motivation to do their best on the test. Strategies, like incentives, to increase motivation and performance on CAASSP need to be examined, developed an implemented.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 11	60	82	79	55	0	62	55	0	62	91.7	0.0	78.5
All Grades	60	82	79	55	0	62	55	0	62	91.7	0.0	78.5

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
Grade 11	2421.		2404.	0.00		0.00	0.00		0.00	3.64		1.61	96.36		98.39
All Grades	N/A	N/A	N/A	0.00		0.00	0.00		0.00	3.64		1.61	96.36		98.39

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00		0.00	1.82		6.45	98.18		93.55
All Grades	0.00		0.00	1.82		6.45	98.18		93.55

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00		0.00	12.73		53.23	87.27		46.77
All Grades	0.00		0.00	12.73		53.23	87.27		46.77

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00		0.00	32.73		48.39	67.27		51.61
All Grades	0.00		0.00	32.73		48.39	67.27		51.61

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

Conclusions based on this data:

1. We need to examine our math sequence at Silver as it connects to CAASSP proficiencies. Silver currently only addresses Pre-Algebra & Algebra due to student math levels that are transferred from the comprehensive schools. This causes students to miss Algebra 2 and Geometry standards and concepts. Silver houses an additional Business Math class that may or may not be contributing to increased performance on the CAASSP.
2. Area most in need of improvement is Concepts and Procedures, 4% of students at or near standard and percentage of students tested has increased 6%. An area of celebration is Communicating Reasoning.
3. Students have no buy in, ownership or motivation to do their best on the test; lack of motivation. We need a comprehensive plan to address testing motivation

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										*	*	*

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

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

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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

Conclusions based on this data:

1. There is not any valid ELPAC data available to make any conclusions

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
168	**77.4**	**1.2**	**0.6**
Total Number of Students enrolled in Silver Springs High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	2	1.2
Foster Youth	1	0.6
Homeless	24	14.3
Socioeconomically Disadvantaged	130	77.4
Students with Disabilities	38	22.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian	5	3.0
Asian		
Filipino	2	1.2
Hispanic	24	14.3
Two or More Races	8	4.8
Pacific Islander		
White	129	76.8

Conclusions based on this data:

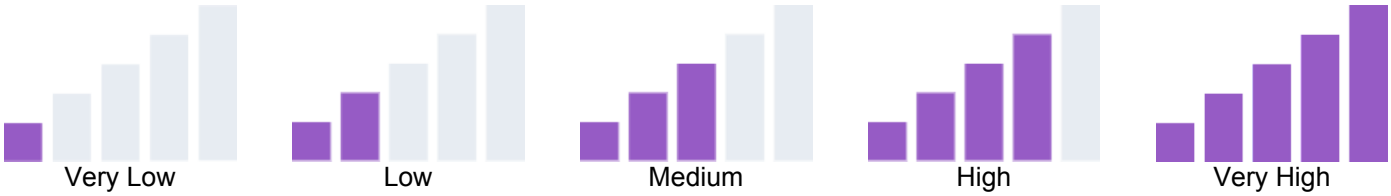
1. Beginning with the last school year, all students qualify for Free and Reduced meals, due to having over 80% SED.
2. Homeless numbers continually increase demanding more support. Silver no longer has a "rolling" enrollment, so total population of foster and homeless are often not reflected accurately in P-2 enrollment snapshot.
3. Our largest group remains socioeconomically disadvantaged students (SED). School percentage of SED students as compared to percentage of SED at other schools is an area of concern. SED students in NJUHSD are concentrated at Silver Springs. Likewise for Silver's SPED enrollment rate, currently at 22%, which is far higher than traditional schools. This is in part because Silver houses a special Emotional Disturbance (ED) SpEd population along with a standard Mild/Mod Resource classroom with a caseload of approximately 28 students.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	**Graduation Rate** Low	**Suspension Rate** Very High
Mathematics Very Low		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Silver's graduation rate is modest for most continuation schools. Changes in enrollment practice and strategies are anticipated to increase grad rate to above the CSI (Comprehensive Support and Improvement) threshold for 2022/23.

2. Suspension rates have substantially decreased with the implementation of On Campus Intervention Program, and simple informal Restorative approaches in the discipline process and the addition of a section of RAYS. Additionally, COVID-19 abbreviated the school year in 19/20, and all but eliminated the in-person school year on 20/21 with limited hybrid learning only in Spring. Suspension rate was projected to be 21% in 19/20 (ended in-person school in March, so this is assumed rate). 2020/21 had 2 suspensions Notably, with a transient "rolling" enrollment, suspensions rates appear higher, as the number of one-time suspensions is divided against a static denominator enrollment of 152, rather than the a typical full-school-year enrollment of nearly 220 - 250.

3. The 21/22 school year has accompanied the introduction of a new formal Restorative Practices (RP) program with two primary features. The first is formal restorative justice (RJ) conferencing for student-to-student incidents that involve intense violations like assault, harassment, etc. The second is a student-led "peer court" conferencing process that serves as an alternative to suspension and traditional discipline practices as delivered by a school dean of students or vice principal. This program is call Peer Solutions, and is used to address a comprehensive range of suspension-worthy, low-level, and preventative discipline interventions. Additionally, Silver has established strong school wide positive behavior expectations. The school is also deploying RP-based "proactive circles" in classrooms that build community, positive behavior expectations, and serve to reinforce the formal "Tier 2" interventions like RJ conferencing or Peer Solutions.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low 167.8 points below standard 48 Students	No Performance Level 1 Student	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level 8 Students	Very Low 158.9 points below standard 36 Students	No Performance Level 8 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	No Performance Level 0 Students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 7 Students	No Performance Level 3 Students		Very Low 173.2 points below standard 39 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
1 Student		166.3 points below standard 45 Students

Conclusions based on this data:

1. A notable increase in student performance from the previous year, but statistical volatility due to low student testing possibly related to the cause.
2. More analysis required at the level of the assessment.
3. Analysis limited to continuation schools on the statewide and regional level would be very helpful. DASS Dashboard inadequate on this level.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

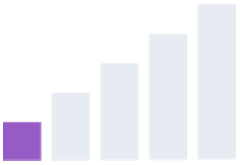
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low 222.6 points below standard 48 Students	No Performance Level 1 Student	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level 8 Students	Very Low 220.6 points below standard 36 Students	No Performance Level 8 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	 No Performance Level 0 Students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Level 7 Students	 No Performance Level 3 Students		 Very Low 225.2 points below standard 39 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
1 Student		224.9 points below standard 45 Students

Conclusions based on this data:

1. Continued decline in mathematics across the subgroups. Data follows pattern of student performance from comprehensives.
2. Current math program, because we have no students transferring at the geometry or Alg.II level, fails to address Algebra II and Geometry. These standards and Expected Learning Outcomes are extremely difficult to achieve within the scope of Silver's current program. Limiting remediation efforts and embracing higher level standards may be in order.
3. Analysis limited to continuation schools at the statewide and regional level would be very helpful. DASS Dashboard inadequate on this level.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
making progress towards English language proficiency
Number of EL Students: 1 Student
Performance Level: No Performance Level

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

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. English Learners subgroup too small to develop usable data.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. School only has limited sections of electives, but is currently launching a CTE pathway although 4 sections of 6 have been cut. Silver expects to produce CTE Completers (few) in 2022/23. The Advvanced Course of this pathway will be offered as Dual Enrollment.
2. Small increase in Approaching Prepared, possibly a reflection of A-G completion at the comprehensive sites that feed Silver. Silver needs to shift more courses into A-G qualification.
3. CTE Pathway, AP courses, and Dual Enrollment access are all subjects of conversation and movement for students at Silver Spring. Transportation a current barrier. Silver should explore AP Computer Science Principles as a solid entry level Advanced Placement course (and accessible test) for our school.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. Data appears not to have uploaded to CALPADS, as no data appears here. Absenteeism for 2022/23 is likely to produce an outlying dataset because of COVID-19. Implementation of Distance Learning in 2020-21 and part of last year will have significant impact on attendance this year. Students are out of practice with regular school attendance, resilience, and SAM / SARB interventions that push students to school.
2. No data available. Silver enrolls, in a rolling transfer process, students that often have a status of chronic absenteeism, and in some state of the SAM or SARB process or other attendance contract. Silver plans to vet rolling transfers and limit enrollment to seven interim progress or quarter completion dates to improve incoming / enrolling student attendance prior to entry with Silver.
3. Statewide COVID legislation may move chronic absenteeism slightly in to the positive for some Silver students because of the way distance learning calculated attendance for teacher prep days and asynchronous learning for that day. 2021/22 may see a steep increase in chronic attendance. New truancy enrollment drop rules may positively affect those rates resulting in a limited net change. Target rate of attendance is 75%/day or better.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	2	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low		No Performance Level
70.9% graduated		Less than 11 Students
110 Students		4 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
70.4% graduated	69.2% graduated	63% graduated
27 Students	104 Students	27 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	 No Performance Level Less than 11 Students 4 Students		 No Performance Level Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Level 68.8% graduated 16 Students	 No Performance Level Less than 11 Students 5 Students		 Low 72.3% graduated 83 Students

Conclusions based on this data:

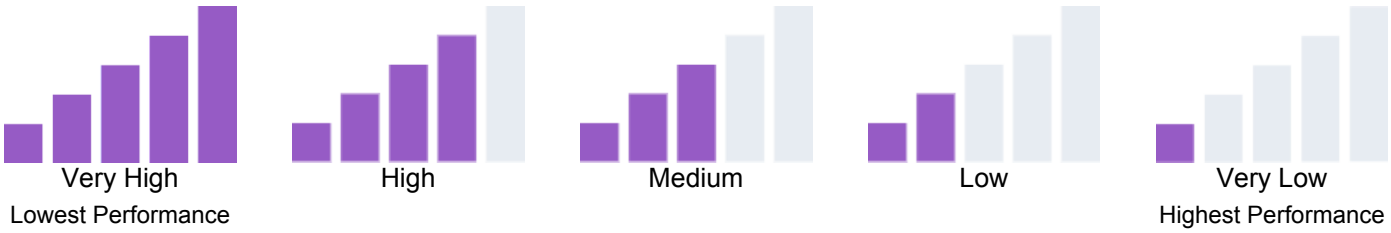
1. Homeless student graduation rates increased. Data is skewed due to small sample group. AB 1802 may have significant impact on 2022-23 rates as well as 21-22.
2. Percentage of graduates has increased steadily over the past 9 years. 2019's decline could be reflective of efforts to increase course rigor, codify grading policies at Silver and updating curriculum to CA state standards... or it could be anomalous as smaller numbers are generally more statistically volatile.
3. Nearly all students transfer to Silver with credit deficit... often significant. Most students are enrolled at one or more grade levels behind and a small number of students each year are offered a 5th year towards graduation. AB 104 and a senior COVID waiver from the prior year may positively affect grad rates to produce a net "wash" in rates. Target grad rate is 70% or above.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

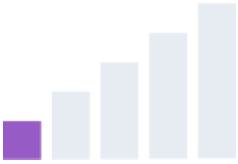
Very High	High	Medium	Low	Very Low
3	2	0	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	No Performance Level
10.5% suspended at least one day	Less than 11 Students	Less than 11 Students
258 Students	3 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	High	Very High
12.5% suspended at least one day	8.7% suspended at least one day	18.6% suspended at least one day
40 Students	206 Students	59 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	 No Performance Level 9.1% suspended at least one day 11 Students		 No Performance Level Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 High 9.5% suspended at least one day 42 Students	 No Performance Level 6.3% suspended at least one day 16 Students		 Very High 11.2% suspended at least one day 187 Students

Conclusions based on this data:

1. Suspension rates are critically high for 2018/19 due to lack of any resources; namely, On Campus Intervention. They will substantially decrease with the implementation of full time On Campus Intervention specialist; launched in 2019/20. Data not reported for the Dashboard that year. Looking towards improvement in 2021/22.
2. Suspension data would be worse if considering multiple suspensions. Silver lacked resources, tools, and professional development for alternatives to suspensions. Informal Restorative Practices, and Trauma Informed teaching approaches were launched in 2022-23. PBIS-like programs that fit our 10th-12th population are bring explored for 2021/22.
3. Professional development at the teacher level, including strategies for classroom management, Non-violent communication (NVC), and a focus on socioemotional competencies and wellness are all necessary for positive movement in this school climate metric.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

SSHS SPSA Goal 1; Align instructional, behavioral, and academic intervention systems in order to support increased student engagement and achievement.

LEA/LCAP Goal

LCAP Goal 1 Our district employs and retain high quality professional educators who together provide quality educational opportunities that meet individual student needs and prepare all students for success in post secondary education, career and life.
LCAP Goal 3 Our district prioritizes equity promoting an inclusive school culture and climate free from bias that values meaningful stakeholder engagement and systemic support for all students, families and staff members.

Goal 1

SSHS SPSA Goal 1; Align instructional, behavioral, and academic intervention systems in order to support increased student engagement and achievement.

Specific sub-goals are:

a. Realign courses at Silver with Essential Learning Outcomes (ELOs) aimed at student achievement of standards.

b. Grow and implement a Learning Center (formerly referred to as On Campus Intervention) that focuses primarily on academic intervention as it relates to student achievement of Essential Learning Outcomes in every assignment, course and classroom at Silver Springs and to also address COVID learning loss.

c. Hire a Gen Ed paraeducator to facilitate targeted intervention response through a push-in model with students and classrooms at Silver with high D/Fs and/or low credit attainment.

d. Employing the Professional Learning Communities process, pursue the universal development of benchmark assessments aligned with ELOs in all courses.

e. Continue to refine a comprehensive Wellness Center staffed with a full time school social worker aimed at serving students mental health and social emotional learning needs.

f. Employ both learning and wellness centers to support positive classroom behaviors, options and flexibility for student attendance, and to increase student resilience for attending full days of school (COVID recovery).

g. Adopt a trauma-informed schoolwide approach that employs proactive restorative and academic circles in classrooms, a peer driven restorative discipline model, and restorative justice conferencing with individual students.

h. Institute a comprehensive Intervention Team that meets weekly to coordinate services, identify student needs, and adjust interventions in a timely way.

i. Continue to ensure highly qualified teaching staff and appropriate FTE at Silver.

j. Continue offering and housing the Young Parenting Program (YPP) at Silver Springs

k. Join the County Office of Ed. Community of Practice to implement SEL curriculum

l. Build a structure based on SEL Competencies that integrates structure for student reflection specifically aimed at Self-Awareness and Self-Management

Identified Need

Silver Students perform far under the district average. Almost all Silver students all into the subgroups of homeless, foster youth, English Learners and socio-economically disadvantaged. These subgroups experience increased measures and rates of trauma, including the adverse childhood experience of the ongoing COVID-19 pandemic. The aligned intervention approach is an acknowledgement that serving and coordinating services for students in a comprehensive way is a best practice for these student populations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Individual student intervention service visits (attendance logs).	individual student credit attainment 202223	Increased student credit attainment
Suspension rate	Suspension rates 1st half of 2022/23	Decreased suspension rates
Credit Attainment Rate	Credit attainment as a rate,1st half of 2022/23	Increased credit attainment rate
Graduation Rate	Graduation rate 2022223	Increased graduation rate
Student Activities	number of student activities 2021/22 + 2022/23	Increased student activities
CAASPP Achievement	Baseline 2018/19 + 2022/23 rates	Positive movement in CAASPP 2021/22
Grading Alignment	Schoolwide grading differences	Systematic schoolwide grading consistency
Athletics participation	2022/23 participation.	Increased participation
Attendance rate	2021/122 + 1st half of 2022/23	Increased attendance rates from baseline
Student services referral (STARS, NCBH, etc.)	2021/22 + 1st half of 2022/23	Increased student referrals to mental health services on and off campus.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1a. Realign courses at Silver with Essential Learning Outcomes (ELOs) aimed at student achievement of standards.

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.- Employ previously identified Essential Learning Outcomes (ELOs) for every Silver Springs course. Align these ELOs to assignments and grades in courses and future benchmark assessments.

- Revisit and rework school Mission, Vision, and Values statements to align with this school plan, WASC, and district LCAP goals. Vision planning targeted for Dec. 2021; to include next steps regarding ELOs.

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)
2,500.00	LCFF - Base

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

1b Apply CSI funds to employ a full time TOSA to run a Learning Center (formerly referred to as On Campus Intervention) that focuses primarily on academic intervention as it relates to student achievement of Essential Learning Outcomes in every assignment, course and classroom at Silver Springs.

This sub-goal is part of the district Comprehensive Support and Improvement (CSI) plan for 2012 - 2023. 1.0 FTE Intervention Coordinator supported through this fund, along with a standalone classroom space.

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)
154,718	Comprehensive Support and Improvement (CSI)

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

1c. continue to employ a Gen Ed paraeducator to facilitate targeted intervention response through a push-in model with students and classrooms at Silver with high D/Fs and/or low credit attainment.

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)
51,289	Extended Learning Opportunity

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

1e. Continue to fund a comprehensive Wellness Center staffed with a full time school social worker aimed at serving students mental health and social emotional learning needs.

This sub-goal is part of the district Comprehensive Support and Improvement plan for 2022 - 2023
1.0 FTE School Social Worker supported through this fund, along with a standalone classroom space.

This space and associated staff will connect to increased individual student referrals for student mental health services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

121,642	Comprehensive Support and Improvement (CSI)

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

1f. Continue to fund learning and wellness centers to support positive classroom behaviors, options and flexibility for student attendance, and to increase student resilience for attending full days of school (COVID recovery).

This sub goal is part of the CSI Plan. See previous expenditures.

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

Amount(s)	Source(s)

Strategy/Activity 6

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

All Students

Strategy/Activity

1g. Adopt a trauma-informed schoolwide approach that employs proactive restorative and academic circles in classrooms, a peer driven restorative discipline model, and restorative justice conferencing with individual students.

Use district PD day to assess and revise strategies as well as structure KELVIN survey tools to implement students reflective surveys aimed at improving student self-awareness and self-management skills.

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)
2,920	Site Formula Funds

5,310	Comprehensive Support and Improvement (CSI)
7,425	LCFF - Base

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students, Staff

Strategy/Activity

1h. Institute a comprehensive Intervention Team that meets weekly to coordinate services, identify student needs, and adjust interventions in a timely way.

Intervention team is now meeting weekly. Every other week is focused on major strategies, intervention approaches and check-ins (reports from each team member) with a focus on individual domains (academic/ learning, social emotional / wellness / mental health, and discipline / positive behavior interventions). Every other week the meeting is focused on individual students, (student by student), with actionable steps and owners of each item. Intervention TOSA will develop data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students, Staff

Strategy/Activity

i. Continue to ensure highly qualified teaching staff and appropriate FTE at Silver.

School administration determine staffing needs based enrollment projection, contractually agreed upon class sizes, and consciousness of regular ongoing population growth with transfers throughout the school year. We also strive to meet the Model Continuation HS target of 20:1 as a best practice. Within this process, we examine weaknesses in the schedule annually: for example, Silver deleted traditional underperforming "credit recovery" courses last year.

Steps;

We need to expand A-G qualified courses at Silver, both through updating courses through the District Curriculum Committee. These courses should match the credentials of hired teachers closely. While not tightly connected to this strategy, we also need to establish a systematic, consistent, school-wide credit attainment process and associated grading policy supported by this latter process.

Institute a digital learning component and use of an online learning management system in all classes in 2020/21, and carry forward the use of this in subsequent years.

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)
960,042	LCFF
223,285	Special Education
1,258	LCFF - Base

Strategy/Activity 9

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

Pregnant Teens

Strategy/Activity

j. Continue offering and housing the Young Parenting Program (YPP) at Silver Springs

Staff a YPP Case Manager available to pregnant and parenting students

Silver continues to host a Head Start Infant/Toddler Center available to parenting students and their children

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)

87,194	LCFF
35,000	Local Categorical

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.

Both Learning Center and Wellness Center are both up, fully staffed, and highly utilized. Both have been effective at supporting academic progress and tending to student mental health 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.

The Learning Center is financially supported by CSI money; the Wellness Center is financially supported at .5.

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

No current changes to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

SSHS SPSA Goal 2; Silver Springs will adopt a trauma-informed school approach with a culture and climate focused on social-emotional learning, positive behavior, and restorative practices.

LEA/LCAP Goal

NJUHSD LCAP Goal 2: Our district provides all students a guaranteed and viable curriculum which is meaningful and relevant, with clear measurements for progress, and equips students to achieve success after graduation.

NJUHSD LCAP Goal 3: Our district prioritizes equity, promoting an inclusive school culture and climate, free from bias, that values meaningful stakeholder engagement and systemic support for all students, families, and staff members.

NJUHSD LCAP FOCUS Goal 1 SEL: Students will develop and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships.

Goal 2

SSHS SPSA Goal 2; Silver Springs will adopt a trauma-informed school approach with a culture and climate focused on social-emotional learning, positive behavior, and restorative practices.

Sub Goals are:

a. Silver Springs High School has trained, professionally developed, and implemented Restorative Practices (RP) principles and processes in both the classroom and in the process and procedures of school discipline administration. This program, titled Peer Solutions, was launched last year (2021/22) and we've added a section of RAYS to support RP.

b. Silver Springs will implement Trauma-Informed instructional practices and approaches to classroom management.

c. Silver Springs will pursue a PBIS-like approach to school rules and classroom management strategies in 100% of classrooms, and additionally institute proactive RP and content-based circles in all classrooms.

d. Silver will continue to re-develop and customize an On Campus Intervention (OCI) program and center at Silver Springs as one alternative to suspension, while simultaneously developing that space as an important drop-in learning center.

e. Silver will build a stronger alignment and connection to county and regional services for health, social services, county children's behavioral health, local mental health agencies, foster and homeless youth; i.e. What's Up Wellness, Nevada County Behavioral Health, Victor Youth Services, Nevada County Probation, Nevada County Superintendent of School Foster and Homeless Youth Services, and Alcohol and Other Drugs treatment.

f. Silver will institute a customer service approach reflecting unconditional positive regard in its front office with all community and student family interfacing.

g. Silver will re-develop a previously county-defined SARB (Student Attendance Review Board) process into a more effective district-housed SAM (Student Attendance Mediation) process.

H. AP and Principal make calls on every; disciplinary action or interaction and document as well as making daily positive phone calls home.

Identified Need

Address high Suspension Rate, School Climate, Chronic Absenteeism, declining Graduation Rate

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation rate	66.7	76.7
Absenteeism Rate	N/A	N/A
Suspension Rate	40.4	20.2
Intervention Access	TBD	growth from baseline, then plateau or tapering.
Observable TI and SEL practices in classrooms.	TBD	growth from baseline, then plateau.
Survey Self Assessment; Front Line Staff	TBD	growth from baseline, then plateau.
Number of off-campus referrals	TBD	growth from baseline, then plateau.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2a. Silver Springs High School will sustain, professional development, and Restorative Practices (RP) principles and processes in both the classroom and in the process and procedures of school administration. Silver has successfully piloted a district wide program supported by a 1.0 FTE Restorative Practices Teacher on Special Assignment (RP TOSA) to implement Peer Solutions -- a student driven "peer court" that will be used not only as an alternative to suspension but an alternative to traditional discipline processes.

Peer Solutions trainings were executed (with outside facilitator). 1. Countywide overview, sitewide overview, admin meeting, Champions meeting, student training.

Staff were selected to train with Restorative Practices (IIRP training). 5 already are trained, 1 will add Restorative Justice Conferencing training, and 2 will add RP train-the-trainer.

A future 'summative' goal is to have all certificated staff at Silver trained, and using/implementing restorative practices and proactive and content circles in classrooms on a frequent basis, as well as be Mental Health 1st Aid trained

In addition to the RP TOSA, Silver added a 1.0 FTE School Social Worker dedicated to social emotional counseling, crisis counseling, individual and group therapy. This person is housed in a newly launched Wellness Center.

Move to Formal RP strategies in the school discipline process: graduate to formal Restorative Justice Conferencing from the informal restorative practices already in place in Assistant Principal's office.

Use Silver Strong (course) as a proving and training ground for Proactive Circles and other RP principles and processes.

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

Amount(s)	Source(s)
5,000	LCFF PD- Sub Costs
71,560	Local Categorical 50% RP TOSA
59,586	LCFF RP Teacher
	Remaining costs included in goal one

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

2b. Silver Springs will implement Trauma-Informed Instructional Practices.

8 certificated staff members and 4 classified staff members were trained in Trauma-Informed (TI) approaches and instructional practices. Classified focus on front line staff and paraprofessionals.

Local trainers at no cost have facilitated these trainings (NCSOS) for two years running. Sub costs accounted for.

Sustain a stand-alone Socioemotional Learning course (Silver Strong) on the Silver Springs Campus. Grow enrollment in this elective and expand its connection to RP, TI, Intervention, etc.

Conduct targeted Socioemotional Competency (CASEL) lessons in all classrooms minimum once a week. (i.e. warm-ups, etc)

Participate with 7-8 staff members, in a NCSOS (county) led SEL Community of Practice.

Implement student reflective surveys aimed at improving student's self-management and self-awareness having a positive impact on academic consciousness and performance.

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

Amount(s)	Source(s)
1,200	Site Formula Funds

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

2c. Silver Springs will pursue a PBIS-like approach to school rules and classroom management strategies.

Re-work school rules to reflect positive-based approach aligned with PBIS principles. Extend this effort to the classroom level with 100% representation (school wide), with consistently applied positive reinforcement of these expectations. Associated PD in this area for teachers and front-line staff.

Establish behavioral expectations for students outside of campus: a Silver Code of Ethics or similar.

Institute proactive RP and content-based circles in all of Silver classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

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

All Students

Strategy/Activity

Develop a distinct absenteeism plan to replace Student Attendance Review Board (SARB) process locally for use with our students to address Chronic Absenteeism.

Additionally, research and develop an alternative schedule to support student attendance (am/pm block schedule) that will also potentially address current class size challenges.

Assess and redesign student transfer policies from district comprehensive schools (BR-NU) to be aligned with intervention strategies and reduce redundancies or gaps.

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	

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

2d. Silver will continue to re-develop and customize an On Campus Intervention (OCI) program and center at Silver Springs as one alternative to suspension, while simultaneously developing that space as an important drop-in learning center.

Explore/examine dividing Academic intervention and Behavioral intervention within the same space and job assignment.

Analyze effectiveness and challenges of first two years of OCI implementation and prescribe the proper blend of OCI and academic support.

Limit, consciously, the number of students assigned to OCI for non-academic (behavioral or disciplinary) reasons. Protect the primary academic objective of the Learning Center (formerly "OCI", a term that developed a negative connotation).

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)
	OCI salary included in goal one

Strategy/Activity 6

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

All Students; with emphasis on SED and SPED students.

Strategy/Activity

2e. Silver will build a stronger alignment and connection to county and regional services for health, social services, county children's behavioral health, local mental health agencies, foster and homeless youth; i.e. What's Up Wellness, Nevada County Behavioral Health, Victor Youth Services, Nevada County Probation, Nevada County Superintendent of School Foster and Homeless Youth Services, and Alcohol and Other Drugs treatment.

Attend and participate more effectively in county and regional PD offerings. (All staff + school counselor + vice principal).

Establish a regular participatory presence at homeless and foster youth committees, local public safety meetings (CAUSS). (school counselor, principal, school resource officer).

Explore assigning in-school "liaisons" for each of these areas and holding regular services alignment meetings on Silver Campus. Invite county and regional services to present at these regular meetings.

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

Amount(s)	Source(s)

Strategy/Activity 7

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

All Students

Strategy/Activity

2f. Silver will institute a customer service approach reflecting unconditional positive regard in its front office with all community and student family interfacing.

- Expand Attendance Tech (Student Services Technician) job assignment form 5.5 hrs/day to 8hrs/day
- Explore adding a second Campus Security Supervisor.
- Pilot digital Customer Service training with Principal's Secretary.
- Meet and re-evaluate Front Office Staff twice/school year vs annually.
- Institute a "customer" exit survey for front office staff interactions.
- Include Front Office Staff more explicitly in site based decision making.
- Consciously grow and promote positive, classified , employee culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

g. Silver will re-develop a previously county-defined SARB (Student Attendance Review Board) process into a more effective district-housed SAM (Student Attendance Mediation) process.

- Implement and maintain a regular Attendance Intervention team with meeting structure and assigned Tier 1 Interventions.
- Examine weakness in current SARB / NCSOS / NC Probation relationship
- Develop in-house District SAM Process / flow chart
- Institute SART (Student Attendance Review Team meetings as an intermediary process within the current set of interventions.
- Weave in regular and aggressive home visits into the SAM process

- Develop, with district, a SAM (Student Attendance Mediation) process that is implemented at the district level, and involves district-based contracts
- Institute a new Chronic Truancy enrollment / drop policy.

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 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.

Due to a successful Wellness program, a broader network with local resources for mental has been established and utilized. Restorative Circles and SEL/TI practices have been implemented in all classes.

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

Implementation plans have gone as planned.

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.

Current plans will be sustained and not changed at this point.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

SSHS SPSA 3; SSHS WASC Goal # 3 Silver Springs will create a flexible environment of individualized educational opportunities, including, but not limited to alternative scheduling, expanded Work Experience Education, Independent Studies, GED Prep, and CTE Pathways, accompanied by a refreshed community engagement effort.

LEA/LCAP Goal

NJUHSD LCAP Goal #2: Our district provides all students a guaranteed and viable curriculum which is meaningful and relevant, with clear measurements for progress, and equips students to achieve success after graduation.

NJUHSD LCAP FOCUS Goal #2 - Academic Credit Recovery: The district will develop instructional opportunities that provide targeted credit recovery and timely remediation or learning loss.

Goal 3

SSHS SPSA Goal 3; Silver Springs will create a flexible environment of individualized educational opportunities, including, but not limited to alternative scheduling, expanded Work Experience Education, Independent Studies, and CTE Pathways, accompanied by a refreshed community engagement effort.

a. Continue to explore bell schedules that capture the 180-minute, 15 hours per week, continuation school minimum to provide maximum flexibility to working students, students that are accelerating towards graduation, students that need increased intervention and remediation in specialized environments, and to build in incentives in the school day for attendance and academic / credit proficiency.

b. Expand Work Experience access at Silver Springs

c. Institute enrollment transfer windows to limit the flow of students entering the academic milieu to regular planned pauses and/or grading periods.

d. Review the inter-district stipulated expulsion process that moves students with discipline or attendance challenges to Silver Springs.

e. Explore options to fill enrollment at Silver through a purely "choice-based" process.

f. Continue to grow a fledgling CTE (Building & Construction Trades) Pathway.
g. As the BCT teaching position is shared with Bear River High School, Silver Springs currently has one block period. It is our goal to grow the BCT program at Silver Springs into a full time position.

h. Explore the addition of a GED prep program or classroom form 17 yr old students without a current pathway to graduation by credit.

i. Request district support to add sections of independent study to capture specifically identified students with attendance issues.

Identified Need

Address drop out / non grad / graduation rate, COVID "re-entry & recovery", chronic absenteeism, socioeconomics conditions, school culture, and college & career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CTE Pathway Completion	TBD	Growth from baseline.
WEE Participation	10-20 participants annually	Growth from baseline.
IS (Independent Studies) Participation	10-15 participants annually	Growth from baseline, then plateau
Attendance rates	2022/23 rates; approx. 60%-	At or above 75% (growth from baseline, then plateau)
Grad Rate	2022/23 rate (projected 68 - 70%)	Growth from baseline, then plateau
Postsecondary outcomes	Tracking and baseline placement to be developed	Growth from baseline.
Increased academic enrichment participation	Tracking and baseline placement to be developed	Growth from baseline.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3a. Continue to explore bell schedules that capture the 180-minute continuation school minimum to provide maximum flexibility to working students, students that are accelerated towards graduation, students that need increased intervention and remediation in specialized environments, and to build in incentives in the school day for attendance and academic / credit proficiency.

Silver is currently on a 7 period bell schedule that mirrors its primary feeding traditional high schools bell schedules. Silver's day is 60 minutes shorter that the standard comprehensive high school minute structure. Silver is not currently employing or "capturing" the 180 minute minimum day attendance rule for CA continuation school to leverage the flexibility that accompanies many alternative ed. programs. Silver needs to explore how to institute a schedule that allows students that are on pace towards graduation to accelerate, access employment earlier in the day, and access academic enrichment. Additionally, such a schedule would carve out space for intervention in its most basic form for students not on pace to graduate on time. This structure can also produce an early release structure that can create a built in a natural incentive for students to achieve and make progress. Additionally, a shorter school day could alleviate some elements of chronic absenteeism and respond to lowered school resilience displayed by students before, during and after COVID 19.

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

Amount(s) Source(s)

Strategy/Activity 2

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

All Students.

Strategy/Activity

3b. Expand Work Experience access at Silver Springs

Silver currently houses 1 section of Work Experience Education. About 60 students are enrolled, employed and earning credit at any given time, in this section. Attached to the previous sub-goal of a modern alt. ed. bell schedule, Silver could expand its WEE participation, building in an incentive for early release, elective credit attainment, and a valuable, maturity-developing life skill that could have positive effects on school culture, student engagement, and student academic performance.

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)
19,855	LCFF

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

3c. Institute enrollment transfer windows to limit the flow of students entering the academic milieu to regular planned pauses and/or grading periods.

Silver, until a year ago,, has had a rolling open enrollment policy; students are enrolled and started at any given time of the year. In some cases, enrollment for students transferring from comprehensive high schools was started in the second half of the fourth quarter, essentially just in time for graduation. Starting in 2021/22, seven (7) transfer start-dates were given, with transfers not accepted until the following start date. Additionally, the school set an enrollment cap, based on allocated staffing, of 215 students this year. This strategy is purposed to encouraging teachers to start and maintain units of study that are towards standards mastery, with reduced focus on work-completion.

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)
	Local Categorical 20:1

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

3d. Silver will begin to lay the groundwork of moving this alt. ed. site to a recognized "community school" after the CDE model. This is not the same as a "community day school" or "last resort" (often county) school as they are sometimes referred to. A Community School is a school that places special emphasis on outside community based associations and providing services on the school site, with attention to family and student needs beyond the scope of school academics and diplomas. The efficacy of this model is well supported by research prior and during the COVID pandemic.

- Silver will begin the research this year on the Community School model. Post-WASC, a committee will be formed to examine the ground level pieces to institute this model more fully at the Park Ave (Silver) site location. Notably, much of the pieces are in place already; standalone beautiful school campus, Young Parents Program, Head-start daycare, community food pantry annex, two meal program (breakfast and lunch), districtwide career tech program, embedded community college trained school counselor, embedded crisis counselor, onsite school social worker.

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

Amount(s)	Source(s)

Strategy/Activity 5

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

All Students

Strategy/Activity

3e. Review the inter-district stipulated expulsion process that moves students with discipline or attendance challenges to Silver Springs.

- Silver will explore, through its leadership and admin, the policy changes required to reduce, and eventually end the practice of inter-district stipulated expulsions to Silver Springs. This being said, Silver will also explore the necessary resources and interventions required to serve these nigh-expelled youth, as Silver currently has the same, if not less, tools and resources at hand than all of the other schools in district.

- Silver will also explore the limiting of students being transferred to its site for pure reasons of chronic absenteeism; for largely the same reasons highlighted above.

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

Amount(s) Source(s)

Strategy/Activity 6

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

All Students

Strategy/Activity

3f. Explore options to fill enrollment at Silver through a purely "choice-based" process.

Extending from the previous sub-goal, expanding the reasons and access to Silver Springs for choice-based enrollment need to occur simultaneously as the school moves away from the de facto "last resort" position that it currently occupies.

- Focus on post-secondary and placement starting in 10th grade

Partnership with local Sierra Community College
Stay Focused curriculum
Student internships placements and access to district Work Based Learning Coordinators
Expansion of Work Experience Education program
SPED student access to Transition (TPP)
Senior Project emphasis on career / employment
Robust work permit program
Career Fair

- Leverage the Social Emotional Learning sensitive and the Trauma-Informed focus

- Leverage a future (or current) modern bell schedule that provides maximum flexibility to students seeking employment, acceleration, enrichment, and targeted intervention / remediation.

- Leverage the already in place field trip culture as a incentive for attending Silver.

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

Amount(s)	Source(s)

Strategy/Activity 7

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

All Students

Strategy/Activity

3g. Continue to grow a fledgling CTE (Building & Construction Trades) Pathway.

- Finish building standalone dedicated building for this program
- Expand pathway to include Adv (Capstone) course to produce Completers.
- Foster a solid stakeholder based program Advisory that informs and guides the content, curriculum, direction and focus of the pathway.
- Continue to professionally develop the CTE teacher attached to this program
- Provide, leverage, and expand marketing, access, registration and enrollment for this pathway and its courses to district students form other school sites.

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)
70,868	Other Strong Workforce
34,905	LCFF - Base

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

3h. Explore the addition of a GED prep program or classroom form 17 yr old students without a current pathway to graduation by credit.

- Either partnering with sister Independent Studies school North Point Academy or developing a unique program, Silver needs to launch a self-contained classroom, or provide a space in the school day for students that are currently out of reach (in terms of credits) of on-time graduation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 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.

We are currently working with Albert Powell Continuation School in the Yuba City Unified School District to assess their schedule and transfer policies and procedures.

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

None at this time.

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

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

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

Strategy/Activity

Special Education classes and Special Education Instructional Assistants in classrooms

One on one ESL tutoring and instruction for Limited and Non-English proficient 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)

Strategy/Activity 3

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

Strategy/Activity

On site Case Manager available to pregnant and parenting students

A Head Start Infant/Toddler Center available to parenting students and their children

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

Amount(s) Source(s)

Strategy/Activity 4

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

Strategy/Activity

Sierra College counselors support

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

Amount(s) Source(s)

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	$0
Total Federal Funds Provided to the School from the LEA for CSI	$287,563
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,915,557.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$281,670.00

Subtotal of additional federal funds included for this school: $281,670.00

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

State or Local Programs	Allocation ($)
	$0.00
Extended Learning Opportunity	$51,289.00
LCFF	$1,131,677.00
LCFF - Base	$46,088.00
Local Categorical	$106,560.00
Other	$70,868.00
Site Formula Funds	$4,120.00
Special Education	$223,285.00

Subtotal of state or local funds included for this school: $1,633,887.00

Total of federal, state, and/or local funds for this school: $1,915,557.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Comprehensive Support and Improvement (CSI)	121388.45	-160,281.55
LCFF - Base		
District Funded		
General Fund		
Title I	0	0.00
CARES Act		
Professional Development Block Grant		

Expenditures by Funding Source

Funding Source	Amount
	0.00
Comprehensive Support and Improvement (CSI)	281,670.00
Extended Learning Opportunity	51,289.00
LCFF	1,131,677.00
LCFF - Base	46,088.00
Local Categorical	106,560.00
Other	70,868.00
Site Formula Funds	4,120.00
Special Education	223,285.00

Expenditures by Budget Reference

Budget Reference	Amount
	19,855.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Comprehensive Support and Improvement (CSI)	281,670.00
	Extended Learning Opportunity	51,289.00
	LCFF	1,111,822.00
	LCFF	19,855.00
	LCFF - Base	46,088.00
	Local Categorical	106,560.00
	Other	70,868.00
	Site Formula Funds	4,120.00
	Special Education	223,285.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,652,583.00
Goal 2	137,346.00
Goal 3	125,628.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

4 Other School Staff

1 Parent or Community Members

1 Secondary Students

Name of Members	Role
Marty Mathiesen	Principal
India Greeley	Classroom Teacher
Randy Fields	Other School Staff
Jennifer Thompson	Other School Staff
Mia Palka	Secondary Student
James Palka	Parent or Community Member Secondary Student
Gordon Bishop	Other School Staff
Miguel Palacios	Other School Staff
Tami Haas	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on March 29, 2023.

Attested:

Principal, Marty Mathiesen on 3-29-23

SSC Chairperson, Randy Fields on 3-29-23

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.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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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