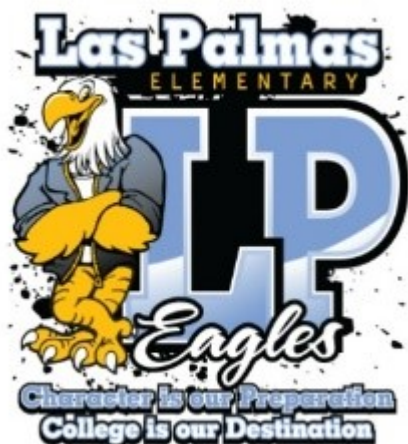


School Year: 2021-22



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Las Palmas Elementary School	50712176052948	December 14, 2021	

## Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State

Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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). 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.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

In 2019-2020, the California Healthy Kid survey was planned to be administered in the Spring of 2020. Due to school closure in March 2020 due to COVID-19, the survey was given to stakeholders. It is planned to be administered in Spring 2021.

In 2018-19 school year, the California Healthy Kid survey to parents, staff and students grades 3rd - 5th was provided. Students: 79% of our students feel safe at school (70% = +9%); 84% (74%+10%)/ of our students feel they are treated with respect; 80% (No change) feel they have caring adult relationships; 89% of students said Bullying is not allowed at school.

Parents: 93% feel that the adults care about students; 96% feel that school is a safe place; 93% feel that students are treated with respect; 90% feel the school offers opportunity for meaningful participation; 55% believe bullying is not/small problem.

Staff: 100% feel school is a safe place for students; 94% believe adults care about students; 97% feel adults treat students with respect; 94% make clear bullying is not acceptable.

## Classroom Observations

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

Classroom observations occur throughout the year by administrators and teachers. Administrators perform formal and walk-thru observations throughout the year to provide feedback to teachers on instruction. Teachers are providing in person instruction to all students. Students are engaged in class instruction and follow teacher's guidelines and procedures. Teachers requesting to observe each other are allowed time. During the 2021-22 the school campus continues to be closed to all parent volunteers and visits are limited to IEPs and Student Study Team meetings due to COVID-19 guidelines.

## **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)

Schoolwide results of state and district assessments (iReady) in math and language arts (CAASPP, PFT, STS, and ELPAC), along with the District Writing Assessment are reviewed in late August and early September to identify the school's focus. The State Standards are used as planning guides. ELLEVATION data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers use local benchmark results in Language Arts and Mathematics as well as formal assessments to monitor and modify instruction. Student data is closely reviewed during Cycle of Inquiry twice a year. We also use a technology based program (iReady) for intervention and acceleration, depending on students needs.

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

District benchmarks are given three times a year in the areas of ELA, Math and writing. The results of these benchmarks are used as an integral part of our student monitoring. Teachers use these results to adjust their instruction and lesson. We also hold Cycle of Inquiry meeting two times a year to discuss each student's progress and necessary interventions.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

At this time, all teachers must possess appropriate credentialing to teach students in self contained settings as per District and State CTC requirements. Teacher recruitment, hiring and evaluation focus on meeting NCLB criteria. All teachers are highly qualified with the exception of two being interns.

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

All classrooms are staffed with highly qualified teachers. Teachers of core academic subjects possess a bachelor's degree, hold an appropriate teaching credential, authorization, or intern certificate, and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education and ELD, that focuses on curricular and instructional materials.

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

Staff development is based on district initiatives and individual school, teacher, and student needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of our staff development has been in the area of the State Standards, English Language Arts/English Language Development, Math, Technology Standards through Site and District sponsored training in Wonders, Reading Strategies, Writing, Math and Learning.com. Teachers also work in grade level collaboration meetings to analyze student data, create action plans and discuss, model and observe best practices. Teachers are given the opportunity to observe their peers and collaborate on a regular basis.

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

The District provides an Induction coach for new teachers. These teachers attend professional development workshops taught by the Induction Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are District Curriculum Coordinator, Grade Level Leads and Technology Mentor. They support site teachers by assisting in instruction, observing, offering model lessons, and providing feedback on best practices, providing professional development in teaching strategies, ELD strategies, and technology. At the site we provide teachers with the opportunity to observe each other to learn and give feedback to improve instruction.

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

Our teachers in grades K-6 meet in grade level meetings weekly in which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. The grade levels are provided one day each semester to plan and collaborate their plan for the year. Every Wednesday, teachers have been given collaboration time to discuss and plan for their students or professional development to assist in instruction. Every teacher is constantly analyzing data to design intervention strategies and establish class goal for success.

## Teaching and Learning

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

All instructional materials are aligned to the California Common Core State Standards.

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

Our school follows the California and Patterson Unified recommended instructional minutes. Please refer to SARC/Instructional Minutes for more detailed information.

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

Teachers are guided to pace instruction according to the district curriculum calendar. Our school gives three ELA and three Math benchmark assessments during the school year that assess mastery of skills after they are taught. Additional instruction is provided to students not meeting their targets.

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

There are sufficient standards-based instructional materials for all students. In addition, all classrooms K-6 have a chromebook for each child to access and enhance the curriculum in their classrooms.

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

Please also refer to SARC/Curriculum and Instruction/Textbooks for more detailed information. All students at Las Palmas use Standard-based instructional materials in all subject areas. A description of our Core Program standards based materials and instructional minutes include:

- Math: Eureka Math/Houghton Mifflin – 55-60 minutes daily all grades.
- Language Arts: Wonders - 2 hrs. primary, 2 hrs. & 30 minutes Intermediate. Intervention materials: Wonders Intervention, Reading Mastery and Corrective Reading.
- Writing Workshop is scheduled for approximately 30 minutes.
- Science: Amplify Science – The equivalent of 40 minutes for intermediate.
- Social Studies: California Studies Weekly– The equivalent of 45 minutes daily for all grades.
- ELD: Wonders – 45 minutes daily designated for Kindergarten and 45 minutes daily for 1st-6th grade EL students.
- Physical Education – The equivalent of 100 minutes per week.
- Visual and performing arts standards and teaching units within language arts and social studies. Las Palmas students participate in the district-wide Visual and Performing Arts Program hosted in the spring. They take field trips to theater performances at Patterson High School and the Gallo Art Center. Additionally, we are looking to bring other curriculum-based assemblies, to our students. In 2021-22, students are limited on field trips or attending theaters due to COVID-19 restrictions.



## Opportunity and Equal Educational Access

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide Universal Access through small group instruction. During a Rotation period, students are grouped by ELD level or instructional reading level, assessed every eight weeks and regrouped appropriately. Teachers regularly examine student work samples and data at grade-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-teaching accordingly. Intervention action plans are developed when appropriate. The SST process is used to identify and monitor students that are at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Cycle of Inquiry has been established two times a year to review and analyze student achievement data. Teachers meet weekly and after each benchmark to modify and adjust instruction based on local assessments. Teachers participate in staff development programs designed to improve their skills in addressing student needs and addressing core standards. Supplemental tutoring programs are available through the After School Program and by individual teachers who prearrange time for students through the school. We have also have two Early Intervention paraeducators to provide small group instruction to our K-3 students and one Early Intervention aide that works with grades 4th thru 6th. Intervention aides provide extra support in English Language Arts to get students reading at their grade level.

## Parental Engagement

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

District, community, family and school resources available to assist underachieving students include:

- School Nurse
- Student Assistant Specialist (Center for Human Resources)
- Health Clerk
- Mental Health Clinician
- Resource Teachers
- Bilingual/Biliterate paraprofessionals
- Parent volunteers (On hold due to COVID-19 Restrictions)
- After School Program (ASP) site coordinator and site leaders

Our school communicates with parents through:

- Website/Facebook
- Virtual Parent informational meetings
- Virtual Back-To- School Night
- Virtual Parent Teacher Conferences
- Virtual Literacy, Math, and NEU Parent Nights
- School Site Council
- DELAC
- ELAC
- PTO
- School Newsletter/Peachjar
- Parent Square Announcements

Publication of all school policies, newsletters, and written and oral communication include both English and Spanish translations. In addition, Las Palmas provides parents opportunities for learning through its virtual Educational Nights and district workshops. The topics include social emotional support, health and wellness, technology, academic games, and numerous other related topics. Other resources available to assist underachieving students include the site's After School Program, learning lab for SST students, and Early Intervention aides for K-6. After School Program is a grant funded program that focus on providing homework assistance, small-group tutoring, recreation and arts/social component for students who are experiencing difficulty or who do not have adults at home after school. The program is staffed by after school staff and paraprofessionals, with high school students also used as tutors and support staff. Students are referred to after school program services based on academic need. Space for other students is on a space available basis.

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)

Due to the pandemic, parent involvement has been put on hold due to COVID-19 restrictions. Once the restrictions are lifted, Las Palmas will continue to focus on increasing parent involvement. Our staff welcomes parents and family members to volunteer in our classrooms and the library. Parent involvement is encouraged through "Donuts with the Principal," parent nights, Open House, Back-to-School Night, and information nights, as well as in classroom activities. Las Palmas has a goal of surveying parents at least once a year for their perceptions about many aspects of the school. These include student programs, teacher qualifications, availability of interventions for students working below grade level, quality of and availability of parent trainings, quality of school leadership, school to home communications, and opportunities for meaningful input into the development of school wide planning. This data is tabulated and shared with both staff and the community, and then incorporated into future planning. A Parent-Teacher-Student Compact outlining responsibilities of parents, teachers and students, has been developed by the School and sent home to all families to review and signed at the first parent-teacher conference. Parent communication is critical in student needs as well progress being made. Parents are notified and invited annually to a Title 1 meeting where they are informed about the progress of their students, services for students who are performing below grade level and trainings available for parents so that they can assist their children at home, and support their progress at school. We welcome parent volunteers, especially for assisting with field trips, special projects, and in the library.

## Funding

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

Categorical services include a Bilingual/Biliterate Paraprofessional aide in the learning, three Early Intervention paraprofessionals to assist in grades K-6 and five days of Student Assistant Support services (SAS). They work collaboratively with teachers to help struggling students to set goals, check progress and celebrate. General Funding for paraprofessionals is through Title I, Title III and LCFF.

#### Learning Lab:

The Learning Lab at Las Palmas School began with the goal of providing intervention services to students performing below grade level in reading and math. The Learning Lab is coordinated by the two site Resource Specialists. In addition to the Resource Specialist, three instructional aides staff the Learning Center. Training was provided to all staff using the intervention curriculum in place. Students needing intervention services for reading and math are referred through the SST process. Once students are appropriately placed, ongoing collaboration with the general education teachers and parents are done to help track progress. The coordinator also meets two times per year during the Cycle of Inquiry meetings to follow student progress in their general education classes. Students come to the Learning Lab at least twice per week, with some students attending as many as four days per week, depending on individual student need. The Learning Lab staff works with our students with a focus on individualized instruction to guide their learning. The students in the program work in small group settings and some receive one-on-one instruction. These students have access to the Learning Lab to take their Benchmark and/or classroom assessments. This is provided for those students needing additional time to test and for the quiet environment. Currently, close to 100 students attend the Learning Lab. Title I funding provides for two additional instructional assistants that work with students falling behind in Kindergarten through third grade. This is in an effort to provide support before the SST process and the Learning Lab. They work with the teachers to try to catch the students up in an area they are having difficulty. They are provided all the materials and training that is needed. All classrooms have access to materials such as manipulatives to assist student learning, audio-visual equipment, and teacher training, in order to accelerate student learning. Finally, the school includes opportunities for planning, as well as parent education so that Title 1 identified families may be empowered to assist their children, and Title 1 identified students may experience academic success. Funds supplement assessment and systems to monitor student progress. The site also uses Title I funding for communicating with parents about student achievement and academic interventions with mailings, telephone and personal conferences with translators as needed to ensure student success.

**Student Assistant Specialist:** We have an SAS on campus five days a week. This allows us to support students that are having difficulty with coping skills, minor behavior, stress, etc. When we support students in this way, they are able to better focus on their academics and what is expected of them at school.

#### Homeless Students:

The federal government's legal definition of homelessness based on the McKinney-Vento Homeless Education act is anyone who:

- lacks a fixed and adequate nighttime residence
- is sharing housing due to economic struggles
- is living in a temporary shelter, hotel, etc.
- is an unaccompanied youth or child awaiting foster placement
- is a migrant child who qualifies under any of the above

Homeless children have the right to attend school, to have transportation to school and school programs if appropriate, and to receive special programs and services to assist them. They will be

admitted to the district and can enroll and attend classes while the school obtains required school records or documents. If families of homeless students do not agree with identification procedures, placement or services, a district dispute resolution process is available and parents and/or school sites can request this at the Office of Student Services. Services for Homeless Students are funded through centralized services and Title I funding.

#### Migrant

Migrant Education services are coordinated within the school plan so that qualifying students can access core curriculum and be offered strategies which help them meet their specific academic and language needs. Categorical funding provides for those students Migrant students who score at below Basic on the CST or those scoring below 70% on grade level expectations each trimester. Under the Migrant Education Program guidelines for the County, qualified students are also offered additional services in the after school, by California Mini-Corps college students, and during the summer and have access to dental and medical assistance, if needed. Quarterly meetings to inform parents of their student's academic needs, of services and of how to access assistance are also provided through Migrant Education.

#### English Learner

Title I and Title III funding support all English Learner services and support personnel. Personnel include a Bilingual/Biliterate paraprofessional in the Learning Lab and two Early Intervention aides for grades K-3. Las Palmas uses the Wonders ELA/ELD program that is newly adopted. English Learners, who score Levels 1-3 on the ELPAC, those not meeting benchmarks or performing below level on the CAASPP are given high priority for specific services. English learners new to the country are also offered small group ELD instruction with the Bilingual/Biliterate aide in the learning lab. All students are annually assessed through the current state language assessment and can be re-designated as their listening, speaking, reading and writing skills improve, and as they demonstrate academic proficiency in core subject areas. Parents of English Learners have the right to participate in the site's English Learner Advisory Committee (ELAC) to review the planning, instructional delivery, and assessment and progress of their children. Additionally, parents can participate in various parent nights that are offered to learn ways in which to assist their children to be academically and linguistically successful at school.

#### Learning Handicapped services,

The Resource Specialists Program (RS), the Speech and Language Program, the Early Intervention Program and Adaptive Physical Education program are among the special education services offered for qualifying students at Las Palmas. Two Special Day Classes, a primary and Intermediate SDC class, support students with various learning handicaps. All help to meet the needs of students identified with a significant discrepancy between achievement and potential in the above-mentioned areas. Students are referred for possible assessment and placement through bimonthly Student Success Team meetings, parent referral or through agencies with the county SELPA. Once enrolled, each student's specific needs are documented and annually reviewed through an Individual Education Plan (IEP). The instructors then use a variety of methods and settings including pullout, mainstreaming and consultation to assist students using the criterion of "least restrictive environment" to meet State content standards for their respective grade level.+

Resource teachers target services for students who are in need of special education services, but who can be served best within the regular education program. At all times, individualized student goals must be aligned with core curriculum and State standards. A variety of strategies are utilized, usually in small group settings, to develop mastery in targeted areas. Such strategies include direct instruction, use of materials which target the student's area of weakness, modification of instruction in the regular classroom program, collaboration between Resource teacher and the regular

classroom teacher about instructional approaches and/or materials.

Adaptive P.E., Speech and Language, and Early Intervention Program services are for students who demonstrate needs in gross motor skills, or speech and language, or who have been targeted as developmentally delayed, by an outside agency before entering school as kindergartners, may qualify for services. These programs are provided by the county SELPA through the district and are served by itinerant staff according to the individual students' IEP goals. Referral procedures, testing, parent notification and implementations of the students' individual goals follow procedures as outlined in the County SELPA Handbook.

#### Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in reading and language arts, ELD, mathematics, as specified in the Single Plan for Student Achievement.

## Stakeholder Involvement

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

#### Involvement Process for the SPSA and Annual Review and Update

The site consulted with the School Site Council on October 19, 2021, November 16, 2021, and December 14, 2021 to review the annual SPSA and update to set new goals. The school also presented a review of the SPSA and update to parents at the ELAC meeting on December 14, 2021.

## Resource Inequities

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

Student have all necessary books and materials. Las Palmas had a Williams visit on 9/07/2021; NAME OF REVIEWER: David Poteet, Consultant for Curriculum and John Cincato, Consultant for Facilities; NO INSUFFICIENCIES WERE FOUND.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.17%	0.17%	0.5%	1	1	3
African American	0.68%	0.84%	0.7%	4	5	4
Asian	0.51%	1.35%	1.1%	3	8	6
Filipino	1.02%	0.67%	0.5%	6	4	3
Hispanic/Latino	79.25%	81.79%	83.0%	466	485	465
Pacific Islander	1.36%	1.01%	0.4%	8	6	2
White	12.59%	11.13%	10.4%	74	66	58
Multiple/No Response	1.53%	1.35%	1.4%	9	8	8
Total Enrollment				588	593	560

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	89	89	86
Grade 1	96	93	89
Grade 2	103	107	88
Grade3	100	101	93
Grade 4	102	98	102
Grade 5	98	105	102
Total Enrollment	588	593	560

### Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Our school has a large majority of Hispanic Students.
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Our student enrollment has continued to drop for the last two years.
3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. 1st grade and 2nd grade have had a drop for the last years.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	306	292	249	52.0%	49.2%	44.5%
Fluent English Proficient (FEP)	20	30	48	3.4%	5.1%	8.6%
Reclassified Fluent English Proficient (RFEP)	25	15	40	8.3%	4.9%	13.7%

### Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Our English Learner numbers have decreased every year for the last three years 18-19 thru 20-21, last year there was a 5% decrease.
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. We had an increase in the percentage of RFEP students from 2018-2019 to 2019-2020 by 8.8%. We continued to decrease in the number of RFEP students in the 2020-21 school year as school were shut down due to COVID guidelines and distance learning was held for most of the school year.
3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. In 2020-21 our percentage of RFEP students has decreased by 12.5 % percentage from 2019-20.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	102	97	85	95	94	0	95	94	0	93.1	96.9	0.0
Grade 4	96	101	93	93	94	0	93	94	0	96.9	93.1	0.0
Grade 5	104	98	94	103	95	0	103	95	0	99	96.9	0.0
All Grades	302	296	272	291	283	0	291	283	0	96.4	95.6	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2385.	2396.		14.74	11.70		15.79	25.53		26.32	27.66		43.16	35.11	
Grade 4	2446.	2446.		20.43	23.40		19.35	22.34		24.73	18.09		35.48	36.17	
Grade 5	2504.	2485.		18.45	20.00		38.83	28.42		18.45	21.05		24.27	30.53	
All Grades	N/A	N/A	N/A	17.87	18.37		25.09	25.44		23.02	22.26		34.02	33.92	

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.79	15.96		38.95	47.87		45.26	36.17	
Grade 4	18.28	18.09		45.16	48.94		36.56	32.98	
Grade 5	19.42	21.05		53.40	47.37		27.18	31.58	
All Grades	17.87	18.37		46.05	48.06		36.08	33.57	

2019-20 Data:

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

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.68	8.51		38.95	56.38		47.37	35.11	
Grade 4	19.35	19.15		45.16	48.94		35.48	31.91	
Grade 5	31.07	17.89		43.69	52.63		25.24	29.47	
All Grades	21.65	15.19		42.61	52.65		35.74	32.16	

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.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.84	12.77		60.00	59.57		23.16	27.66	
Grade 4	16.13	18.09		55.91	57.45		27.96	24.47	
Grade 5	18.45	14.74		62.14	57.89		19.42	27.37	
All Grades	17.18	15.19		59.45	58.30		23.37	26.50	

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.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.53	11.70		52.63	54.26		36.84	34.04	
Grade 4	16.13	15.96		56.99	50.00		26.88	34.04	
Grade 5	30.10	25.26		47.57	44.21		22.33	30.53	
All Grades	19.24	17.67		52.23	49.47		28.52	32.86	

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. Last spring 2021, students were not assessed due to the closure of schools due to COVID-19. In the previous school year 18-19, 43% of our students in 3rd-5th met or exceeded standard on the 2019 CAASPP. Third grad had an 8% growth, 4th had a 5% growth, but 5th had a 9% drop. Although, when looking at the cohorts, 5th grade student grew 7% from 4th to 5th grade. All grade levels met the district expectation of +/- 3% of the county average: 3rd grade was -1% of the county average, 4th grade was +6% of the county average and 5th grade was +6% of the county average.
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. We continued to reduced our percentage of students in the Not Met category and increased our percentages in the Exceeded and Met areas. We have also increased our % of students At or Near Standard overall.

3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. We continued work on addressing the achievement gap between our EL's and the rest of the population, focusing on quality instruction in all areas with continued discussion about ELA/ELD and Math.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	102	97	85	100	95	0	100	95	0	98	97.9	0.0
Grade 4	96	101	93	95	97	0	95	97	0	99	96	0.0
Grade 5	104	98	94	104	95	0	104	95	0	100	96.9	0.0
All Grades	302	296	272	299	287	0	299	287	0	99	97	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2377.	2407.		5.00	3.16		17.00	33.68		31.00	35.79		47.00	27.37	
Grade 4	2442.	2458.		7.37	16.49		21.05	20.62		40.00	30.93		31.58	31.96	
Grade 5	2494.	2484.		18.27	16.84		19.23	22.11		29.81	26.32		32.69	34.74	
All Grades	N/A	N/A	N/A	10.37	12.20		19.06	25.44		33.44	31.01		37.12	31.36	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.00	14.74		27.00	42.11		59.00	43.16	
Grade 4	17.89	29.90		32.63	26.80		49.47	43.30	
Grade 5	28.85	22.11		25.96	37.89		45.19	40.00	
All Grades	20.40	22.30		28.43	35.54		51.17	42.16	

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.

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.00	12.63		40.00	54.74		50.00	32.63	
Grade 4	14.74	17.53		49.47	40.21		35.79	42.27	
Grade 5	15.38	12.63		45.19	45.26		39.42	42.11	
All Grades	13.38	14.29		44.82	46.69		41.81	39.02	

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.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.00	13.68		51.00	57.89		41.00	28.42	
Grade 4	12.63	14.43		49.47	53.61		37.89	31.96	
Grade 5	18.27	11.58		48.08	51.58		33.65	36.84	
All Grades	13.04	13.24		49.50	54.36		37.46	32.40	

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. Last spring 2021, students were not assessed due to the closure of schools due to COVID-19. In the previous school year 18-19, 38% of third–fifth grade students met or exceeded the state standards on the CAASPP assessment, that is a 9% increase from last year. Third grade had a 16% growth, 4th grade had an 8% growth and 5th grade had a 2% growth, all grade levels met the district goal of +/- 3 from the county average: 3rd was +3% of the county, 4th was +4% of the county and 5th was +12% of the county average.
2. We made a significant change in our below standard numbers in the area Concepts and Procedures: Applying math concepts and procedures.
3. Our area to focus is: Modeling/Data Analysis

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1430.1	1421.1	1369.6	1432.9	1428.1	1384.9	1423.5	1404.6	1333.6	48	42	45
<b>1</b>	1466.0	1459.0	1396.8	1458.0	1456.7	1406.6	1473.6	1460.6	1386.6	61	51	27
<b>2</b>	1500.1	1499.6	1457.3	1493.5	1504.3	1453.5	1506.2	1494.4	1460.7	54	60	44
<b>3</b>	1489.6	1503.5	1471.5	1481.5	1494.4	1462.9	1497.3	1512.1	1479.7	50	53	44
<b>4</b>	1522.5	1502.6	1495.1	1510.8	1490.1	1486.0	1533.7	1514.6	1503.6	39	49	47
<b>5</b>	1513.3	1536.6	1514.6	1494.2	1531.5	1497.1	1532.0	1541.2	1531.7	29	39	46
<b>All Grades</b>										281	294	253

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	31.25	7.14	2.22	33.33	35.71	31.11	22.92	45.24	24.44	*	11.90	42.22	48	42	45
<b>1</b>	39.34	13.73	0.00	31.15	43.14	14.81	18.03	25.49	37.04	*	17.65	48.15	61	51	27
<b>2</b>	53.70	23.33	2.27	31.48	40.00	40.91	*	35.00	38.64	*	1.67	18.18	54	60	44
<b>3</b>	*	28.30	6.82	32.00	32.08	38.64	32.00	26.42	36.36	22.00	13.21	18.18	50	53	44
<b>4</b>	38.46	26.53	6.38	41.03	32.65	31.91	*	22.45	48.94	*	18.37	12.77	39	49	47
<b>5</b>	*	46.15	13.04	41.38	25.64	39.13	*	12.82	32.61	*	15.38	15.22	29	39	46
<b>All Grades</b>	35.59	23.81	5.53	34.16	35.37	33.99	18.86	28.23	36.36	11.39	12.59	24.11	281	294	253

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	35.42	7.14	4.44	29.17	45.24	35.56	*	38.10	22.22	*	9.52	37.78	48	42	45
<b>1</b>	45.90	21.57	0.00	19.67	33.33	33.33	22.95	31.37	22.22	*	13.73	44.44	61	51	27
<b>2</b>	59.26	43.33	9.09	25.93	35.00	38.64	*	21.67	36.36	*	0.00	15.91	54	60	44
<b>3</b>	24.00	39.62	11.36	40.00	33.96	45.45	*	15.09	29.55	*	11.32	13.64	50	53	44
<b>4</b>	48.72	38.78	17.02	33.33	32.65	48.94	*	8.16	21.28	*	20.41	12.77	39	49	47
<b>5</b>	44.83	53.85	19.57	*	33.33	56.52	*	5.13	15.22	*	7.69	8.70	29	39	46
<b>All Grades</b>	43.06	34.35	11.07	29.18	35.37	43.87	16.37	20.07	24.51	11.39	10.20	20.55	281	294	253

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	33.33	4.76	2.22	25.00	42.86	11.11	39.58	42.86	40.00	*	9.52	46.67	48	42	45
<b>1</b>	31.15	11.76	0.00	32.79	33.33	14.81	22.95	37.25	18.52	*	17.65	66.67	61	51	27
<b>2</b>	42.59	15.00	4.55	27.78	38.33	31.82	20.37	36.67	43.18	*	10.00	20.45	54	60	44
<b>3</b>	*	20.75	4.55	34.00	26.42	25.00	34.00	35.85	45.45	30.00	16.98	25.00	50	53	44
<b>4</b>	28.21	10.20	2.13	41.03	28.57	21.28	*	38.78	57.45	*	22.45	19.15	39	49	47
<b>5</b>	*	12.82	15.22	41.38	33.33	23.91	*	35.90	36.96	*	17.95	23.91	29	39	46
<b>All Grades</b>	27.40	12.93	5.14	32.74	33.67	21.74	27.05	37.76	41.90	12.81	15.65	31.23	281	294	253

2019-20 Data:

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



Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	50.00	14.29	8.89	37.50	78.57	66.67	*	7.14	24.44	48	42	45
<b>1</b>	59.02	52.94	14.81	32.79	37.25	51.85	*	9.80	33.33	61	51	27
<b>2</b>	66.67	35.00	18.18	33.33	61.67	70.45		3.33	11.36	54	60	44
<b>3</b>	26.00	26.42	27.27	60.00	58.49	59.09	*	15.09	13.64	50	53	44
<b>4</b>	48.72	18.37	40.43	46.15	63.27	53.19	*	18.37	6.38	39	49	47
<b>5</b>	*	20.51	36.96	58.62	71.79	60.87	*	7.69	2.17	29	39	46
<b>All Grades</b>	49.11	28.91	25.30	43.06	60.88	60.87	7.83	10.20	13.83	281	294	253

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	39.58	14.29	4.44	39.58	61.90	44.44	*	23.81	51.11	48	42	45
<b>1</b>	36.07	9.80	3.70	44.26	66.67	55.56	19.67	23.53	40.74	61	51	27
<b>2</b>	59.26	40.00	6.82	33.33	58.33	75.00	*	1.67	18.18	54	60	44
<b>3</b>	36.00	49.06	18.18	42.00	39.62	59.09	22.00	11.32	22.73	50	53	44
<b>4</b>	58.97	48.98	17.02	28.21	30.61	59.57	*	20.41	23.40	39	49	47
<b>5</b>	51.72	69.23	26.09	*	20.51	56.52	*	10.26	17.39	29	39	46
<b>All Grades</b>	45.91	38.10	13.44	37.72	47.28	58.50	16.37	14.63	28.06	281	294	253

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	27.08	2.38	0.00	70.83	85.71	51.11	*	11.90	48.89	48	42	45
<b>1</b>	39.34	25.49	3.70	40.98	49.02	29.63	19.67	25.49	66.67	61	51	27
<b>2</b>	51.85	8.33	13.64	33.33	76.67	65.91	*	15.00	20.45	54	60	44
<b>3</b>	*	18.87	4.55	48.00	54.72	56.82	48.00	26.42	38.64	50	53	44
<b>4</b>	*	8.16	0.00	58.97	59.18	59.57	*	32.65	40.43	39	49	47
<b>5</b>	*	20.51	17.39	62.07	64.10	56.52	*	15.38	26.09	29	39	46
<b>All Grades</b>	29.54	13.95	6.72	50.53	64.63	54.94	19.93	21.43	38.34	281	294	253

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	58.33	59.52	11.36	31.25	21.43	29.55	*	19.05	59.09	48	42	44
<b>1</b>	39.34	9.80	0.00	47.54	70.59	44.44	*	19.61	55.56	61	51	27
<b>2</b>	38.89	16.67	6.82	53.70	80.00	70.45	*	3.33	22.73	54	60	44
<b>3</b>	26.00	33.96	15.91	56.00	60.38	61.36	*	5.66	22.73	50	53	44
<b>4</b>	51.28	20.41	8.51	43.59	63.27	80.85	*	16.33	10.64	39	49	47
<b>5</b>	51.72	15.38	10.87	41.38	69.23	76.09	*	15.38	13.04	29	39	46
<b>All Grades</b>	43.06	25.17	9.52	46.26	62.24	61.90	10.68	12.59	28.57	281	294	252

2019-20 Data:

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

**Conclusions based on this data:**

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Our EL numbers have grown for the past two years.
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. The majority of our students are now in the levels 2 or 3. In addition our level 4 numbers have dropped, but it could be due to reclassification of students.
3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Reading and Written Language are areas where students have the most difficulty and our area of focus.

# School and Student Performance Data

## Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
560	83.4	44.5	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	249	44.5
Foster Youth	3	0.5
Homeless	1	0.2
Socioeconomically Disadvantaged	467	83.4
Students with Disabilities	88	15.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7
American Indian or Alaska Native	3	0.5
Asian	6	1.1
Filipino	3	0.5
Hispanic	465	83.0
Two or More Races	8	1.4
Native Hawaiian or Pacific Islander	2	0.4
White	58	10.4

### Conclusions based on this data:

- The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. We have a significant number of Socioeconomically Disadvantaged, English Learner Students and Students with Disabilities.

2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. We have a large population of Hispanic students 83.0% and our next largest subgroup is white at 10.4%.
3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. 50% of our population are English Learners and are often also Socioeconomically Disadvantaged.





# School and Student Performance Data

## Overall Performance

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

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

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. We maintained the overall performance in Math and Suspension Rate,
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. We dropped down to orange in ELA due to a 6% drop and Chronic Absentism.
3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. An area of focus continues to be Chronic Absenteeism and ELA.

# School and Student Performance Data

## Academic Performance English Language Arts

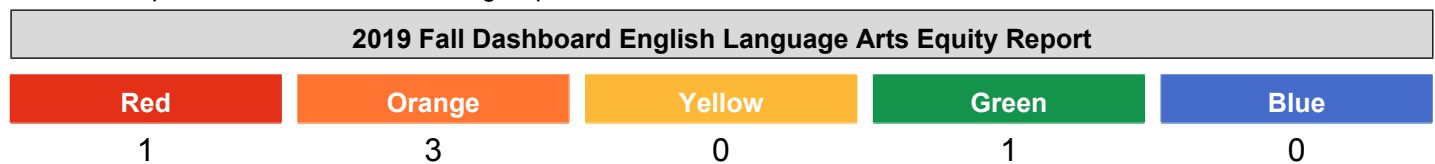
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange 24.9 points below standard Declined -6.1 points 272		 Orange 33.6 points below standard Declined -3.9 points 157		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 Orange 27.9 points below standard Maintained ++0.2 points 237		 Red 104.8 points below standard Declined -7 points 55	

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 33.8 points below standard Declined -4.3 points 223	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 16.6 points above standard Declined -4.4 points 34

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
56.5 points below standard Increased ++5.8 points 127	63.4 points above standard Increased ++12.8 points 30	14.4 points below standard Declined -6.4 points 113

#### Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Students in all groups had a 6 point decline. They are now in Orange.
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. The White group declined by 4.4 points, but remains 16.6 points above standard. The White group is the only group in the Blue.
3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Although our English Learner group declined by 3.9 points; our Current English Learners increased their score by 5.8 points. The Reclassified students increased by 12.8 points.

# School and Student Performance Data

## Academic Performance Mathematics

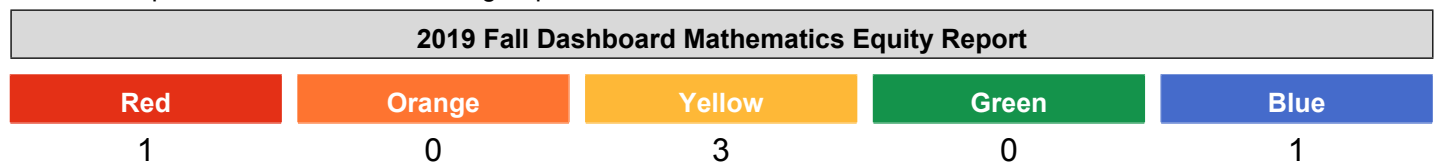
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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






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



This section provides number of student groups in each color.











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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 30.5 points below standard Increased ++10.4 points 272	<b>English Learners</b>  Yellow 40.9 points below standard Increased ++8.1 points 157	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Socioeconomically Disadvantaged</b>  Yellow 35.2 points below standard Increased ++12.3 points 237	<b>Students with Disabilities</b>  Red 106 points below standard Maintained ++2.5 points 55



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Yellow 41 points below standard Increased ++10 points 223	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>White</b>  Blue 16.2 points above standard Increased Significantly ++22.5 points 34

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 54.6 points below standard Increased Significantly ++18.3 points 127	<b>Reclassified English Learners</b> 16.9 points above standard Increased ++7 points 30	<b>English Only</b> 16.6 points below standard Increased Significantly ++16.6 points 113
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#### Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. All students increased by 10.4 points and fell in the Yellow.
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. The Hispanic group increased 10 points and fell in the Yellow, our Socioeconomic group increased by 12.3 points and were in the Orange; and the White group increased 16.2 points and fell in the Blue.
3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Our English Learners increased 8.1 points, our Reclassified students increased 7 points and our English Only group increased significantly with 16.6 points.

# School and Student Performance Data

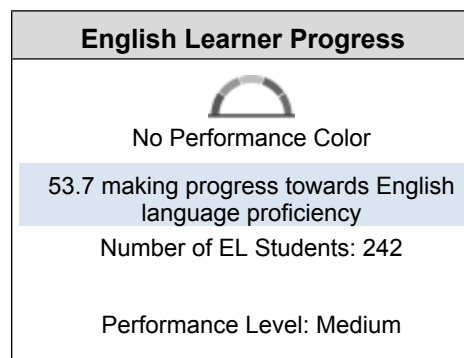
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.4	24.7	13.2	40.4

#### Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. The majority of our students fall in the Moderately to Well Developed areas.
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. This will be our baseline for comparison in the following years.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

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

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Conclusions based on this data:**

**1.**



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	1	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 13.4 Increased +0.8 633	 Red 10.2 Increased Significantly +3.5 332	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 30.8 13	 Orange 14.6 Increased +1.2 549	 Red 20.8 Increased +4.9 96

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<b>Hispanic</b>  Orange 13.6 Increased +0.8 507	<b>Two or More Races</b>  No Performance Color 15.8 Declined -5 19	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>White</b>  Yellow 10.3 Declined -1.3 78

#### Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Overall, our chronic absenteeism increased 0.8 and fell in the Orange. Our Socioeconomically Disadvantaged fell in the Orange with an increase of 1.2% and brought down our overall score.
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Our English Learners increased significantly with 3.5% falling into Red; and our Students with disabilities increased 4.9% and fell in the Red.
3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Our Hispanic group ended in the Orange and the White group declined 1.3% and ended in Yellow.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

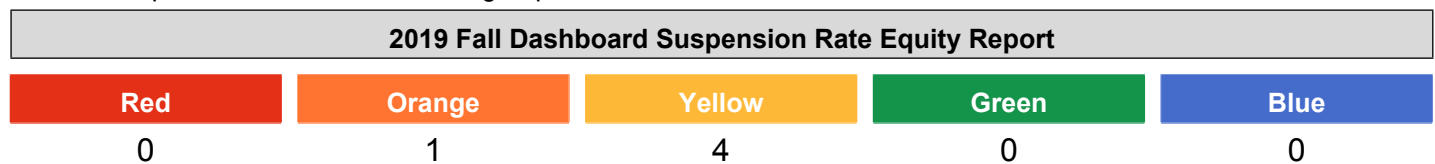
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow	 Yellow	 No Performance Color	 No Performance Color	 Yellow	 Yellow
3.5	4.1	Less than 11 Students - Data Not Reported	7.7	3.7	4
Declined Significantly -1.3	Declined Significantly -2.2			Declined Significantly -1.4	Declined -6.5
659	345	4	13	572	100

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.2 Declined Significantly -1.7 528	 No Performance Color 4.5 Increased +4.5 22	 No Performance Color Less than 11 Students - Data 9	 Orange 3.8 Increased +2.5 80

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.8	3.5

#### Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Our English Learners and Socioeconomically Disadvantaged, and Hispanic numbers are high. Since our population is 86.2% SED, 52% EL and 80% Hispanic; our suspensions reflect our population.
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Although the suspensions are considered high in various areas, we have dropped 1.3% overall since 2018.
3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. The groups that increased were Two or More Races and the White group.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English-Language Arts

## LEA/LCAP Goal

LCAP Goal: Prepare students to be college and career ready

## Goal 1

School Goal :

Students at Las Palmas will meet or exceed the county average by + or - 3% for students meeting/exceeding standard in ELA.

## Identified Need

Move Red Groups to Orange

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CAASPP

3rd grade 38%  
4th grade 46%,  
5th grade 48%

+/- 3% of the county results

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

Strengthen the content and consistency of delivery of English Language Arts instruction between similar programs and classrooms using regular walkthroughs by administration. Provide time and structure for collaborative curriculum groups to share curricular materials and instructional approaches through peer/grade level observations and professional development.

### 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)
4,100	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Substitutes for peer/grade level observations, materials and planning days/time
1,000	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Student materials

## 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

Provide designated intervention time for ELA and ELD to increase student scores.

### 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)
12,349	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Supplemental materials for intervention, phonics and phonemic awareness, supplemental materials for intervention and ELD instruction during designated time.

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students having difficulty in phonics/reading

### Strategy/Activity

Utilize the Early Intervention aides for students struggling in K-3 with English language Arts. Teachers will refer students who are struggling in the respective grade level curriculum in the area of language arts to receive help in the classroom in a small group settings.

### 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)
36,686	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Early Intervention Aides for K-3 push into classrooms to assist students that are falling behind in class in reading and assist SST students during Distance learning.
30,093	Title III Part A: Language Instruction for LEP Students 2000-2999: Classified Personnel Salaries Early Intervention Aides for K-3 push into classrooms to assist students that are falling behind in class in reading and assist SST students during Distance learning.

### 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

Utilize the learning lab for students who are identified in the SST process as needing additional help with grade level curriculum. Teachers will refer students who are struggling in grade level curriculum in the areas of language arts to attend the learning lab. Students will be placed in one of three groups in the learning lab based on the student's needs.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Supplemental material to support ELA intervention in the learning lab

## Annual Review

### SPSA Year Reviewed: 2020-21

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



# ANALYSIS

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

## Effectiveness:

We have continued work in addressing the achievement gap: we focused on Math for two years and last year we shifted to ELA/ELD with continued discussion about Math. We provided various staff development sessions on ELA/ELD using Ellevation and B.E.L.I.E.F strategies to help our students.

\*We have seen growth with our students in the CAASPP

Our 3rd grade classes had significant growth of 7% in ELA.

4th Grade: grew 6%

5th Grade: dropped 9%, but the cohort of students grew 7% from 4th to 5th grade

\*There is a clear system in place to refer students to learning lab (Math or ELA). Teachers know the process, this way we are able to keep better track of the students and have better data.

\*Early Intervention Aides are working with students that are having difficulty with letters, sounds, sight words and fluency. During Distance learning, aides were providing additional office hours to assist struggling students.

## Findings:

\*There is growth but it is very slow.

\* In our observations, we found that we need to release students to be independent earlier.

\*Although students are referred to learning lab and/or work with Instructional aides, they don't always attend or arrive late for instruction.

\*Early Intervention Aides continue to work with students that are behind in letters, phonics, fluency and completion of assignments.

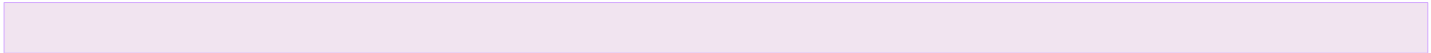
Due to COVID, there have not been any CAASPP data for 2019-2020 and 2020-2021, therefore iReady diagnostic scores will be used as a baseline, goal is to increase the percentage of students scoring on grade level or above by 10% on the iReady diagnostic by the end of the year; currently 14% for 3rd grade; 16% for 4th grade and 6% for 5th grade.

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

We spent \$27,957 more in the overall SPSA goal #1 due to one classified salaries wages.

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.

We will increase our total for certificated salaries by \$1,600 in this goal under the first activity due to an increase in sub pay. We will decrease purchase of materials in activities 2 by \$2,017 and 4 by \$2,268.



# 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

Mathematics

## LEA/LCAP Goal

LCAP Goal: We will prepare students to be college and career ready

## Goal 2

School Goal : Students will meet or exceed the county average by + or - 3% on the CAASPP Math assessment.

## Identified Need

Consistency of Math delivery

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 2019	3rd grade 36% 4th grade 37% 5th grade 38%	+/- 3% county average

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

Strengthen the content and consistency of delivery of Mathematics instruction between similar programs and classrooms using regular walkthroughs by administration

### 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)

4,000

Title I Part A: Basic Grants Low-Income and Neglected  
4000-4999: Books And Supplies  
Supplemental materials for Math instruction

## 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

Utilize the math learning lab for student who are identified in the SST process as needing additional help with grade level curriculum. Teachers will refer students who are struggling in grade level curriculum to attend the learning lab. Students will be placed in one of three groups in the learning lab based on grade level needs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,500

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected  
4000-4999: Books And Supplies  
Supplemental intervention Math curriculum.

## Strategy/Activity 3

### 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)

# Annual Review

## SPSA Year Reviewed: 2020-21

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

# ANALYSIS

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

**Effectiveness:**

\*Data shows that our students had growth from the previous year.

3rd Grade: 16% growth

4th Grade: 8% growth

5th Grade 2% growth

\*Math lab groups were established to address the needs of the students. The resource teacher and her aide saw groups everyday, except Wednesdays.

\*Teachers implemented small group instruction for math to address the needs of the students

\*Teachers were allowed to attend trainings offered through the county office if so desired.

\*We have continued this year with the B.E.L.I.E.F (Blueprints for Effective Leadership and Instruction for our English Learners' Future) team providing staff development on effective instructional practices. Our discussions continues to be the improvement of our students speaking, listening, reading and writing as much as possible.

**Findings:**

\*Although students are referred to Math lab, they don't always attend or arrive late for instruction.

\*Tutoring was not available in every grade level.

Due to COVID, there have not been any CAASPP data for 2019-2020 and 2020-2021, therefore iReady diagnostic scores will be used as a baseline, goal is to increase the percentage of students scoring on grade level or above by 10% on the iReady diagnostic by the end of the year; currently 8% for 3rd grade; 11% for 4th grade and 6% for 5th grade.

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

We spent \$6,500 less in the overall SPSA on supplemental material.

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.

Title I monies were used to purchase supplemental curriculum, but stayed within the budgeted amounts.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development

## LEA/LCAP Goal

LCAP Goal: We will prepare students to be college and career ready

## Goal 3

School Goal :

Implement effective use of ELD strategies, curriculum and instruction for English Learners

EL and RFEP student performance on CAASPP in ELA and Math will increase by 5%.

Increase the number of EL students being re-designated to Fluent English Proficient.

## Identified Need

There continues to be an achievement gap among subgroups.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students meeting RFEP criteria	We did maintain the 7% reclassification rate of the students eligible 88% were reclassified.	We would like to maintain our reclassification rates of eligible students meeting RFEP criteria
CAASPP ELA	English Learners had a 7% growth RFEP students had a 10% growth	10% increase for each group
CAASPP Math	English Learners had a 11% growth RFEP students had a 12.5% growth	10% increase for each group

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)

## English Learners

### Strategy/Activity

Evaluate current student needs and then utilize supplemental curriculum that is researched based to support English Learners.

### 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)

8,000

#### Source(s)

Title I Part A: Basic Grants Low-Income and Neglected  
4000-4999: Books And Supplies  
Supplemental Textbooks & disposable curriculum

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

English Learners

### Strategy/Activity

Supplemental textbooks and consumable curriculum

### 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)

2,000

#### Source(s)

Title I Part A: Basic Grants Low-Income and Neglected  
4000-4999: Books And Supplies  
Supplemental Newcomer materials for small group instruction

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

English Learners new to the country

### Strategy/Activity

Provide an additional Newcomer group for ELD support. Intensive instruction to supplement designated ELD.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

# Annual Review

## SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Effectiveness:

\*According to the data our EL students and RFEP students showed significant growth.  
EL students: ELA- 7% growth; Math- 11% growth  
RFEP students: ELA-10% growth; Math-12.5% growth  
(Dashboard data is not available for this past year, due to COVID-19 shut down, this is based on our own data in School City)  
\*RFEP students are outscoring EO's in ELA-90% to 50%  
\*We continued with the B.E.L.I.E.F (Blueprints for Effective Leadership and Instruction for our English Learners' Future) team providing staff development on effective instructional practices. Our discussions continues to be the improvement of our students speaking, listening, reading and writing as much as possible. The teacher trainers have connected these ideas with our Ellevation program that monitors the progress of our EL students.  
\*Our ELD designated groups continue to be set by grade level and this way the material during designated ELD is connected to the core material. The connection of the curriculum has allowed students to feel more confident to share in the regular class and participate more often.  
\*We have new reclassification criteria and process in place, this year iReady diagnostic scores were used as a criteria. Due to this, there were fewer students eligible for reclassification than in previous years. We decreased the number of students eligible for reclassification and of the students eligible 27% were reclassified.

Findings:

\*Students are making growth but at a slow pace.  
\*EL's are making growth but are scoring below our EO students. ELA: 25% to 51%; Math: 25% to 45% based on 2018-2019 scores as there are no 2019-2020 scores due to the pandemic.

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

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





# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent Involvement

## LEA/LCAP Goal

LCAP Goal: We will cultivate meaningful partnerships with parents, families and community stakeholders in order to support student success in school.

## Goal 4

School Goal : Provide opportunities for parents to be informed of expectations and school information.

Hold at least one virtual NEU Parent family night related to our NEU vision, ELA and Math. Maintain parent participation at virtual school events.

## Identified Need

Increase Parent/Family Participation and Involvement

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Records of attendees and registrations from events	33% attendance rate	33% attendance rate

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 and parents

### Strategy/Activity

Virtual Family Nights: Math, Science, Language Arts as our NEU-No Excuses University night, Back to School Night, Open House and other special events throughout the year.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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6,000

Title I Part A: Basic Grants Low-Income and Neglected  
4000-4999: Books And Supplies  
Materials for students and parents for all parent nights throughout the year.

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Effectiveness:

\*Our Literacy, Math and NEU parent nights have been successful in parent attendance in past years. Back to School Night, Virtual Semesters Award & Certificate Assemblies and Open House are our biggest attended events, this year teachers and administration recorded messages and presentations so families could watch virtually. These videos were posted in the school website and teacher google classrooms.

Findings:

\*Due to COVID, in person Literacy nights are not possible. Striving to maintain a 33% attendance rate as the events have been held virtually.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate / PBIS

## LEA/LCAP Goal

LCAP Goal: We will provide a safe and welcoming environment where students attend and are connected to their schools.

## Goal 5

School Goal :

We will see an increase of 3% on the California Healthy Kids Survey regarding feeling safe at school, being treated with respect and caring adult relationships.

We will maintain the number of 5th graders taking the survey for the 2020 survey.

Student, parent and teacher survey results will be within 10% of each other.

## Identified Need

Students will feel safe and cared for while at school by all adults.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 CHKS	79% of students feel safe at school 84% feel they are treated with respect 80% feel they have caring adult relationships	3% increase in each area
2018-2019 CHKS	Parents: Caring adults 93%, Safe Place 96%, Treats all students with Respect 93% Staff: 100% Safe Place for students, 94% of adults care about students, 97% Treat students with respect.	Student, Staff, and parent result to be within 5% of each other
2018-2019 CHKS	School Connectedness average of 74%	3% increase in this area
2018-2019 CHKS	83% of 5th graders took the survey	3% increase

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

We will continue to expand our Character In Action system. Students are awarded prizes, pins, bracelets, and badges for demonstrating good character and Terrific Friday Activities.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

5,900

#### Source(s)

Title I Part A: Basic Grants Low-Income and Neglected  
4000-4999: Books And Supplies  
Incentives, rewards, recognitions for students and terrific Friday equipment and supplies.

## 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

PBIS rewards for citizenship, attendance, behavior and discussion activities with 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)

1,300

#### Source(s)

Title I Part A: Basic Grants Low-Income and Neglected  
1000-1999: Certificated Personnel Salaries  
Substitute for teachers

1,643

Title I Part A: Basic Grants Low-Income and Neglected  
4000-4999: Books And Supplies  
Student certificates, postcards, attendance bracelets, charms, pins and rewards

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students that are identified by teachers or staff to need low level support socially or emotionally.

#### Strategy/Activity

Provide a Student Assistant Specialist services for students that are having difficulty at school; socially and emotionally.

#### 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)

31,744

#### Source(s)

Title I Part A: Basic Grants Low-Income and Neglected  
5000-5999: Services And Other Operating Expenditures  
Student Assistant Specialist at the site 5 days a week, 4 days from Title 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

Provide students choices to improve feeling of being connected to school: Exploration class offering: Dance, Art, Coding, Robotics, Physical Games, Reader's Theatre, Environmental Resources, Archeology and more, so they can feel a sense of choice and give them the opportunity to explore other topics than the basic curriculum. Flexible seating options to be used in the classrooms to help students choose how they best learn. Replacement of play structure in lower playground and additional equipment in kinder playground.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

5,730

#### Source(s)

Title I Part A: Basic Grants Low-Income and Neglected  
4000-4999: Books And Supplies  
Materials and supplies or all exploration classes.

### 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

Revitalization of the School Garden and Green Team

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected  
4000-4999: Books And Supplies  
Material and supplies for the garden and Green team

## Annual Review

**SPSA Year Reviewed: 2020-21**

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

## ANALYSIS

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

Effectiveness:

\*Students continue to enjoy receiving the CIA's and pins. We recognize students at monthly virtual assemblies and they enjoy Terrific Friday Activities at the end of the month for showing good character.

\*We continue to purchase items/prizes for students to choose from when they receive a CIA and turn it into their teachers.

\*We did a few videos promoting good behavior and during the second semester selecting 10 students every week for receiving a CIA.

\*We have an SAS five days a week and she is available to help with students having behavioral or emotional difficulties.

\*Flexible seating options were purchased for teachers that were interested in trying them out. Students are able to choose where they want to do their work and allows them more options in the learning environment.

\*During the 2018-19 school year the findings were the following:

CHKS: Increase 5th graders taking the survey from 67% to 83% (+16%)

70% to 79% (+9%) of our students feel safe at school, 74% to 84% (+10%) feel they are treated with respect, and 80% to 80% feel they have caring adult relationships.

Students: 89% to 89% Bullying is not allowed, 72% to 81% teacher will do something if told, 43% to 62% students try to stop bullying if they see it

Parents: 50% to 55% Harassment/ Bullying is a Small or Not a problem, 26% to 25% believe it is a large problem

Staff: 95% to 94% Make clear bullying is not ok, 88% to 87% believe a student would tell an adult about being bullied, 95% to 87% believe students tell when others are being bullied, 97% to 93% believe they would do something, 94% to 79% believe students would try to stop bullying if they saw it.

\*We held a discussion with groups of students from 3rd-5th grade to discuss changes and ideas that they had in mind for our school and what we, as a staff, could do to help them feel safe and connected to school.

74% of students feel connected to school vs. 40% the previous year.

#### Findings:

\*We had low turnout for parent events.

\*Due to COVID this activity has been put on hold - Students are offered an exploration class for each semester and it is one of their favorite classes.

The CHKS was not administered during the 2019-20 school year due to the closure of school due to the pandemic in March 2020.

CHKS: There is still a difference between the Student, Teacher and Parent results. Overall the discrepancy is less shown during the 2018-19.

Bullying: Student and Teacher 5% difference; Parent 44% difference

Students and teachers have a 6% difference -Teacher would do something if they were told about bullying

Students and teachers have a 17% difference -Student would do something if they see bullying happening.

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

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

The CHKS was not administered during the 2019-20 & 2020-21 school years due to the closure of school due to the pandemic in March 2020 and the continuation of distance learning for the majority of the 2020-21 school year.



# 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 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 7

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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.

# 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	\$120,621.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$166,045.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$135,952.00
Title III Part A: Language Instruction for LEP Students	\$30,093.00

Subtotal of additional federal funds included for this school: \$166,045.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$166,045.00

# 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
Title I Part A: Basic Grants Low-Income and Neglected	156,058.00	20,106.00
Title III Part A: Language Instruction for LEP Students	30,732.00	639.00

## Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Basic Grants Low-Income and Neglected	135,952.00
Title III Part A: Language Instruction for LEP Students	30,093.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,400.00
2000-2999: Classified Personnel Salaries	66,779.00
4000-4999: Books And Supplies	62,122.00
5000-5999: Services And Other Operating Expenditures	31,744.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	5,400.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	36,686.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	62,122.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	31,744.00
2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	30,093.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	89,228.00
Goal 2	9,500.00
Goal 3	10,000.00
Goal 4	6,000.00
Goal 5	51,317.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Teresa Murillo	Principal
Jas Sahota	Other School Staff
Isabel Barradas	Parent or Community Member
Rosa Hernandez	Parent or Community Member
Emily Blinkenstaff	Parent or Community Member
Marie Guereca	Parent or Community Member
Megan Loforti	Classroom Teacher
Adriana Jimenez	Classroom Teacher
Ana Vargas	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**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on December 14, 2021.

Attested:



Principal, Mrs. Teresa Murillo on December 14, 2021



SSC Chairperson, Emily Blinkenstaff on December 14, 2021

# Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the 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.**

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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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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