

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
Rancho Cucamonga Middle School	36-67694-6035752	April 28th, 2022	May 12th, 2022

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 dedicated staff of Rancho Cucamonga Middle School, as well as other essential stakeholders, have worked to achieve a meaningful plan which meets the needs of RCMS students. Instructional programs, materials, and strategies are curated to align with the Local Control and Accountability Plan goals for all aspects of the school community. The 2022-23 budget was set forth using the parameters established using the Local Control Funding Formula (LCFF). For school districts, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K-12 funding streams, including revenue limits and most state categorical programs. Districts are required to create a Local Control and Accountability Plan (LCAP) as part of the new funding requirements. The LCAP must identify three-year and annual goals for all students, for "numerically significant subgroups", for students with disabilities, and for LCFF-targeted students (free/reduced, EL, foster). The plan then outlines annual actions that the schools will take to accomplish these goals and the expenditures to support the actions. In addition, the LCAP will work in conjunction with the Local Control Funding Formula to determine allocation of funds to programs and services for students.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	5
Stakeholder Involvement	8
Resource Inequities	9
School and Student Performance Data	10
Student Enrollment.....	10
CAASPP Results.....	12
ELPAC Results	16
Student Population.....	19
Overall Performance	21
Academic Performance.....	22
Academic Engagement.....	33
Conditions & Climate.....	36
Goals, Strategies, & Proposed Expenditures.....	38
Goal 1.....	38
Goal 2.....	43
Goal 3.....	47
Goal 4.....	52
Goal 5.....	55
Goal 6.....	57
Goal 7.....	58
Goal 8.....	59
Budget Summary	60
Budget Summary	60
Other Federal, State, and Local Funds	60
Budgeted Funds and Expenditures in this Plan.....	61
Funds Budgeted to the School by Funding Source.....	61
Expenditures by Funding Source	61
Expenditures by Budget Reference	61
Expenditures by Budget Reference and Funding Source.....	61

Expenditures by Goal62

School Site Council Membership63

Recommendations and Assurances64

Instructions.....65

 Instructions: Linked Table of Contents65

 Purpose and Description66

 Stakeholder Involvement.....66

 Resource Inequities66

Goals, Strategies, Expenditures, & Annual Review67

 Annual Review68

 Budget Summary69

 Appendix A: Plan Requirements71

 Appendix B:.....74

 Appendix C: Select State and Federal Programs76

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).

Students participate in an SEL survey twice a year through the Panorama program. These surveys focus primarily on the social emotional health of all constituents to assess their overall mental wellness and to determine if services/interventions are needed. The area of strength indicated in the survey is self-management. This measures how students perceive their ability to manage their emotions, thoughts, and behaviors in different situations. One area of concern is student self-efficacy (indicating how much students believe they can succeed in achieving academic outcome.)

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, both formal and informal, are conducted on a regular basis. Staff members, in general, are making progress in implementing Responsibility Centered Discipline and the iReady program. They are also increasing their level of academic rigor. Teachers have had opportunities to observe peers (within their content area) teach lessons, and time was provided to meet and discuss the observations. On March 15, 2022, the School Site Council visited all classrooms, focusing on student engagement and student-teacher relationships. During the walkthrough, it was observed that a majority of students were engaged in the lesson and most student-teacher interactions were positive. When interviewed, students were able to identify the goal of the lesson.

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)

State, district, and site assessments were used extensively during each term, including California interim assessment assessment blocks (IAB) and iReady diagnostic tests to ensure that all students were making adequate progress toward state standards mastery. Teachers met regularly to disaggregate this data and determine adjustments that needed to be made to improve the effectiveness of instruction and overall student achievement. In the spring of 2022, students took the Smarter Balanced Summative Assessments to track student growth and determine adjustments necessary for the 2022-2023 school year.

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

Staff members met monthly to disaggregate curriculum-embedded assessment data and monitor student progress. Teachers are also allotted one work day per trimester to focus on data and students achievement. Instruction and student placement was modified accordingly. Teachers collaborated to create additional instructional content and assessments to meet the needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of staff meet requirements to be considered "highly qualified".

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

All teachers maintain appropriate credentials for their subject area(s), and sufficient professional development is available and required regularly, provided by the district, county, or outside agencies.

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

Staff professional development is highly aligned to content standards, student performance data, and the professional needs of teachers. Development opportunities are based on assessment data. Teachers also have the opportunity to self-select professional development opportunities that match their desired needs.

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

We utilize instructional coaches from within our community as well as contractors who are experts in their fields.

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

Teachers are allocated sufficient time each month to meet and collaborate with their grade level peers as well as those in their department. At these meetings, teachers are able to disaggregate student data, determine necessary next steps, and improve instruction and assessment routines.

Teaching and Learning

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

All curriculum, instruction, and materials are aligned to California content and performance standards.

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

It is recommended that students in grades 6-8 receive 1-2 hours of daily instruction in language arts. All students receive 50 minutes of language arts instruction daily. The recommended daily instruction time for math is 50-60 minutes. All students receive 50 minutes of math instruction daily. Students who show a greater need in one of these areas receive an additional 35 minutes of instruction in that content area four days a week. English Language Learners also receive 50 minutes of language instruction daily.

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

Lesson pacing is adjusted for special populations, including students with disabilities and English learners. As of the 2021-22 school year, a "WIN" (What I Need) program will allow maximum flexibility for students to take necessary intervention or enrichment courses during 7th period.

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

Appropriate instructional materials, both in print and digital, are available to all students groups.

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

All core courses utilize State Board and district adopted instructional materials. Intervention classes utilize adopted materials as well as other standards-based materials appropriate for the needs of the students.

Opportunity and Equal Educational Access

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

The instructional materials and adopted curricula provides supports for students that are underperforming, increasing their chances for success. Students who are underperforming in math or language arts are also provided a class period of intervention within their school day to meet their needs. Non-curricular programs include Read Naturally, iReady, and Read-180.

Evidence-based educational practices to raise student achievement

Staff completes regular professional development and participates in lesson studies in order to ensure that evidence-based educational practices are being utilized. Staff is also given time to analyze data, identify best practices, and determine the best ways to meet the needs of students.

Parental Engagement

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

The school utilizes a 'Parent Liaison' to connect with students regarding student attendance and achievement. The district also provides a 'Parent Project' community outreach program to help families with their parenting skills.

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)

RCMS doesn't currently utilize ConApp programs.

Funding

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

Categorical funds are utilized to provide programs such as after-school intervention in math and language arts, Panorama Education, other instructional programs, support staff, and professional development opportunities for staff.

Fiscal support (EPC)

These funds come from state in the form of LCFF, Lottery, and Lottery-Instructional Materials funding.

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

School Site Council - Stakeholders in this entity include middle school parents, certificated staff, classified staff, and school administration.

This body meets monthly throughout the school year, from September to May.

School Site Planning Dates - Certificated staff and school administration met to discuss State assessment, District Benchmarks (iReady), and other data sources. Departments then met to review goals from the previous year, make adjustments as necessary, and plan accordingly for the future year's goals.

December, 2021 & February, 2022

Resource Inequities

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

There are currently no resource inequities identified at the school site. However, staff and administration continue to work to ensure that resources are allocated and used appropriately and to fidelity.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	270	255	235
Grade 7	274	274	254
Grade 8	221	270	262
Total Enrollment	765	799	751

Conclusions based on this data:

1. Our Hispanic student population has had a small decline, while African American student population is increasing.
2. Looking over multiple years, student enrollment is stable.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	70	90	85	9.2%	11.3%	11.3%
Fluent English Proficient (FEP)	186	173	139	24.3%	21.7%	18.5%
Reclassified Fluent English Proficient (RFEP)	15	24	8	24.2%	34.3%	8.9%

Conclusions based on this data:

1. 2020-2021 school year showed a slight decrease of English Learner students.
2. 2021-2022 had sharp decrease in FEP and RFEP enrollment.

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 6	272	262	237	267	257	0	266	257	0	98.2	98.1	0.0
Grade 7	230	271	259	226	269	0	226	269	0	98.3	99.3	0.0
Grade 8	254	219	271	247	214	0	247	213	0	97.2	97.7	0.0
All Grades	756	752	767	740	740	0	739	739	0	97.9	98.4	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 6	2499.	2485.		10.15	7.39		27.07	23.35		29.32	30.35		33.46	38.91	
Grade 7	2542.	2550.		13.27	16.36		38.50	36.80		24.34	21.56		23.89	25.28	
Grade 8	2538.	2565.		7.69	17.37		35.63	36.15		25.10	21.60		31.58	24.88	
All Grades	N/A	N/A	N/A	10.28	13.53		33.42	31.94		26.39	24.63		29.91	29.91	

2019-20 Data:

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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 6	16.54	10.12		44.74	46.69		38.72	43.19	
Grade 7	22.12	24.54		51.33	45.72		26.55	29.74	
Grade 8	17.48	29.11		46.75	40.38		35.77	30.52	
All Grades	18.56	20.84		47.43	44.52		34.01	34.64	

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	12.45	8.56		47.92	49.81		39.62	41.63	
Grade 7	26.11	25.28		50.44	55.02		23.45	19.70	
Grade 8	11.98	24.88		54.96	53.05		33.06	22.07	
All Grades	16.51	19.35		51.02	52.64		32.47	28.01	

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	9.02	10.51		67.67	58.75		23.31	30.74	
Grade 7	10.18	13.01		61.95	65.43		27.88	21.56	
Grade 8	9.80	13.62		68.16	68.54		22.04	17.84	
All Grades	9.63	12.31		66.08	64.01		24.29	23.68	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	19.92	14.40		56.77	50.58		23.31	35.02	
Grade 7	29.20	31.23		53.98	47.21		16.81	21.56	
Grade 8	25.51	31.46		48.56	45.07		25.93	23.47	
All Grades	24.63	25.44		53.20	47.77		22.18	26.79	

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. Testing procedures and schedules are allowing all students the opportunity to test. Using current data, over 98% of enrolled students have scores. (2019 Testing Cycle)
2. Due to the Covid-19 school closure, students did not take the CAASPP test in the spring of 2021. Students took the summative assessment in the spring of 2022.
3. Previous data shows a decline can be seen in students meeting or nearly meeting standard in the sub-section of Reading. This will continue to be a focus campus-wide in the 2022-2023 school year.

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 6	272	261	237	268	256	0	268	256	0	98.5	98.1	0.0
Grade 7	230	271	259	226	270	0	226	270	0	98.3	99.6	0.0
Grade 8	254	219	271	246	214	0	245	213	0	96.9	97.7	0.0
All Grades	756	751	767	740	740	0	739	739	0	97.9	98.5	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:

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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 6	2467.	2454.		6.72	6.64		13.81	9.38		28.73	32.03		50.75	51.95	
Grade 7	2510.	2504.		9.73	11.85		22.12	18.52		27.43	25.56		40.71	44.07	
Grade 8	2517.	2543.		9.39	18.31		22.45	22.07		22.45	22.07		45.71	37.56	
All Grades	N/A	N/A	N/A	8.53	11.91		19.22	16.37		26.25	26.79		46.01	44.93	

2019-20 Data:

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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 6	8.96	8.59		28.36	21.88		62.69	69.53	
Grade 7	22.12	12.96		30.97	35.19		46.90	51.85	
Grade 8	18.44	25.82		30.33	30.99		51.23	43.19	
All Grades	16.12	15.16		29.81	29.36		54.07	55.48	

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	7.09	8.98		46.64	33.59		46.27	57.42	
Grade 7	10.62	13.70		47.35	39.63		42.04	46.67	
Grade 8	9.80	19.72		52.24	43.19		37.96	37.09	
All Grades	9.07	13.80		48.71	38.57		42.22	47.63	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	8.58	7.42		38.06	38.67		53.36	53.91	
Grade 7	12.83	12.96		55.75	55.19		31.42	31.85	
Grade 8	11.89	19.25		51.23	53.05		36.89	27.70	
All Grades	10.98	12.86		47.83	48.85		41.19	38.29	

2019-20 Data:

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Conclusions based on this data:

1. Testing procedures and schedules are allowing all students the opportunity to test. Using current data, over 98% of enrolled students have scores.
2. Due to school closures related to COVID-19, newer data is not available. The site will continue to look at previous data and other assessments to determine student need.

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
6	1485.5	1504.7	1521.5	1473.5	1510.3	1524.0	1497.1	1498.4	1518.4	22	20	29
7	1520.5	1523.3	1539.5	1497.5	1519.3	1531.3	1543.2	1526.9	1547.2	13	19	31
8	*	*	1535.8	*	*	1549.0	*	*	1521.9	*	8	21
All Grades										45	47	81

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
6	*	20.00	10.34	*	25.00	48.28	*	35.00	24.14	*	20.00	17.24	22	20	29
7	*	5.26	19.35	*	52.63	41.94	*	36.84	25.81		5.26	12.90	13	19	31
8	*	*	14.29	*	*	47.62	*	*	19.05		*	19.05	*	*	21
All Grades	*	17.02	14.81	37.78	36.17	45.68	33.33	31.91	23.46	*	14.89	16.05	45	47	81

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
6	*	45.00	34.48	*	30.00	37.93	*	5.00	17.24	*	20.00	10.34	22	20	29
7	*	36.84	35.48	*	36.84	41.94	*	21.05	12.90		5.26	9.68	13	19	31
8	*	*	33.33	*	*	38.10	*	*	14.29		*	14.29	*	*	21
All Grades	42.22	42.55	34.57	35.56	29.79	39.51	*	12.77	14.81	*	14.89	11.11	45	47	81

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
6	*	0.00	3.45	*	15.00	27.59	*	45.00	31.03	*	40.00	37.93	22	20	29
7	*	0.00	9.68	*	36.84	35.48	*	52.63	38.71	*	10.53	16.13	13	19	31
8	*	*	0.00	*	*	14.29	*	*	47.62	*	*	38.10	*	*	21
All Grades	*	6.38	4.94	*	23.40	27.16	37.78	42.55	38.27	24.44	27.66	29.63	45	47	81

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
6	*	20.00	10.34	*	55.00	72.41	*	25.00	17.24	22	20	29
7	*	5.26	9.68	*	68.42	70.97	*	26.32	19.35	13	19	31
8	*	*	14.29		*	66.67	*	*	19.05	*	*	21
All Grades	44.44	12.77	11.11	42.22	61.70	70.37	*	25.53	18.52	45	47	81

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
6	50.00	45.00	75.86	*	35.00	10.34	*	20.00	13.79	22	20	29
7	*	57.89	70.97	*	36.84	22.58		5.26	6.45	13	19	31
8	*	*	76.19	*	*	9.52		*	14.29	*	*	21
All Grades	48.89	51.06	74.07	44.44	34.04	14.81	*	14.89	11.11	45	47	81

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
6	*	0.00	6.90	*	20.00	27.59	68.18	80.00	65.52	22	20	29
7	*	5.26	22.58	*	47.37	38.71	*	47.37	38.71	13	19	31
8	*	*	4.76	*	*	33.33	*	*	61.90	*	*	21
All Grades	*	8.51	12.35	*	34.04	33.33	62.22	57.45	54.32	45	47	81

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
6	*	10.00	13.79	77.27	80.00	82.76	*	10.00	3.45	22	20	29
7	*	10.53	9.68	84.62	84.21	83.87		5.26	6.45	13	19	31
8	*	*	0.00	*	*	80.95		*	19.05	*	*	21
All Grades	*	10.64	8.64	75.56	76.60	82.72	*	12.77	8.64	45	47	81

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. ELPAC scores have continued to improve over time, including improvement seen in both oral and written subsections.

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
751	66.2	11.3	0.9
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	85	11.3
Foster Youth	7	0.9
Homeless	4	0.5
Socioeconomically Disadvantaged	497	66.2
Students with Disabilities	120	16.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	121	16.1
American Indian or Alaska Native	4	0.5
Asian	17	2.3
Filipino	22	2.9
Hispanic	508	67.6
Two or More Races	9	1.2
Native Hawaiian or Pacific Islander	3	0.4
White	67	8.9

Conclusions based on this data:

- The large majority of students continue to be part of the Hispanic and/or Socioeconomically Disadvantaged subgroups.

2. English learners and students with disabilities also make up a significant part of the school's population.





School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="293 747 373 779">Yellow</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="773 747 852 779">Green</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1260 747 1317 779">Red</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="289 947 378 978">Orange</p>		

Conclusions based on this data:

1. Advancement in English Language Arts and Math academic performance continue to be an area of focus.
2. Suspension Rate is showing in the red, however, this is not based on current data.

School and Student Performance Data

Academic Performance English Language Arts

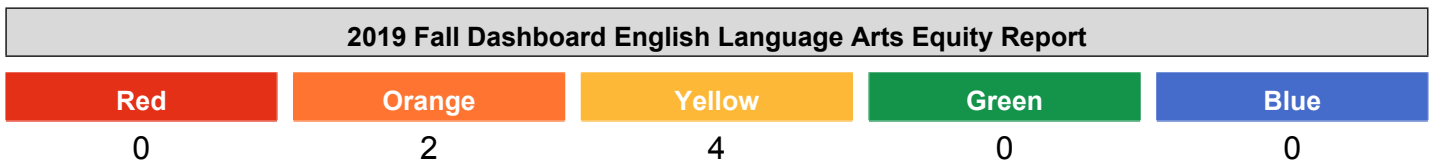
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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		
<p>All Students</p> Yellow 16.7 points below standard Increased ++5.4 points 702	<p>English Learners</p> Yellow 49.6 points below standard Increased ++3.8 points 169	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p> Yellow 24.6 points below standard Increased ++7.3 points 507	<p>Students with Disabilities</p> Orange 95.2 points below standard Increased ++11.3 points 128

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 25.1 points below standard Increased ++14.2 points 94	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 20.2 points above standard Maintained -2.9 points 25	 No Performance Color 58.6 points above standard Increased ++8.4 points 28
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 20.7 points below standard Increased ++4.9 points 488	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 20.2 points below standard Declined -11.1 points 58

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
106.4 points below standard Maintained -0.1 points 36	34.2 points below standard Increased ++5.9 points 133	16.4 points below standard Maintained ++2 points 467

Conclusions based on this data:

- Using 2019 data, African American population made a significant increase in English Language Arts performance. However, students within our white population made a significant decrease once again.
- Using 2019 data, the English Learner population maintained their scores, while our Reclassified and English only population saw an increase.

School and Student Performance Data

Academic Performance Mathematics

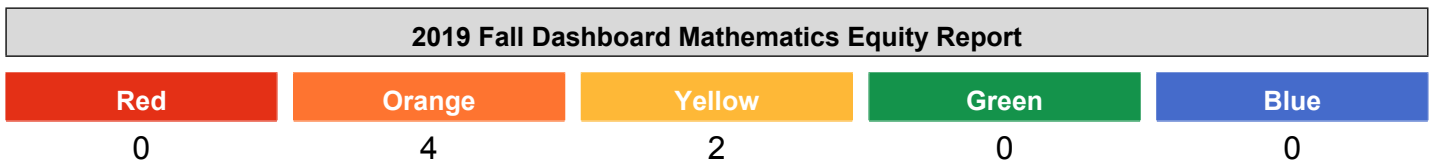
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 66.9 points below standard Maintained ++2.3 points 700	<p>English Learners</p> Orange 96.8 points below standard Increased ++4.6 points 169	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p> Yellow 72.6 points below standard Increased ++8.7 points 505	<p>Students with Disabilities</p> Orange 146 points below standard Increased ++10.3 points 127

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 75.3 points below standard Increased Significantly ++15.6 points 93	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 3.3 points below standard Maintained ++1.9 points 25	 No Performance Color 13.1 points above standard Declined -13.5 points 28
Hispanic	Two or More Races	Pacific Islander	White
 Orange 74.5 points below standard Maintained ++0.6 points 487	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 58.2 points below standard Declined -6.9 points 58

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
147.9 points below standard Increased ++5.2 points 36	83 points below standard Increased ++5.5 points 133	68.6 points below standard Declined -4.6 points 465

Conclusions based on this data:

1. Using the 2019 data, the African American population saw a significant increase in their math scores, while the white population saw a decline.
2. Using the 2019 data, the English learners and those reclassified increased their scores while English only scores declined.

School and Student Performance Data

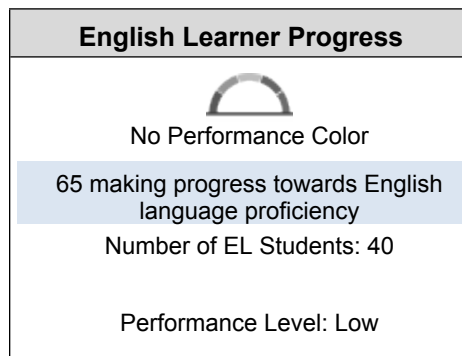
Academic Performance English Learner Progress

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
2.5	32.5		

Conclusions based on this data:

- Using the 2019 data, our English Learner students cover a broad range of proficiency, including a majority in level 2 and 3.
- Using 2019 data, 65% of EL students increased at least one ELPI level.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. No data to draw conclusions from.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

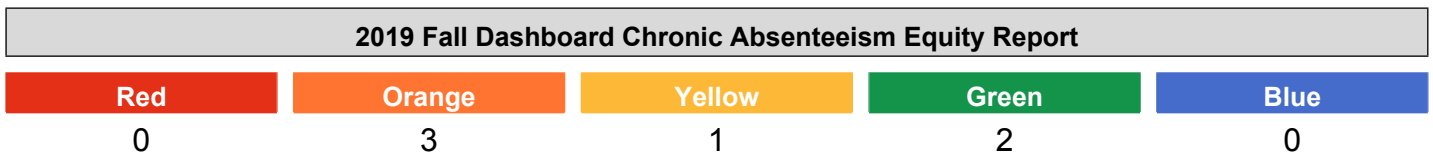
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Green 9.7 Declined -0.8 822	<p>English Learners</p>  Orange 8.3 Increased +1.4 84	<p>Foster Youth</p>  No Performance Color 20 Increased +14.1 15
<p>Homeless</p>  No Performance Color 27.3 Increased +9.1 22	<p>Socioeconomically Disadvantaged</p>  Green 9.8 Declined -2.4 582	<p>Students with Disabilities</p>  Orange 13.3 Increased +1.2 150

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 19.8 Increased +0.8 121	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 3.4 Increased +3.4 29	 No Performance Color 0 Maintained 0 28
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.1 Maintained 0 570	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 3.2 Declined -8.9 63

Conclusions based on this data:

1. Based on 2019 date, there is an overall decline in overall absenteeism, however English Learners and students with disabilities saw an increase.
2. Based on 2019 data, African American students show an increase (though slight) for a second year in a row. White students showed a decline after a significant increase last year.

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. There is no data to draw conclusions from.

School and Student Performance Data

Conditions & Climate Suspension Rate

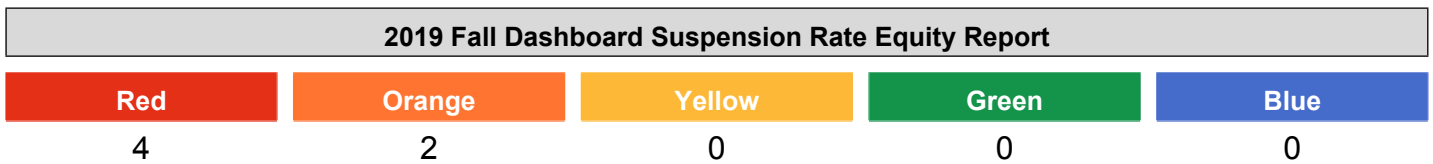
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>12.4</p> <p>Increased Significantly +4.1</p> <p>845</p>	<p>English Learners</p> <p>Orange</p> <p>11.2</p> <p>Increased +7</p> <p>89</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>10.5</p> <p>Declined -12.6</p> <p>19</p>
<p>Homeless</p> <p>No Performance Color</p> <p>15.4</p> <p>Declined -1.3</p> <p>26</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>14.8</p> <p>Increased Significantly +4.8</p> <p>596</p>	<p>Students with Disabilities</p> <p>Red</p> <p>14.8</p> <p>Increased Significantly +4.5</p> <p>155</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 24.4 Increased +6.1 123	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 6.9 Increased +3.1 29	 No Performance Color 3.6 Increased +3.6 28
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.5 Increased Significantly +4.3 584	 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 2	 Orange 4.3 Increased +1 70

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8.3	12.4

Conclusions based on this data:

- Based on 2019 data, there was an increase in the number of suspensions (4.1% increase from the year before). This was the year prior to full implementation of our "In School Solutions" program.

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

Math

LEA/LCAP Goal

Students will increase their math achievement as evidenced by an increase of 5% in 6th grade math achievement scores.

Goal 1

By May 2023, the CAASPP will show a 3% improvement in students scoring standard met or standard exceeded.

Identified Need

Based on CAASPP data from 2018-2019, students are in need of continued improvement in all strands of mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP and district assessments	The 2019 data shows that 28% of students met or exceeded standard on the CAASPP test.	In 2023, 31% of students will meet or exceed standard on the CAASPP test.

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

Identify lowest scoring students using district assessments, MDTP, SBAC scores, universal screeners, and teacher evaluation and target them for intervention, enrichment, advanced, and core classroom support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy achieved in class during contract time.
No additional cost.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, with specific emphasis paid to accommodations appropriate for Special Education and English Language Learners.

Strategy/Activity

Conduct STPT and instructional development meetings within the department to analyze data, adjust scope and sequence of instruction, and determine appropriate interventions.

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)

10940

Source(s)

LCFF
0000: Unrestricted
Funding needed for substitutes while teachers are in their STPT meeting.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Utilize appropriate and effective instructional materials, software, hardware, equipment and supplies to promote student learning.

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)

33553

Source(s)

LCFF

	4000-4999: Books And Supplies Licensing and Instructional Materials
41887	Lottery 4000-4999: Books And Supplies Instructional Materials, hardware, software, equipment, and supplies
49220	Lottery: Instructional Materials 4000-4999: Books And Supplies Instructional Materials

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

Hire in-house staff members to take on additional roles to encourage student engagement and enhance student success.

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)

28000.00

Source(s)

LCFF
0000: Unrestricted
Stipend Positions

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue with teacher training (observations, conferences, professional development) in support of the Common Core State Standards.

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)

25000

Source(s)

LCFF
5000-5999: Services And Other Operating
Expenditures

Professional
Development/Conferences/Trainings

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase incentives and programs to promote student engagement, appropriate student behavior, and academic success.

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)

22000

LCFF
4000-4999: Books And Supplies
Incentives

13000

LCFF
5000-5999: Services And Other Operating
Expenditures
Incentives / CAMFEL

6292

Lottery
5000-5999: Services And Other Operating
Expenditures
Incentives

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase non-instructional supplies and order the printing of materials necessary to carryout classroom lessons and activities, as well as to support teacher planning and collaboration.

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)
12429	LCFF 4000-4999: Books And Supplies Office Supplies
500	Lottery 4000-4999: Books And Supplies Office Supplies
6000	Lottery 5000-5999: Services And Other Operating Expenditures Printing

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Staff members (including classroom teachers, aides, special education teachers, and administration) were able to implement many strategies as planned. Administration encouraged and supported teachers in using appropriate assessment data in order to inform instruction. Thanks to additional funds through Esser III, our site was able to fund an additional math teacher to implement an intervention program to support students with math deficiencies. Strategies effectively achieved results throughout the year. However we don't have 2020-21 data to use as a comparison because of the COVID-19 school closures. Without 2021 data to compare to, through use of the iReady implementation as a universal screener, we have noted progress in students toward mastery.

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.

Most strategies and activities will stay the same into the 2022-2023 school year, with careful attention being paid to early assessment data and adjustments occurring as necessary. An intervention/enrichment format will continue to be implemented to target those students who need additional support in identified domains.

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

Students will increase their informational and literature reading skills as evidenced by an increase in their 3rd grade reading level and 6th grade ELA achievement scores.

Goal 2

BY MAY OF 2023 THE ELA SBAC CLAIM OF READING WILL SHOW A 3% IMPROVEMENT IN STUDENTS SCORING AT OR ABOVE STANDARD AS DETERMINED BY MOST RECENT SBAC DATA

Identified Need

Based on SBAC data from 2017-2019, students are in need of continued improvement in the strand of reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP and District Assessment	2019 CAASPP scores show 45.2% of students meeting or exceeding standard.	2022 CAASPP data will show that 48.2% of students or more met or exceeded standard.

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

Identify lowest performing students for interventions and classroom support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Low performing students

Strategy/Activity

Implement supplemental programs within the regular education classrooms for students who are substantially below grade level using appropriate and effective materials, technology, and software.

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)

Instructional Materials - Refer to Planned Improvements, Goal #1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Utilize STPT meetings to collect and analyze district and school-level summative and formative ELA assessment data; identify students from each grade level for core classroom interventions; determine specific classroom support needs and beneficial resources and strategies, as well as make adjustments to curriculum sequence as necessary.

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)

Substitutes needed to cover classrooms during STPT meetings. Refer to Planned Improvements, Goal #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, especially those who are under-performing

Strategy/Activity

Continue with teacher training in content areas of the Common Core through the use of units and other readily available material provided by the state, county, and district. Continue to use diverse teaching methods to promote higher order thinking skills, including Depth of Knowledge. Attend content-specific 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)

Professional Development/Conferences - Refer to Planned Improvements, Goal #1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Staff members (including classroom teachers, aides, special education teachers, and administration) were able to implement many strategies as planned. Administration encouraged and supported teachers in using appropriate assessment data in order to inform instruction. Thanks to additional funds through Esser III, our site was able to fund an additional reading teacher to implement an intervention program to support students with reading deficiencies. Strategies effectively achieved results throughout the year. However, we don't have 2020-21 data to use as a comparison because of the Covid-19 school closures. Without data to compare to, through the use of the Ready implementation as a universal screener, we have noted progress in students toward mastery.

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

Due to COVID-19 protocols, certain school activities were unable to be completed. Due to an increase in substitute teacher pay, expenditures for strategy two were higher than expected.

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.

Most strategies and activities will stay the same into the 2022-23 school year, with careful attention being paid to early assessment data and adjustments occurring as necessary. The "WIN Period" for intervention and enrichment will continue to be implemented to target those students who need additional support in identified domains. Site stakeholders determined that a more conservative goal of a 3% increase is warranted.

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 Learners

LEA/LCAP Goal

Goal 3

BY MAY 2023, THE PERCENTAGE OF ENGLISH LEARNER STUDENTS BEING RECLASSIFIED WILL INCREASE BY 5% BASED ON ELPAC SCORES, DISTRICT BENCHMARKS, AND SRA LEVELS.

Identified Need

Based on ELPAC data from 2020-2021, students are in need of continued growth, leading toward redesignation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We are focusing on information from the 2018-2019 Smarter Balance Summative Assessments, district assessments, implementation of our Local Control Accountability Plan (LCAP) goals, and ELPAC scores.	ELPAC testing data from 2021-2022 school year	All ELL students will make year and level proficiency improvement on the ELPAC test, leading to a 3% increase in reclassification.

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)

ELL students

Strategy/Activity

Identify students needing ELL support and determine appropriate program placement by analyzing ELPAC scores, benchmark scores, and Spring grades of ELLs.

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)

No additional funds necessary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ELL students

Strategy/Activity

Support targeted students that are below grade level by providing interventions: Amplify, English 3D, vocabulary instruction resources and Read Naturally. ELD students will also receive 50 minutes of ELD instruction daily, as well as support from ELRT and bilingual assistants.

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)

Instructional Materials- Refer to Planned Improvements, Goal #1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ELL students

Strategy/Activity

Monitor and measure targeted student achievement by collecting data throughout the year in the form of universal screeners, as well as other summative and formative assessments. Use ELPAC scores, Reading Inventory scores, SOLOM level, and district benchmark tests to measure growth. The tools to monitor and measure student achievement are chosen through collaboration of each grade level 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)

Source(s)

STPT- - Refer to Planned Improvements, Goal #1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ELL students

Strategy/Activity

Provide professional development on topics to include ELD standards for instruction; model lessons; and collaborative planning offered to teachers by the ELRT. Discuss ELD/SDAIE instructional strategies as part of STPT and/or staff meetings. Provide conferences/professional training opportunities for all teachers with ELL students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Staff Development/Release Time- Refer to Planned Improvements, Goal #1

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

Improve instructional strategies and materials by: Revising curriculum map and standards alignment; purchase ELD materials, including: ancillary nonfiction materials, vocabulary instructional resources, bilingual novels, realia for core classes, and programs to improve language fluency. Emphasize listening, speaking, reading, and writing skills in ELD classes based on ELPAC level and ELD Standards. Integrate audio/video technology in classes, including streaming audio/video.

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)

Instructional Materials - Refer to Planned Improvements, Goal #1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

ELL students

Strategy/Activity

Regularly communicate with families in their home language regarding student progress, as well as encourage parents to become involved in the English Language Advisory Committee (ELAC) and parent education classes.

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)

No additional funds required

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Staff members (including classroom teachers, aides, special education teachers, the site ELRT, and administration) were able to implement the strategies as planned. Time was allotted for collaboration between teachers to discuss instruction and accommodations that would best meet the needs of students. Administration encouraged and supported teachers in using appropriate assessment data in order to inform instruction. Strategies effectively achieved results throughout the year.

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

Due to COVID-19 protocols, certain school activities were unable to be completed. Due to an increase in substitute teacher pay, expenditures for strategy two were higher than expected.

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.

Most strategies and activities will stay the same into the 2022-2023 school year, with careful attention being paid to early assessment data and adjustments occurring as necessary. The site staff will be working with the ELRT to update and appropriately spiral curriculum for all dedicated ELD classes.

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

LEA/LCAP Goal

Goal 4

BY MAY 2023, IMPROVE OVERALL SCHOOL CLIMATE BY FOCUSING ON P.B.I.S, RESTORATIVE PRACTICES, AND RESPONSIBILITY CENTERED DISCIPLINE AS MEASURED BY A 3% DECREASE IN SUSPENSIONS.

Identified Need

Based on 'In School Solution' and suspension data, students are in need of additional support in improving self-regulation and conflict resolution.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual suspension data	2018-2019 data shows that 12.4% of students were suspended at least once. This is the last year we have complete data for.	9.4% of students (or fewer) will be suspended at least once during the school year.

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

Students will receive curriculum in social-emotional learning (2nd Step) through their WIN period on a weekly basis

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in need of extra behavioral support

Strategy/Activity

Students in need of extra behavioral support will meet 1-on-1 with an In-School Solutions staff member.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The site will utilize a Tier 1 PBIS Coach as well as a Tier 2-3 PBIS Coach to help drive evidence-based strategies that support students and improve overall school culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF - Included under stipend positions in Goal #1

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The strategies and activities were implemented, and we were seeing success during the 2019-2020 school year. At the time of school closures due to COVID-19, data was showing a decline in overall suspensions. The 2020-2021 school was primarily virtual, so no suspension data exists for that timeframe. At the time of plan approval, there were approximately 6% of students that were suspended during the 2021-2022 school year.

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

There were not major differences in implementation or budget expenditures.

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.

Most strategies and activities will stay the same into the 2022-2023 school year, with careful attention being paid to early data and adjustments occurring as necessary. The site would also like to ensure that new staff members receive training in Responsibility Centered Discipline.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 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)

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
------------------	-------------------------	------------------

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 8

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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$248,821.00

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 (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
LCFF	\$144,922.00
Lottery	\$54,679.00
Lottery: Instructional Materials	\$49,220.00

Subtotal of state or local funds included for this school: \$248,821.00

Total of federal, state, and/or local funds for this school: \$248,821.00

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
LCFF	\$144,922	0.00
Lottery	\$54,679	0.00
Lottery: Instructional Materials	\$49,220	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	144,922.00
Lottery	54,679.00
Lottery: Instructional Materials	49,220.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	38,940.00
4000-4999: Books And Supplies	159,589.00
5000-5999: Services And Other Operating Expenditures	50,292.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF	38,940.00
4000-4999: Books And Supplies	LCFF	67,982.00
5000-5999: Services And Other Operating Expenditures	LCFF	38,000.00
4000-4999: Books And Supplies	Lottery	42,387.00
5000-5999: Services And Other Operating Expenditures	Lottery	12,292.00

4000-4999: Books And Supplies

Lottery: Instructional Materials

49,220.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1

248,821.00

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
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Nyesha Williams	Principal
Julia Gorman	Classroom Teacher
Lynn Gonzales	Classroom Teacher
Tiffany Lee	Classroom Teacher
Maria Martinez	Other School Staff
Christa Catalan	Parent or Community Member
Jeannette Galindo	Parent or Community Member
Erika Marquez	Parent or Community Member
Kila Mure	Parent or Community Member
Tamara Ross	Parent or Community Member

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

Recommendations and Assurances

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

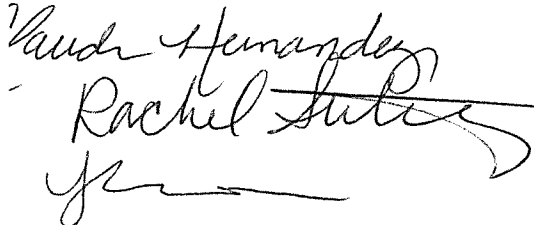
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

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

Signature

Committee or Advisory Group Name



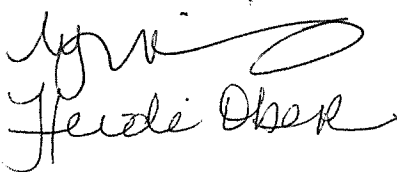
English Learner Advisory Committee
Special Education Advisory Committee
Gifted and Talented Education Program Advisory Committee

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 April 28, 2022.

Attested:



Principal, Nyesha Williams on April 29, 2022
SSC Chairperson, Heidi Ober on April 29, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019