



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
The Ontario Center School	36676946109185	5/23/2022	May 12, 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 purpose of this plan is to review student data to strategically address needs of all students in the areas of: Mathematics, English Language Arts, English Language Development, Student Engagement and Behavior, Science, and Attendance/Parent Engagement. This plan will outline the projected expenditures for strategies and activities to increase student achievement in these areas during the 2022-2023 school year. This plan is directly aligned with the CSD 2022-2023 LCAP along with all state and federal requirements.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Title I, GATE, and English Learner Surveys are conducted annually during the Spring trimester. 2021-2022 results are as follows:

Title I survey results: 70% of parents surveyed did not attend a Title I meeting during the 2021-2022 school year. 40% of parents responded that they have a clear understanding of how their child qualified for the program; 50% have a clear understanding of the purpose and goals of Title I; 60% have a clear understanding of the instructional intervention programs and activities that their child experiences in the Title I program; 40% have a clear understanding of what their child must do to exit the program; 30% feel progress has been clearly communicated; 40% have been supplied with a written Title I parent involvement policy; 50% believe the school has encouraged and provided opportunities for parent involvement; and 80% have noticed an improvement in their child's reading, writing and math abilities this year; parents would like additional practice resources to be sent home to help improve reading, writing, or math programs. 50% of parents would like for Title 1 meetings to be held after school. Parents would like for recordings of meetings and/or meeting presentations to be sent home.

GATE Survey results: 100% of parents did not attend GATE parent meeting during the 2021-2022 school year. 50% have a clear understanding of how their child qualified as Gifted and Talented and have a clear understanding of the purpose and goals of the GATE program. 100% do not have a clear understanding of the instructional programs and activities their child experiences in the GATE program. 100% do not feel that the school has encouraged and provided opportunities for parental input into the development of the GATE program. 100% state that both Academics expectations are challenging and Opportunities for enrichment are worthwhile do not apply to the program at The Ontario Center School. 50% of parents believe that with regard to the GATE program, communication with teachers regarding progress has been available through notes, email, telephone calls, and conferences. 50% of parents prefer that meetings be held after school. Parents would like to see inquiry based projects and increased rigor in GATE program. They would also like ideas to help support home learning.

English Learner Survey results: 10% of parents surveyed state that they have attended an ELAC meeting during the 2021-2022 school year. 62.1% of parents have a clear understanding of how their child qualified as an English Learner; 69% have a clear understanding of the purpose and goals of the EL program; 55% have a clear understanding of the ELD programs and activities; 59% have a clear understanding of what their child needs to accomplish to exit the program; 59% believe their child's progress in the EL program has been clearly communicated; 48% state that the school has supplied them with an EL procedural manual of program policies and options; 59% believe the school has encouraged and provided opportunities for parental input and involvement; and 72% have noticed an improvement in their child's overall language acquisition this year. 41% of parents would like to see meetings held after school. Parents would like information on how to exit the program and newcomer practices. One parent commented that EL needs were not addressed via online learning platform.

Tiered Fidelity Inventory (TFI), School Climate Survey (SCS) and Self Assessment (SAS) PBIS surveys were not conducted during the 2021-2022 school year, but will resume during the 2022-2023 school year. During the 2021-2022 school year, a Social and Emotional Learning Survey was conducted with 195 students in grades 3-5 through Panorama Education. The survey included questions in the area of six different topics: Self-efficacy, Growth Mindset, Grit, Self Management, Emotion Regulation and Learning Strategies. Of the 218 students surveyed, 59 students reported strengths in all six areas; 128 students reported strengths in at least half of the areas; 50 students reported strengths in less than half of the areas; and 18 students displayed strengths in none of the areas. The area with the lowest percent favorable was Emotion Regulation, with only 48%.

Classroom Observations

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

The principal visits and observes in all classrooms on regular basis. Per CTA contract, permanent teachers are evaluated no less than once every two years for the first 10 years in the district and then at least once every 5 years. Probationary teachers are evaluated at least once each year.

- All teachers are using NatGeo Reach curriculum for English Language Arts instruction and the implementation of small group reading instruction occurs in the majority of classrooms. All grade levels participate in grade level team time for English Language Arts. Grade level team time allows a block of time during the language arts instruction where students can be grouped according to their specific needs including: general educational interventions within the classroom, TITLE I support, ELD support, RSP support, as well as enrichment and extension for those learners above grade level standards. All teachers are using Eureka Math curriculum to teach CCSS and the majority of teachers have implemented small group math instruction to meet the needs of individual learners. The implementation of small group instruction does not replace direct instruction when needed. Teachers base their delivery model on content and student need to blend small group instruction to increase overall student achievement as applicable. With the addition of funds to mitigate learning loss due to COVID-19 school closures in the Spring of 2020 and distance learning for the entirety of the 2020-2021 school year (except for a with a small cohort of students who returned to campus beginning April 6th, 2021), small group pull out math intervention began in the fall of 2021 for all grade levels .
- THE ONTARIO CENTER SCHOOL staff uses PBIS in all areas of campus. Second Step curriculum is taught at each grade level to assist students in gaining the social skills required to be successful in the school setting. Students and faculty at TOCS follow our ABCs of TOCS: Act respectfully, Be responsible, and Create a safe learning environment. We utilize a variety of types of student recognition including peeps for individual student recognition and blue eagles for classroom recognition where classes can earn otter pops, free recess, etc. We also recognize students at student assemblies for following our character traits. These "assemblies" were held in individual classrooms to follow social distancing protocols during the 2021-2022 school year.
- Credentialed teachers have been trained on both NatGeo and Eureka Math. Trainings and instructional supports are provided including but not limited to: small group rotational training, site coaching in the areas of English Language Arts, Mathematics, Science, Technology, and PBIS. Through our professional learning guiding coalition we are able to provide continuing professional development in the area of increasing rigor within our classrooms. Our teachers also have the opportunity to participate in a multitude of professional development options through our school district office. These Personalized Professional Development Topics could include: Eduprotocols; Research and Inquiry;

Reading Intervention; Lucy Calkins Writing; NGSS Content; Comprehending Real World Data; Math Cohorts; SPED Math Cohort; one on one Coaching in Technology Integration; 21st century learning; Computer Science; ELA SPED Differentiation in the Classroom; Math SPED Differentiation in the Classroom; Restorative Circles; and Art/Music/PE Teacher Collaboration.

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)

Teachers at THE ONTARIO CENTER SCHOOL use a variety of assessments to analyze progress, modify instruction and monitor student achievement. Smarter Balanced Assessment (SBAC) is administered to all students in grades 3-5 annually. This assessment was not administered during the 2019-2020 school year due to Covid 19 school closure. A state-wide waiver was approved to cancel testing for the school year. As the majority of our students remained on distance learning through the entirety of the 2020-2021 school year, SBAC was not administered in the spring of 2021. Instead, the Interim Comprehensive Assessments was administered to students in grades 3-5. The English Language Proficiency Assessment (ELPAC) is administered to all English Learners annually. Local assessments administered approximately three times per year include DIBELS for all students in grades K-5, Fastbridge for all students in grades K-5, and STAR reading assessment for students in grades 1-5. Assessment data is collected in data spreadsheets for each grade level. Assessment results are analyzed to discuss specific student achievement/placement and to modify instruction to meet the needs of each learner. Instructional needs are determined based on data and students are placed in appropriate intervention or enrichment groups accordingly.

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

The administration of curriculum embedded and formative assessments occurs at each grade level during formative assessment cycles. Assessment data is collected in PLC/STPT notes and agendas. Assessment results are analyzed on a regular basis to discuss specific student achievement/placement and to modify instruction to meet the needs of each learner. Instructional needs are determined based on data and students are placed in appropriate intervention or enrichment groups accordingly. Small group instruction is guided by and instructional practices are adjusted based on assessment results.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meet the requirements and are highly qualified as defined by ESEA.

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

All teachers are fully credentialed and meet the requirements as highly qualified for ESEA. The Cucamonga School District supports its teachers through the Cucamonga Teacher Support Program. The CTSP encompasses the following teacher support programs: BTSA for first and second year beginning teachers who are credentialed; support programs for first and second year teachers with emergency credentials; volunteer assistance programs for experienced unit members who request help; and assistance for unit members with permanent status who receive an overall unsatisfactory evaluation. Additionally, credentialed teachers have been trained to use both NatGeo and Eureka Math curriculum.

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

All Cucamonga School District teachers are provided with ongoing, self selected Professional Development. Personalized Professional Learning opportunities include: Eduprotocols; Research and Inquiry; Reading Intervention; Lucy Calkins Writing; NGSS Content; Comprehending Real World Data; Math Cohorts; SPED Math Cohort; one on one Coaching in Technology Integration; 21st century learning; Computer Science; ELA SPED Differentiation in the Classroom; Math SPED Differentiation in the Classroom; Restorative Circles; and Art/Music/PE Teacher Collaboration. All training opportunities support LCAP goals and the CSD Portrait of a Graduate. Teachers are able to select Professional Development opportunities to meet their individual needs. Each teacher must select at least one area from the menu, but may select up to three areas if desired and approved by site principal.

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

The Cucamonga School District employs full time TOSAs in the areas of Literacy, Mathematics and Technology. Additionally, each site has content area coaches for ELA, Math, Science, Technology and PBIS. These are regular classroom teachers who can be available for individual or site trainings and support. In addition, numerous trainings have been provided on site including small group rotational training, site coaching in the areas of English Language Arts; Mathematics; Science; Technology; and PBIS. Our professional learning guiding coalition are providing professional development in the area of increasing rigor within our classrooms. Specialized Academic Instructors, English Learner Resource Teacher, and Title I teacher/Rtl coordinator are available to provide support to teachers during collaboration meetings and in the classroom setting.

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

All grade levels at THE ONTARIO CENTER SCHOOL participate in Professional Learning Communities/Collaboration weekly. During in person instruction, every Thursday is a modified day with early dismissal for students. Each month, two of these Thursdays are scheduled for grade level collaboration of approximately 45-50 minutes. Additionally, each grade level is provided with one hour of collaboration time on alternating Fridays through "Super PE" release time. Each grade level meets one time per week, either on Thursday afternoon or Friday morning to analyze data, discuss curriculum, create/discuss formative assessments, adjust teaching strategies, and create student instructional groups. Specialized Academic Instructors, English Learner Resource Teacher, and Title I teacher are available during these meetings to support student achievement.

Weekly staff meetings are held during which time staff participates in professional learning through book study, PLC presentation, and shared best practice conversations.

Teaching and Learning

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

District adopted materials are used by all grade levels and grade level report cards reflect grade level instruction. Classroom instruction is aligned to state standards and teachers use grade level content and performance standards to plan lessons and analyze student progress.

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

Each year, teachers are provided with a master schedule that includes grade level blocks of time for PE, Enrichment, Library, Intervention, recess and lunch. Grade levels then work together to build a daily schedule that adheres to recommendations of instructional minutes for each content area. In order to maximize the use of instructional minutes, subjects are often integrated.

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

A master schedule is created each year to include intervention times for each grade level. During intervention time, students requiring additional support are provided instruction either within their regular classroom or in a separate setting through the use of SAI, English Learner, and Title I and Intervention instructors and assistants. All students receive instruction to meet their individual needs during this time block. Grade level pacing guides are created/updated annually by each grade level with the support of content area coaches.

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

There are sufficient standards based texts in all subject areas for each grade level and all students have access to all grade level materials.

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

Teachers use SBE adopted standards-aligned instructional materials in ELA, Math, Social Studies, and Science. Intervention materials such as Reach Into Phonics, SRA EIR, Dreambox, and Read Naturally are provided. Intervention teachers were provided Orton-Gillingham training.

Opportunity and Equal Educational Access

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

The basic instructional program provides support to all students. Based on assessment data, instruction is differentiated through small group reading and math rotations in most classrooms. Focus on the district Portrait of a Graduate guides instruction to provide students with skills needed for college and career. Teachers provide instruction, guided/independent practice and assessment opportunities that focus on creativity, critical thinking, communication and collaboration. Formative assessments occur on a regular basis to guide instruction and support individual student need. Students are monitored through the collaboration and MTSS process and provided with support and intervention based on individual student need, as determined by data analysis.

Evidence-based educational practices to raise student achievement

Following the MTSS model, teachers use best practices in the classroom to meet the range of student needs. Teachers differentiate instruction during small group ELA and Math rotations. English Learners are supported through English Language Development lessons and intervention in both push in and pull out model, so all English Learner students are included and supported within the school day. Title I and Intervention students are identified through the PLC/Formative assessment cycles and based on Title I qualifying criteria (triangulated data). These students participate in small group Reading instruction within the Title I/Intervention classroom four times per week for approximately 30 minutes each day. Those students identified for pull out Math intervention receive approximately 25 minutes of targeted instruction 4 times per week.

Parental Engagement

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

Title I Parental Involvement Policy

GENERAL EXPECTATIONS

THE ONTARIO CENTER SCHOOL agrees to implement the following statutory requirements:

- The school will jointly develop with Title I parents, a School Parental Involvement Policy that the school and parents of participating children agree upon.
- The school will notify parents concerning the School Parental Involvement Policy in an understandable and uniform format and to the extent practicable, in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of the School Parental Involvement Policy.

IMPLEMENTATION OF REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

THE ONTARIO CENTER SCHOOL will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, in an organized, ongoing and timely way under section 1118(b) of the ESEA:

- Meet yearly to provide parents of Title I students with an explanation of the curriculum, assessments and proficiency levels students are expected to meet to enter and exit the program. THE ONTARIO CENTER SCHOOL's School Parental Involvement Policy will be reviewed with Title I parents at this meeting.
- The Title I parent meeting will be offered both in the morning and in the evening.
- Parents will review the components of the ONTARIO CENTER SCHOOL's School –Parent Compact during individual teacher-parent-student goal setting conferences held in September.

THE ONTARIO CENTER SCHOOL will take the following actions to distribute to parents of Title I students and the local community, the School Parental Involvement Policy:

- THE ONTARIO CENTER SCHOOL will distribute a copy of the School Parental Involvement Policy in the first day packet sent home in August, 2014.
- THE ONTARIO CENTER SCHOOL will distribute a copy of the School Parental Involvement Policy at the yearly Title I parent meeting.
- Parents will be notified in the first day packet if THE ONTARIO CENTER SCHOOL moves into improvement status, therefore allowing for public school choice.
- Funds will be made available for tutoring Title I students in the event that THE ONTARIO CENTER SCHOOL moves into school improvement status.

THE ONTARIO CENTER SCHOOL will update the School Parental Involvement Policy to meet the changing needs of parents and the school.

- A needs assessment will be completed yearly by Title I parents. The School Parental Involvement Policy will be updated to reflect the changes in the needs of parents and the school as found in the needs assessment.
- The needs assessment will provide an annual evaluation of the content and the effectiveness of the Title I School Parental Involvement Policy in improving the academic quality of the Title I program.

THE ONTARIO CENTER SCHOOL will provide an annual meeting to inform Title I parents of the following:

- THE ONTARIO CENTER SCHOOL participates in Title I.
- THE ONTARIO CENTER SCHOOL is a Target Title I school.
- The following charts are the qualifying and exit criteria for the Title I Program in English Language Arts and Math.

Definition for Service: TITLE I Qualifying Criteria - Reading Language Arts

Kindergarten

- Kindergarten Assessment Test
- Teacher recommendation (based on observation and work samples)
- Common Core Diagnostic Assessments
- DIBELS

1st

- Common Core Diagnostic Assessments
- DIBELS/Grade level skills assessments
- Teacher discretion

2nd

- Common Core Diagnostic Assessments
- DIBELS
- STAR Reading – at/below 1.0 GE
- Teacher discretion .

3rd

- DIBELS
- Common Core Diagnostic Assessments
- STAR Reading – at or below 1.9 GE
- Teacher discretion

4th

- STAR Reading – at/below 2.8 GE
- DIBELS
- Teacher discretion

5th

- DIBELS
- STAR Reading – at or below 3.2 GE
- Teacher discretion

Definition for Service: Exit Criteria – Reading Language Arts

Kindergarten

- Kindergarten Assessment Test
- Teacher recommendation (based on observation and work samples)
- Common Core Diagnostic Assessments

- DIBELS
- 1st
- Common Core Diagnostic Assessments
 - DIBELS/Grade level skills assessments
 - Teacher discretion
- 2nd
- Common Core Diagnostic Assessments
 - DIBELS
 - STAR Reading – at/below 1.1 GE
 - Teacher discretion .
- 3rd
- DIBELS
 - Common Core Diagnostic Assessments
 - STAR Reading – at or below 1.9 GE
 - Teacher discretion
- 4th
- STAR Reading – at/below 2.8 GE
 - DIBELS
 - Teacher discretion
- 5th
- DIBELS
 - STAR Reading – at or below 3.2 GE
 - Teacher discretion

Definition for Service: Qualifying Criteria - Math

Kindergarten

- Common Core Diagnostic Assessments
 - Kindergarten Assessment
 - Teacher recommendation (based on observation and work samples)
- 1st
- Basic Facts Assessment – at or below 50%
 - Common Core Diagnostic Assessments
 - Teacher discretion
- 2nd
- District Facts Assessment – at or below 50%
 - Common Core Diagnostic Assessments
 - Teacher discretion
- 3rd
- Math Facts regrouping Test – at or below 10/20
 - Common Core Diagnostic Assessments
 - Teacher discretion
- 4th
- Basic Facts Assessment – at or below 50%
 - Basic Multiplication Facts
 - Common Core Diagnostic Assessments
 - Teacher discretion
- 5th
- Basic Facts Assessment – at or below 50%
 - Common Core Diagnostic Assessments

- Teacher discretion

Definition for Service: Exit Criteria – Math

Kindergarten

- Common Core Diagnostic Assessment
- Kindergarten Assessment
- Teacher recommendation (based on observation and work samples)

1st

- Basic Facts Assessment – at or above 80%
- Common Core Diagnostic Assessment
- Teacher discretion

2nd

- Common Core Diagnostic Assessment
- District Benchmark Assessment – at/above 80%
- Teacher discretion

3rd

- Math Facts Regrouping – at or above 80%
- Common Core Diagnostic Assessment
- Teacher discretion.

4th

- Basic Facts Assessment – at or above 80%
- Basic Multiplication Facts – at or above 80%
- Common Core Diagnostic Assessment
- Teacher discretion

5th

- Basic Facts Assessment – at or above 80%
- Common Core Diagnostic Assessment
- Teacher discretion.

During the 2021-2022 school year, meetings and conferences were held via Zoom due to Covid 19 visitor restrictions. Most communication with parents was done through digital platforms and/or phone calls.

THE ONTARIO CENTER SCHOOL will offer a flexible number of meetings in the morning and/or evening and will provide child care paid for with Title I funding as long as these services relate to parental involvement.

THE ONTARIO CENTER SCHOOL will provide information about the Title I program to Title I parents in a timely manner.

- Title I information will be provided during the first trimester at the Title I parent meeting.

THE ONTARIO CENTER SCHOOL will provide Title I parents a description and explanation of the curriculum in use by the Title I program at THE ONTARIO CENTER SCHOOL, the forms of assessment used to measure the progress of students and the level of proficiency students are expected to meet.

- The Title I Parent Involvement Policy will be reviewed and the Title I program will be explained during the first trimester at the Title I parent meeting.

- DIBELS bench mark assessments and progress monitoring will be explained to Title I parents.
- Parent-Teacher-Student goal setting conferences will be held once in September and once in March.
- Phone conferences are available.

THE ONTARIO CENTER SCHOOL will provide Title I parents opportunities for regular meetings by request, to formulate suggestions and to participate as appropriate, in decisions relating to the education of their children.

- Notifications of such meetings will be put on the auto dialer and on the marquis. Notifications will also be sent home with students.
- Teachers will respond to parents by phone or email in a timely manner.

THE ONTARIO CENTER SCHOOL will submit any parent comments to the district office under section (1114) (b2) if the school wide plan is not satisfactory to any Title I parent.

- Meet with the school Title I Coordinator to discuss parental concerns.
- Meet with the school Title I Coordinator and the Principal to continue to discuss and work on solving issues.
- Refer to Assistant Superintendent of Educational Services if concerns are not resolved.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

THE ONTARIO CENTER SCHOOL will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents. THE ONTARIO CENTER SCHOOL will support a partnership between the parents, the community and the school to improve student academic achievement through the following activities:

- Title I Coordinator is responsible for placement of students into the Title I program with the input from the classroom teacher.
- Title I Coordinator manages the monitoring of Title I students throughout the year.
- Title I Coordinator works with the classroom teacher and the Title I Instructional Assistants to ensure student success.
- Title I Coordinator along with the classroom teacher and the Principal determine if the student is ready to exit from the Title I program.
- The Title I Coordinator continues to monitor progress of students after conditionally exiting from the Title I program.
- THE ONTARIO CENTER SCHOOL will incorporate the School-Parent Compact as a component of the Title I Parent Involvement Policy each year.

THE ONTARIO CENTER SCHOOL will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking these actions:

- Follow the state's academic common core standards.
- Follow the state's student academic achievement standards.
- Use the State and local academic assessments including alternate assessments, the criteria of Title I placement.
- Provide information concerning how to monitor their child's progress.
- Provide information concerning how to work with educators.

THE ONTARIO CENTER SCHOOL will provide materials and training as needed to help the Title I parents work with their children to improve their student's academic achievement.

- Title I parent meeting
- Other parent trainings as determined by parent surveys

THE ONTARIO CENTER SCHOOL will educate its teachers, pupil services personnel, principals and other staff, to reach out and communicate and work with parents as equal partners, in the value and utility of parent contributions. THE ONTARIO CENTER SCHOOL will implement and coordinate parent programs and build ties between parents and schools by the following actions:

- Communication by phone
- Communication by email
- Back to School Night
- Open House
- Parent-Teacher-Student Goal Setting Conferences held twice a year in September and March.
- School Site Council meetings
- English Language Advisory Committee (ELAC) meetings

THE ONTARIO CENTER SCHOOL will coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool and other programs as feasible and appropriate.

- Information regarding Head Start Pre-school is sent out each year.
- Resources are available to Title I parents in the front office regarding these programs.

THE ONTARIO CENTER SCHOOL will take the following actions, when appropriate, to ensure that information related to the school and parent programs, meetings and other activities, are sent to Title I parents in an understandable and uniform format, including alternative formats upon request in a language the parent can understand.

- Use auto-dialer to inform parents of upcoming programs
- Phone calls
- Flyers sent home with students
- Email/internet contact
- District newsletters

ACCESSABILITY

THE ONTARIO CENTER SCHOOL will build the school's and parent's capacity for strong parental involvement and provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities and migratory parents.

- Provide Individual Education meetings for parents of students with disabilities.
- Provide English Language Advisory Committee (ELAC) meetings
- Provide School Site Council meetings
- Provide District Advisory Committee meetings (DAC)
- Provide English Language Advisory Committee meetings (DELAC)

ADOPTION

THE ONTARIO CENTER SCHOOL has developed the Title I Parental Involvement Policy jointly with and agreed on with, Title I parents as evidenced by:

- Sign In sheet for Title I Parent Involvement meeting

This policy was adopted by THE ONTARIO CENTER SCHOOL School Site Council on December 13, 2021, and will be in effect for the period of 2022-2023 school year. THE ONTARIO CENTER SCHOOL will distribute this policy to all Title I parents before November, 2022. It will be made available to the local community on or before August, 2022. THE ONTARIO CENTER SCHOOL's notification to parents of this policy will be in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand.

Signature of Authorized Official Date

THE ONTARIO CENTER SCHOOL

Title I School-Parent Compact (Title I Acuerdo de la escuela y padre)

The Teacher Pledge:

(El compromiso del maestro:)

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

(Entiendo la importancia de la experiencia de la escuela a cada estudiante y de mi papel como un maestro y modelo. Por lo tanto, acuerdo realizar las responsabilidades siguientes al mejor de mi capacidad:)

_____ I will deliver grade level skills and concepts based on the State Standards.

(Entregaré las habilidades y los conceptos del nivel de grado basados en los estándares del estado.)

_____ I will teach all the necessary concepts to your child before regular homework is assigned.

(Enseñaré todos los conceptos necesarios a su hijo(a) antes de que se asigne la tarea.)

_____ I will strive to be aware of the individual needs of your child.

(Se esforzará estar consciente de las necesidades individuales de su hijo(a).)

_____ I will correct and return work in a timely manner.

(Corregirá y volverá el trabajo a tiempo.)

_____ I will provide a safe, positive and healthy learning environment for your child.

(Proporcionará un ambiente seguro, positivo y sano para su hijo(a) a aprender.)

_____ I will regularly communicate with you regarding your child's progress.

(Comunicará regularmente con usted con respecto al progreso de su hijo(a).)

Teacher's Signature/Firma del maestro: _____ Date/Fecha: _____

The Parent Pledge:

(El compromiso del padre:)

I realize that my child's years are very important, and I understand that my participation in my child's education will help his or her achievement and attitude.

Therefore, I agree to carry out the following responsibilities to the best of my ability:

(Realizo que los años de mi hijo(a) son muy importantes, y entiendo que mi participación en la educación de mi hijo(a) ayudará a su logro y actitud. Por lo tanto, acuerdo realizar las responsabilidades siguientes al mejor de mi capacidad:)

_____ I will see to it that my child arrives at school on time every day.

(Se asegurará que mi hijo(a) llega a la escuela a tiempo cada día.)

_____ I will provide a quiet place for my child to study.

(Proporcionará un lugar tranquilo para mi hijo(a) a estudiar.)

_____ I will encourage my child to complete his/her home practice.

(Animará a mi hijo(a) a terminar su tarea.)

_____ I will make sure my child gets an adequate night's sleep and eats a healthy diet.

(Asegurará de que mi hijo(a) consiga el sueño adecuada y que coma una dieta sana.)

_____ I will spend at least 15 minutes per day reading with my child.

(Pasará por lo menos 15 minutos de la lectura cada día con mi hijo(a).)

_____ I will support the school's discipline and attendance policies.

(Apoyará las reglas de la disciplina y de la asistencia de la escuela.)

_____ I will attend Back to School Night, Parents Conferences and Open House.

(Asistirá las noches de visita de la escuela y las conferencias de padres/maestros.)

Parent's Signature/Firma del Padre: _____

Date/Fecha: _____

Student pledge:

I agree to carry out the following responsibilities to the best of my ability.

_____ Come to school ready to learn and work hard.

_____ Bring necessary materials completed assignments and homework.

_____ Know and follow school and class rules.

_____ Ask for help when I need it.

_____ Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school

_____ Limit my TV watching and study instead and read every day after school.

_____ Respect the school, classmates, staff and families.

Student's

Signature _____ Date _____

Cucamonga School District Title I Parent Survey Summary for THE ONTARIO CENTER SCHOOL

Title I survey results: 70% of parents surveyed did not attend a Title I meeting during the 2021-2022 school year. 40% of parents responded that they have a clear understanding of how their child qualified for the program; 50% have a clear understanding of the purpose and goals of Title I; 60% have a clear understanding of the instructional intervention programs and activities that their child experiences in the Title I program; 40% have a clear understanding of what their child must do to exit the program; 30% feel progress has been clearly communicated; 40% have been supplied with

a written Title I parent involvement policy; 50% believe the school has encouraged and provided opportunities for parent involvement; and 80% have noticed an improvement in their child's reading, writing and math abilities this year; parents would like additional practice resources to be sent home to help improve reading, writing, or math programs. 50% of parents would like for Title 1 meetings to be held after school. Parents would like for recordings of meetings and/or meeting presentations to be sent home.

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)

The School Site Council is comprised of teachers, principal, classified employees, and parents. The council meets approximately 6 times per year to discuss the planning, implementation and evaluation of school programs. The English Learner Advisory Committee meets approximately 3-4 times per year to discuss programs for English Learners and needs of the group. THE ONTARIO CENTER SCHOOL has representatives on the DAC/DELAC committees to share information between the school and district groups.

Funding

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

The primary use of categorical funds is to provide additional support to unduplicated population. This includes support/coaching for teachers who provide instruction for these students and intervention services for students requiring additional support.

Fiscal support (EPC)

Fiscal support is provided through LCFF, Title I, and Lottery funds. Additional funding is gathered through fund raising to meet the needs of all students.

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

Each year at THE ONTARIO CENTER SCHOOL, the School Site Council conducts a walk through to evaluate academic programs and provide feedback for updates and changes to programs and procedures. During the 2021-2022 school year, this walk through was conducted by SSC staff members only due to Covid 19 on site visitor restrictions. The data gathered during this walk through was shared at the February 27, 2022 SSC meeting via Zoom. Additionally, SSC members are annually given the opportunity to provide feedback on proposed goals and budget allocations. This meeting was held via zoom on May 23rd, 2022 to prepare for the 2022-2023 SPSA. THE ONTARIO CENTER SCHOOL staff participates annually in the process of reviewing site goals and supporting data in order to make necessary changes to school goals. At this time, a list of site priorities to support student achievement is created and budget allocations are determined. During the 2021-2022 school year, these meetings were held on December 1st, 2021 and February 9th, 2022 to update site data for the 2022-2023 SPSA.

Resource Inequities

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

While Title I funds have supported the Title I program in past years, student needs in English Language Arts/Reading are high and have been a focus for Title I instruction/support at The Ontario Center School. Staff have requested additional support in the area of Mathematics, without losing the current level of support for English Language Arts. Additional funds provided to mitigate learning loss have allowed the district to employ additional staff to provide intervention. The Ontario Center School began to develop an intervention program during the 21-22 school year and it is anticipated that funding to support this program will continue through the 23-24 school year. Even with the additional staff to provide intervention, student need is greater than past years because of learning loss caused by school closures and virtual learning. Parents would like to see continued opportunities for intervention.

Survey results:

Title I survey results: 70% of parents surveyed did not attend a Title I meeting during the 2021-2022 school year. 40% of parents responded that they have a clear understanding of how their child qualified for the program; 50% have a clear understanding of the purpose and goals of Title I; 60% have a clear understanding of the instructional intervention programs and activities that their child experiences in the Title I program; 40% have a clear understanding of what their child must do to exit the program; 30% feel progress has been clearly communicated; 40% have been supplied with a written Title I parent involvement policy; 50% believe the school has encouraged and provided opportunities for parent involvement; and 80% have noticed an improvement in their child's reading, writing and math abilities this year; parents would like additional practice resources to be sent home to help improve reading, writing, or math programs. 50% of parents would like for Title 1 meetings to be held after school. Parents would like for recordings of meetings and/or meeting presentations to be sent home.

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
Kindergarten	115	117	78
Grade 1	118	99	92
Grade 2	84	106	95
Grade3	96	78	96
Grade 4	98	94	85
Grade 5	91	99	95
Total Enrollment	602	593	541

Conclusions based on this data:

1. Change in district boundaries has led to declining student enrollment over the past few years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	67	66	54	11.1%	11.1%	10.0%
Fluent English Proficient (FEP)	31	43	39	5.1%	7.3%	7.2%
Reclassified Fluent English Proficient (RFEP)	12	19	6	15.6%	28.4%	9.1%

Conclusions based on this data:

1. Declining numbers of English Learners may be attributed to boundary changes and declining enrollment.
2. Increased rigor of assessment and reclassification requirements have caused a decline in reclassification rates.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	95	89	98	92	86	0	92	86	0	96.8	96.6	0.0
Grade 4	102	98	84	101	98	0	101	98	0	99	100	0.0
Grade 5	117	89	99	116	88	0	116	88	0	99.1	98.9	0.0
All Grades	314	276	281	309	272	0	309	272	0	98.4	98.6	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2413.	2411.		15.22	11.63		30.43	33.72		32.61	31.40		21.74	23.26	
Grade 4	2445.	2433.		18.81	13.27		20.79	20.41		23.76	24.49		36.63	41.84	
Grade 5	2482.	2505.		11.21	20.45		31.90	28.41		25.00	26.14		31.90	25.00	
All Grades	N/A	N/A	N/A	14.89	15.07		27.83	27.21		26.86	27.21		30.42	30.51	

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.13	15.12		48.91	60.47		36.96	24.42	
Grade 4	21.78	15.31		48.51	51.02		29.70	33.67	
Grade 5	18.97	27.27		47.41	47.73		33.62	25.00	
All Grades	18.45	19.12		48.22	52.94		33.33	27.94	

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.13	6.98		60.87	69.77		25.00	23.26	
Grade 4	14.85	12.24		47.52	44.90		37.62	42.86	
Grade 5	21.55	27.27		53.45	51.14		25.00	21.59	
All Grades	17.15	15.44		53.72	54.78		29.13	29.78	

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 3	8.70	10.47		78.26	76.74		13.04	12.79	
Grade 4	11.88	7.14		68.32	73.47		19.80	19.39	
Grade 5	11.21	21.59		61.21	57.95		27.59	20.45	
All Grades	10.68	12.87		68.61	69.49		20.71	17.65	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.91	13.95		54.35	58.14		21.74	27.91	
Grade 4	18.81	10.20		53.47	46.94		27.72	42.86	
Grade 5	23.28	29.55		46.55	47.73		30.17	22.73	
All Grades	22.01	17.65		51.13	50.74		26.86	31.62	

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:

- During the 18-19 school year, Reading was a strength, with more students above, at and near standard, which could be attributed to beginning implementation of small group reading instruction within classrooms. No further data to update conclusions, as CAASPP was not administered during the 2019-2020 school year due to Covid 19 school closure and was not administered during the 2020-2021 school year due to virtual learning platform. During the 2020-2021 school year, the CAASPP Interim Comprehensive Assessment was administered remotely. Overall scores are as follows for English Language Arts: Grade 3: 9% Exceeded, 58% Met/Nearly Met, 31% Did Not Meet; Grade 4: 12% Exceeded, 44% Met/Nearly Met, 42% Did Not Meet; Grade 5: 10% Exceeded, 58% Met/Nearly Met, 30% Did Not Meet. These scores should be viewed with caution, as testing environment and conditions could not be monitored because students tested from home. Additionally, only approximately 87% of students in grades 3-5 completed the English Language Arts ICA.

2. During the 18-19 school year, Listening was a relative strength with the least amount of students below standard, which could be attributed to continued implementation of Reach curriculum. No further data to update conclusions, as CAASPP was not administered during the 2019-2020 school year due to Covid 19 school closure and was not administered during the 2020-2021 school year due to virtual learning platform. During the 2020-2021 school year, the CAASPP Interim Comprehensive Assessment was administered remotely. Based on results of the ICA, Research and Inquiry were a strength in grades 3-5 with 82% of grade 3 students, 76% of grade 4 students, and 76% of grade 5 students meeting or nearly meeting standard. These scores should be viewed with caution, as testing environment and conditions could not be monitored because students tested from home. Additionally, only approximately 87% of students in grades 3-5 completed the English Language Arts ICA.
3. During the 18-19 school year, the number of students above, at or near standard decreased by more than 4%, which could be attributed to a weak writing program in Reach materials. No further data to update conclusions, as CAASPP was not administered during the 2019-2020 school year due to Covid 19 school closure and was not administered during the 2020-2021 school year due to virtual learning platform. During the 2020-2021 school year, the CAASPP Interim Comprehensive Assessment was administered remotely. Based on results of the ICA, scores in writing were as follows: 63% of grade 3 students, 70% of grade 4 students, and 78% of grade 5 students met or nearly met the standard. These scores should be viewed with caution, as testing environment and conditions could not be monitored because students tested from home. Additionally, only approximately 87% of students in grades 3-5 completed the English Language Arts ICA.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	95	89	98	94	87	0	94	87	0	98.9	97.8	0.0
Grade 4	102	98	84	102	98	0	102	98	0	100	100	0.0
Grade 5	117	88	99	116	87	0	116	87	0	99.1	98.9	0.0
All Grades	314	275	281	312	272	0	312	272	0	99.4	98.9	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2428.	2413.		12.77	11.49		37.23	28.74		28.72	28.74		21.28	31.03	
Grade 4	2430.	2443.		4.90	4.08		16.67	19.39		41.18	46.94		37.25	29.59	
Grade 5	2470.	2475.		10.34	13.79		12.93	16.09		31.03	26.44		45.69	43.68	
All Grades	N/A	N/A	N/A	9.29	9.56		21.47	21.32		33.65	34.56		35.58	34.56	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	30.85	18.39		41.49	41.38		27.66	40.23	
Grade 4	8.82	14.29		34.31	33.67		56.86	52.04	
Grade 5	16.38	19.54		27.59	26.44		56.03	54.02	
All Grades	18.27	17.28		33.97	33.82		47.76	48.90	

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.96	13.79		55.32	52.87		28.72	33.33	
Grade 4	10.78	9.18		47.06	47.96		42.16	42.86	
Grade 5	8.62	13.79		48.28	39.08		43.10	47.13	
All Grades	11.54	12.13		50.00	46.69		38.46	41.18	

2019-20 Data:

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

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 3	20.21	12.64		62.77	54.02		17.02	33.33	
Grade 4	13.73	11.22		45.10	50.00		41.18	38.78	
Grade 5	7.76	12.64		47.41	44.83		44.83	42.53	
All Grades	13.46	12.13		51.28	49.63		35.26	38.24	

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. During the 18-19 school year, Communicating Reasoning was a strength with the highest number of students above and near standard, which may attributed to focus on number talks within the classroom. No further data to update conclusions, as CAASPP was not administered during the 2019-2020 school year due to Covid 19 school closure and was not administered during the 2020-2021 school year due to virtual learning platform. During the 2020-2021 school year, the CAASPP Interim Comprehensive Assessment was administered remotely. In the area of Mathematics, strengths are as follows: Problem Solving and Modeling & Data Analysis in grade 3 with 90% of students assessed meeting or nearly meeting standard; Communicating Reasoning in grade 4 with 74% of students meeting or nearly meeting standard; and Problem Solving and Modeling & Data Analysis in grade 5 with 61% of students meeting or nearly meeting standard. These scores should be viewed with caution, as testing environment and conditions could not be monitored because students tested from home. Additionally, only approximately 87% of students in grades 3-5 completed the Math ICA.
2. During the 18-19 school year, Concepts and Procedures was a weakness with the highest number of students below standard, however the focus on Concepts and Procedures during the 17-18 school year was a success in that the number of students above, at or near standard on this strand increased by more than 2% during the 18-19 school year. No further data to update conclusions, as CAASPP was not administered during the 2019-2020 school year due to Covid 19 school closure and was not administered during the 2020-2021 school year due to virtual learning platform. During the 2020-2021 school year, the CAASPP Interim Comprehensive Assessment was administered remotely. Overall scores are as follows for Math: Grade 3: 9% Exceeded, 55% Met/Nearly Met, 34% Did Not Meet; Grade 4: 7% Exceeded, 54% Met/Nearly Met, 36% Did Not Meet; Grade 5: 9% Exceeded, 38% Met/Nearly Met, 51% Did Not Meet. These scores should be viewed with caution, as testing environment and conditions could not be monitored because students tested from home. Additionally, only approximately 87% of students in grades 3-5 completed the Math ICA.

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
K	1438.2	1417.9	1419.9	1444.4	1424.5	1430.5	1423.3	1402.0	1395.1	20	14	11
1	*	1481.7	*	*	1473.2	*	*	1489.6	*	*	11	9
2	*	*	*	*	*	*	*	*	*	*	4	8
3	*	*	*	*	*	*	*	*	*	*	10	10
4	*	*	*	*	*	*	*	*	*	*	9	8
5	1523.7	*	1512.2	1518.3	*	1522.9	1528.6	*	1500.9	17	*	13
All Grades										69	51	59

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
K	*	14.29	36.36	*	28.57	36.36	*	50.00	0.00	*	7.14	27.27	20	14	11
1	*	27.27	*	*	27.27	*	*	36.36	*	*	9.09	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	7.69	*	*	38.46	*	*	38.46	*	*	15.38	17	*	13
All Grades	30.43	15.69	20.69	42.03	33.33	43.10	15.94	39.22	20.69	*	11.76	15.52	69	51	58

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
K	*	7.14	36.36	*	35.71	27.27	*	42.86	9.09	*	14.29	27.27	20	14	11
1	*	27.27	*	*	45.45	*	*	18.18	*	*	9.09	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	30.77	*	*	53.85	*	*	7.69	*	*	7.69	17	*	13
All Grades	49.28	17.65	46.55	27.54	47.06	34.48	*	21.57	8.62	*	13.73	10.34	69	51	58

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
K	*	7.14	18.18	*	50.00	18.18	*	21.43	45.45	*	21.43	18.18	20	14	11
1	*	18.18	*	*	18.18	*	*	54.55	*	*	9.09	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	0.00	82.35	*	15.38	*	*	61.54	*	*	23.08	17	*	13
All Grades	18.84	7.84	5.17	43.48	27.45	31.03	24.64	45.10	48.28	*	19.61	15.52	69	51	58

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
K	65.00	7.14	27.27	*	71.43	63.64	*	21.43	9.09	20	14	11
1	*	54.55	*	*	45.45	*	*	0.00	*	*	11	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	64.71	*	15.38	*	*	76.92		*	7.69	17	*	13
All Grades	56.52	21.57	29.31	36.23	64.71	67.24	*	13.73	3.45	69	51	58

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
K	55.00	0.00	45.45	*	85.71	27.27	*	14.29	27.27	20	14	11
1	*	27.27	*	*	54.55	*	*	18.18	*	*	11	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	76.92	*	*	15.38	*	*	7.69	17	*	13
All Grades	44.93	27.45	63.79	39.13	56.86	25.86	15.94	15.69	10.34	69	51	58

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
K	*	0.00	9.09	60.00	85.71	63.64	*	14.29	27.27	20	14	11
1	*	36.36	*	*	27.27	*		36.36	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	7.69	82.35	*	53.85	*	*	38.46	17	*	13
All Grades	24.64	7.84	6.90	60.87	62.75	63.79	*	29.41	29.31	69	51	58

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
K	*	50.00	18.18	*	28.57	72.73	*	21.43	9.09	20	14	11
1	*	18.18	*	*	81.82	*		0.00	*	*	11	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	0.00	*	*	84.62		*	15.38	17	*	13
All Grades	34.78	21.57	10.34	53.62	64.71	70.69	*	13.73	18.97	69	51	58

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 data is inconclusive, as there were less than 11 students tested in grades 1-4 during 2020-2021 school year and scores are not reported to protect student identities. No data is available for the 2019-2020 school year, as assessment, accountability and reporting requirements were waived. In 2020-2021, 11 students in grade K and 13 students in grade 5 were assessed. 36% of kindergarten and 8% of 5th grade students scored a level 4 for Overall Language. The percentage of students scoring in the Well Developed range for each domain in grades K and 5 are as follows: Listening 27% and 15%; Speaking 45% and 77%; Reading 9% and 8%; Writing 18% and 0%. In both Reading and Writing, the smallest number of students fell in the Well Developed range.
2. The ELPAC mean scale score for kindergarteners in all domains remained about the same from the 18-19 to 20-21 school year, however without additional data to compare, no conjecture can be made. In comparing data from 17-18 and 20-21 school year, the mean score of students in grade 5 decreased approximately 10 points. As this is a 3 year span with no data to compare, these comparisons should be made with caution.
3. It is impossible to identify trends, as scores are not reported for students in grades 1-4.

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
541	60.1	10.0	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	54	10.0
Foster Youth		
Homeless	10	1.8
Socioeconomically Disadvantaged	325	60.1
Students with Disabilities	58	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	107	19.8
American Indian or Alaska Native	2	0.4
Asian	20	3.7
Filipino	13	2.4
Hispanic	317	58.6
Two or More Races	10	1.8
Native Hawaiian or Pacific Islander	4	0.7
White	68	12.6

Conclusions based on this data:

1. The Ontario Center School serves an ethnically diverse community with a high population of Socioeconomically Disadvantaged students. The needs of these students are considered as site goals and planned strategies/activities are developed.

2. No further data to update conclusions, as Summative ELPAC and CAASPP were not administered during the 2019-2020 school year due to Covid 19 school closure and was not administered during the 2020-2021 school year due to virtual learning platform.





School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Orange		

Conclusions based on this data:

1. Academic programs at The Ontario Center School support our demographically diverse population in mastering achievement standards. Our focus on PBIS strategies has supported our students in developing positive behaviors. District support of A2A attendance program and implementation of Attendance Recovery program supports student attendance.
2. No further data to update conclusions, as reports for the 2019-2020 and 2020-2021 school year are not available per Senate Bill 98 and Assembly Bill 130.

School and Student Performance Data

Academic Performance English Language Arts

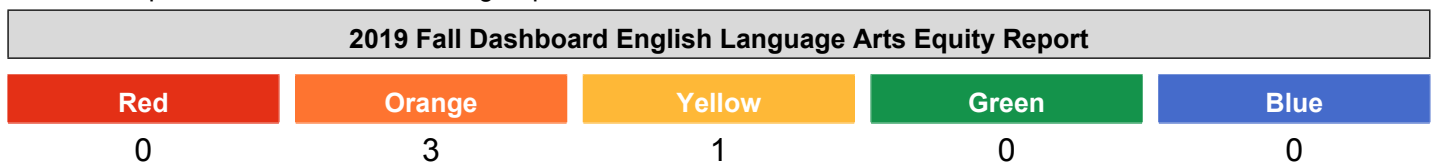
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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> Orange 19.3 points below standard Maintained -0.5 points 259	<p>English Learners</p> Yellow 31.8 points below standard Increased ++6.8 points 45	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p>Socioeconomically Disadvantaged</p> Orange 24.6 points below standard Maintained ++0.8 points 189	<p>Students with Disabilities</p> No Performance Color 102.3 points below standard Maintained -2.6 points 33

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 25 points below standard Maintained -0.8 points 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 24.2 points below standard Maintained ++0.9 points 167	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 10.6 points below standard Declined -14.3 points 29

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
106.5 points below standard Declined Significantly -20.2 points 16	9.3 points above standard Declined -7.7 points 29	17.6 points below standard Maintained -1.4 points 209

Conclusions based on this data:

- Overall, all students maintained on the 2019 Fall Dashboard for English Language Arts, however they continue to be approximately 19% below standard. Small group instruction for reading has been implemented to address the needs of individual students. Continued focus on Personalized Professional Development will allow teachers to build skills, strategies, and practices to support student academic achievement. No further data to update conclusions, as reports for the 2019-2020 and 2020-2021 school year are not available per Senate Bill 98 and Assembly Bill 130.
- English Learners demonstrated an increase of more than 6% on the 2019 Fall Dashboard for English Language Arts, and are in the yellow band (Performance Level), which can be attributed to small group, direct instruction to meet the specific needs of English Learners. No further data to update conclusions, as reports for the 2019-2020 and 2020-2021 school year are not available per Senate Bill 98 and Assembly Bill 130.
- For Race/Ethnicity, our African American and Hispanic subgroups maintained on the 2019 Fall Dashboard for English Language Arts, but White students declined by approximately 14 points and all groups are below standard. Small group instruction for reading has been continued to address the needs of individual students. No further data to update conclusions, as reports for the 2019-2020 and 2020-2021 school year are not available per Senate Bill 98 and Assembly Bill 130.

School and Student Performance Data

Academic Performance Mathematics

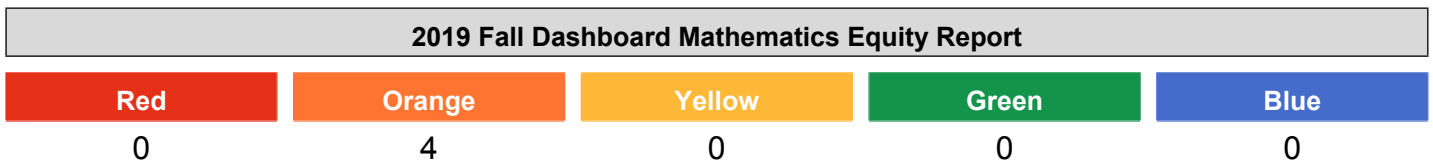
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 38.3 points below standard Maintained ++0.1 points 258	<p>English Learners</p> Orange 53.9 points below standard Maintained -0.1 points 45	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p>Socioeconomically Disadvantaged</p> Orange 44.9 points below standard Declined -5.4 points 188	<p>Students with Disabilities</p> No Performance Color 104.4 points below standard Declined -8.2 points 33

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 45 points below standard Declined -4 points 45	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 46.1 points below standard Maintained ++2.7 points 167	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 5.4 points below standard Maintained ++0.7 points 29

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
96.4 points below standard Declined -7.8 points 16	30.5 points below standard Declined Significantly -17.4 points 29	34.1 points below standard Maintained ++1.2 points 208

Conclusions based on this data:

- While the 2019 Fall Dashboard for Mathematics shows that All Students maintained, the English Learner subgroup is the only one who maintained, while Socioeconomically Disadvantaged and Students with disabilities subgroups show a decline of 5.4 and 8.2 points respectively. No further data to update conclusions, as reports for the 2019-2020 and 2020-2021 school year are not available per Senate Bill 98 and Assembly Bill 130. Small group, targeted math instruction will continue in all grade levels during the 2022-2023 school year to address the needs of all student groups.
- On the 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity, African American students demonstrated a decline of 4 points, while Hispanic and White student maintained. Other Race/Ethnicity subgroups were less than 11 students and, therefore, have no scores reported. No further data to update conclusions, as reports for the 2019-2020 and 2020-2021 school year are not available per Senate Bill 98 and Assembly Bill 130. Small group, targeted math instruction will continue in all grade levels during the 2022-2023 school year to address the needs of all student groups.
- The 2019 Fall Dashboard Mathematics Equity Report shows that all groups of students fall in the Orange Performance Level range. Continued focus on Personalized Professional Development will allow teachers to build skills, strategies, and practices to support student academic achievement. No further data to update conclusions, as reports for the 2019-2020 and 2020-2021 school year are not available per Senate Bill 98 and Assembly Bill 130.

School and Student Performance Data

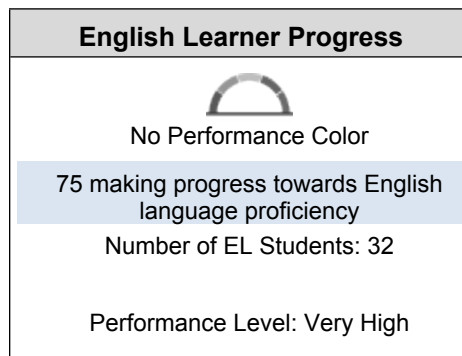
Academic Performance English Learner Progress

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
6.2	18.7	6.2	68.7

Conclusions based on this data:

- As the 2019 Dashboard is unable to report a performance level (color) for this measure, conclusions can only be made with reservation. 75% of English Learners are making progress towards English Language proficiency falling in the Very High Performance Level. 22 English Learners progressed at least one ELPI level. This can be attributed to small group, direct instruction for English Learners both push in and pull out.
- No further data to update conclusions, as reports for the 2019-2020 and 2020-2021 school year are not available per Senate Bill 98 and Assembly Bill 130.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







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











This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 9.7 Declined -1.6 630	 Orange 11.8 Increased +1.5 76	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 11.8 Maintained -0.2 17	 Green 9.5 Declined -1.9 420	 Yellow 10.4 Declined -4.8 77

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow	 No Performance Color	 No Performance Color	 No Performance Color
10.2	Less than 11 Students - Data Not Displayed for Privacy	11.1	0
Declined -3.8	2	Increased +11.1	Declined -7.7
137		18	15
Hispanic	Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 No Performance Color	 Blue
11.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Maintained +0.4	10	3	Declined -11.5
379			66

Conclusions based on this data:

- The 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Groups shows All Students declined by 1.6% and are in the green performance level range. English Learners increased by 1.5%, Socioeconomically Disadvantaged and Students with Disabilities declined by 1.9 and 4.8% respectively and Homeless population maintained. These populations/subgroups may require outreach and resources that can be provided through our Parent/Community Liaison. No further data to update conclusions, as reports for the 2019-2020 and 2020-2021 school year are not available per Senate Bill 98 and Assembly Bill 130.
- 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity shows that African American, Filipino, and White populations demonstrated a decline in chronic absenteeism, while Asian population demonstrated an increase of 11.1%. A whole school goal is included in this plan to address attendance. Parent/Community Liaison will provide outreach and resources to all groups. No further data to update conclusions, as reports for the 2019-2020 and 2020-2021 school year are not available per Senate Bill 98 and Assembly Bill 130.
- During the 2021-2022 school year, The Ontario Center School continues to utilize A2A for attendance letters and site attendance coordinator scheduled and facilitated SART meeting. Additionally, Cucamonga School District created a new position and hired a Child Welfare and Attendance Coordinator as a district level position. This position works with sites to support students with chronic attendance problems.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

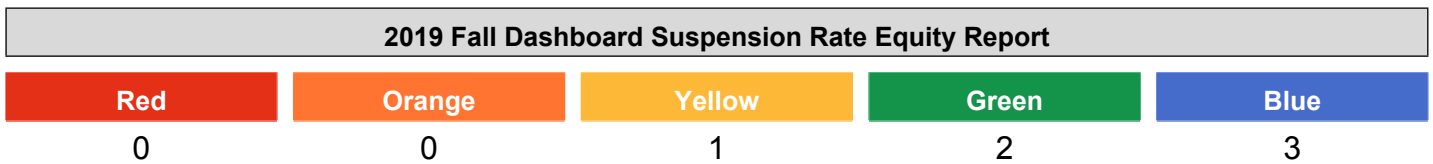
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group					
All Students		English Learners		Foster Youth	
Green		Blue		No Performance Color	
0.8		0		Less than 11 Students - Data Not	
Declined -0.5		Declined -1		10	
660		81			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
No Performance Color		Green		Blue	
5.3		0.9		0	
Increased +1.4		Declined -0.3		Declined -2.5	
19		439		78	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Declined -2.2 146	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Maintained 0 18	 No Performance Color 0 Maintained 0 16
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.8 Declined -0.4 398	 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 3	 Yellow 1.5 Maintained +0.2 67

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.3	0.8

Conclusions based on this data:

1. 2019 Fall Dashboard Suspension Rate for All Students/Student Group shows that suspension rates for all student groups who earned a performance color declined. Overall suspension rate decreased by 0.5%. This can be attributed to continued implementation of PBIS, beginning implementation of In School Solutions, and focus on character education. Work with In School Solutions Advisors continued virtually during the 2020-2021 school year to provide additional support for students. ISS worked with students in person during the 2021-2022 school year. No further data to update conclusions, as reports for the 2019-2020 and 2020-2021 school year are not available per Senate Bill 98 and Assembly Bill 130.
2. 2019 Fall Dashboard Suspension Rate by Race/Ethnicity shows that all student groups maintained or declined suspension rates. This can be attributed to continued implementation of PBIS, beginning implementation of In School Solutions, and focus on character education. No further data to update conclusions, as reports for the 2019-2020 and 2020-2021 school year are not available per Senate Bill 98 and Assembly Bill 130.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP Goal #3: Students will increase their math achievement as evidenced by an increase the number of 6th grade students competent in Math.

Goal 1

For improving student achievement in Mathematics: 2022-2023 Goal: Based on most recent data available, the number of students scoring near, at or above standards in Math will increase by 5% over baseline data as determined by universal screener data and CAASPP testing.

Identified Need

Based on 2021-2022 Fastbridge data, students are in need of on developing automaticity and accuracy in whole number operations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Most recent CAASPP and universal screener data	During the 21-22 school year, 59% of kindergarteners, 42% of 1st graders, 47% of 2nd graders, 47% of 3rd graders, 28% of 4th graders, and 20% of 5th graders are categorized as "on track" in the area of general math.	Increase of 5% in the number of students scoring near, at or above standards in Mathematics or scoring on track in general math on Fastbridge assessments.

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

District/Site coaches and/or coordinators to provide faculty support for increased student achievement

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)

0

Source(s)

No cost; allocated by CSD

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Dreambox, Reflex, VocabularyA-Z, Seesaw, Starfall, Centervention and other academic/behavior related on-line/computer related support (including equipment)

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)

30000

Source(s)

LCFF
4000-4999: Books And Supplies
Dreambox, Reflex, VocabularyA-Z, Seesaw,
Starfall, Centervention and other
academic/behavior related on-line/computer
related support (including equipment)

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

Instructional materials, textbooks, books and supplies purchased to support Mathematics, English Language Arts, Science, Social Studies, and Social Emotional Student Achievement.

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)

35,528

Source(s)

Lottery: Instructional Materials
4000-4999: Books And Supplies

	Books/supplies to support instruction
14831	Lottery 4000-4999: Books And Supplies Books/supplies to support instruction
5000	Lottery 5000-5999: Services And Other Operating Expenditures Printing Eureka materials,
0	
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students requiring additional support in math as identified by pre/post assessment

Strategy/Activity

After School Math intervention/enrichment

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)
500	Lottery: Instructional Materials 4000-4999: Books And Supplies Supplies for After School Enrichment
1000	Lottery 4000-4999: Books And Supplies Books/supplies to support instruction

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

Formative Assessment Cycle during PLC/Collaboration and additional sub release days to identify students not meeting performance standards through assessment data. Group students according to skill need. Develop strategies to support appropriate skills to meet the performance objective.

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 Cost for Thursday and Friday PLC/Collaboration; allocated by CSD
24632.09	LCFF 1000-1999: Certificated Personnel Salaries Additional certificated salaries
3788.15	LCFF 3000-3999: Employee Benefits Benefits for additional certificated salaries
5000	Lottery 1000-1999: Certificated Personnel Salaries Sub release days for grade level collaboration

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students who are at risk or struggling with academics and/or behavior.

Strategy/Activity

MTSS process for early identification and support of students with learning, behavioral needs, or attendance needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000	Lottery 1000-1999: Certificated Personnel Salaries Release time for professional development, Rtl/504 team meetings, student observations, collaboration to support student achievement
9927.76	LCFF 1000-1999: Certificated Personnel Salaries Release time for professional development, Rtl/504 team meetings, student observations, collaboration to support student achievement

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.

Fastbridge was not available at the beginning of the 2021-2022 school year, so the first assessment window was in the month of January. Based on general math data gathered from Fastbridge assessment administered to all students in grades K-5, the highest percentage of student who are on track is found in Kindergarten with 59% and the lowest percentage is in 5th grade with 20%. It could be stated that as skills and rigor increase, student achievement decreases. In order to mitigate learning loss, Cucamonga School District has hired additional personnel to provide interventions to our students. The addition of pull out math intervention began during the 21-22 school year and is anticipated to continue as funds continue to be provided. These math interventions were provided based student need as determined through grade level collaboration using data from Fastrbridge and grade level formative assessments. Dreambox usage continued during the 2021-2022 school year, but was much less than prior school years. This program will not be a site wide purchase for the 2022-2023 school year, as usage has decreased dramatically. Site and district coaches were available for teacher support throughout the school year. The formative assessment cycle was utilized through all grade levels in order to identify students in need of support and create targeted instructional plans to meet their needs, including pull out math interventions at each grade level. The MTSS process continued for those students who require additional support. Textbooks, supplemental materials and online programs were purchased as needed to support classroom instruction.

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

The greatest major differences between the intended implementation and actual implementation of strategies/activities to meet the articulated goal were seen in the area of teaching strategies and programs needed to meet the needs of students as they returned from the virtual learning environment. Teaching strategies were adjusted in order to support student learning. There were minor differences in budgets vs. expenditures in the 2021-2022 SPSA. Budgets vs. Expenditures for the 2021-2022 SPSA are as follows: Spending was over original LCFF budget by approximately \$12,500 and Lottery budget by approximately \$21,700. Adjusted LCFF budget and carryover of funds from the 2020-2021 Lottery allowed us to support the additional spending. Title I expenditures were on track. Lottery (Instructional Materials) expenditures were under budget by nearly \$11,000.

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.

While the goal has not changed, it is written to include CAASPP and/or universal screeners. Universal screeners will be used as a metric until CAASPP scores are available to analyze. Additionally, we anticipate an Increase in our overall SPSA budget from 2021-2022 to 2022-2023 in the amount of approximately \$24,600.

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

ELA

LEA/LCAP Goal

LCAP Goal #1: Students will increase their overall reading skills as evidenced by an increase in their 3rd grade reading level and 6th grade ELA achievement scores.

Goal 2

For improving student achievement in English Language Arts: 2022-2023 Goal: Based on most recent data available, the number of students scoring near, at or above standards in English Language Arts will increase by 5% over baseline data as determined by universal screener data and CAASPP testing.

Identified Need

Based on the CAASPP data from 2018-2019 and benchmark data from 2020-2021 school year, our students are in need of continued improvement in all strands of English Language Arts. Based on BOY DIBELS assessment, 54% of students are performing below or well below benchmark in reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Most recent CAASPP and universal screener data	During the 21-22 school year, 46% of students scored at or above the benchmark on BOY DIBELS.	Increase of 5% in the number of students scoring near, at or above standards in English Language Arts.

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

Formative Assessment Cycle during PLC/Collaboration and additional sub release days to identify students not meeting performance standards through assessment data. Group students according to skill need. Develop strategies to support appropriate skills to meet the performance objective.

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)

[Empty box for Amount(s)]

No cost for Thursday and Friday
PLC/Collaboration, allocated by CSD; additional
release time Allocated in Goal 1, Strategy 5

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Instructional materials, textbooks, books and supplies purchased to support Mathematics, English Language Arts, Science, Social Studies, and Social Emotional Student Achievement.

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)

[Empty box for Amount(s)]

Allocated in Goal 1, Strategy 3

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students identified through grade level collaborations using triangulated data, including but not limited to DIBELS assessments for Reading and Fastbridge assessments for math, as noted in Title I Qualifying Criteria.

Strategy/Activity

Intensive intervention provided through the Title I and Intervention programs, as determined by triangulated data (noted in Title I Qualifying Criteria) including DIBELS assessment for Reading and Fastbridge assessments for math, three times annually as universal screener (or other universal screener as determined by Cucamonga School District) for all students in grades K-5.

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)

109883

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

28569.46	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries
45557.78	Title I Part A: Basic Grants Low-Income and Neglected 3000-3999: Employee Benefits

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

District/Site coaches and/or coordinators to provide faculty support for increased student achievement

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 cost; allocated by CSD

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

Use of software/on line programs to support 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)	Source(s)
	Allocated in Goal 1, Strategy 2

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students who are at risk or struggling with academics and/or behavior.

Strategy/Activity

MTSS process for early identification and support of students with learning, behavioral needs, or attendance needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Allocated in Goal 1, Strategy 6

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 number of students scoring at or above benchmark on DIBELS increased from 46% during BOY to 52% during MOY, with the highest increase being in grade 4, with a 15% increase of students scoring near or above benchmark. Strategies were adjusted to meet the needs of students as they returned from a virtual learning environment. DIBELS assessment was administered 3 times during the 21-22 school year to all students grades K-5. This data was used with Title I qualifying criteria to identify students in need of intensive intervention through the Title I and Intervention programs. This Intensive intervention was offered for approximately 175 students throughout the 2021-2022 school year. Small group reading instruction also occurred within most classrooms to meet the needs of all students. District and Site Literacy coaches provided support and continued professional development to support teachers. The formative assessment cycle was utilized through all grade levels in order to identify students in need of support and create targeted instructional plans to meet their needs. The MTSS process was implemented for those students who require additional support. Textbooks and supplemental materials and online programs were purchased as needed to support classroom instruction.

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

The greatest major differences between the intended implementation and actual implementation of strategies/activities to meet the articulated goal were seen in the area of teaching strategies and programs needed to meet the needs of students as they returned from the virtual learning

environment. Teaching strategies were adjusted in order to support student learning. There were minor differences in budgets vs. expenditures in the 2021-2022 SPSA. Budgets vs. Expenditures for the 2021-2022 SPSA are as follows: Spending was over original LCFF budget by approximately \$12,500 and Lottery budget by approximately \$21,700. Adjusted LCFF budget and carryover of funds from the 2020-2021 Lottery allowed us to support the additional spending. Title I expenditures were on track. Lottery (Instructional Materials) expenditures were under budget by nearly \$11,000.

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.

While the goal has not changed, it is written to include CAASPP and/or universal screeners. Universal screeners will be used as a metric until CAASPP scores are available to analyze. Additionally, we anticipate an Increase in our overall SPSA budget from 2021-2022 to 2022-2023 in the amount of approximately \$24,600.

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

ELD

LEA/LCAP Goal

Goal 3

For improving student achievement in English Language Development: 2022-2023 Goal: Based on most recent data available, the number of English Learner students scoring near, at or above standards in English Language Arts will increase by 5% over baseline data as determined by universal screener data and CAASPP testing.

Identified Need

Based on the CAASPP data from 2018-2019 and benchmark data from 2020-2021 school year, our students are in need of continued improvement in all strands of English Language Arts. During the BOY DIBELS assessment, only 17% of English Learners scored at or above benchmark in reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Most recent CAASPP and universal screener	During the 21-2022 school year, 17% of English Learner students scored at or above benchmark on BOY DIBELS.	Increase of 5% of English Learners scoring near, at or above achievement 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)

English Learners

Strategy/Activity

Identify students needing EL instruction using assessment data. Group students according to English proficiency level. Develop strategies to support their growth targets. Identify EL students who are two or more grade levels behind academically and provide EL Intervention and/or Title I reading services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No cost; allocated by CSD

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including English Learners

Strategy/Activity

Formative Assessment Cycle during PLC/Collaboration and additional sub release days to identify students not meeting performance standards through assessment data. Group students according to skill need. Develop strategies to support appropriate skills to meet the performance objective.

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)

[Empty box for Amount(s)]

No cost for Thursday and Friday PLC/Collaboration, allocated by CSD; additional release time Allocated in Goal 1, Strategy 5

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Instructional materials, textbooks, books and supplies purchased to support Mathematics, English Language Arts, Science, Social Studies, and Social Emotional Student Achievement.

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)

[Empty box for Amount(s)]

Allocated in Goal 1, Strategy 3

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students who are at risk or struggling with academics and/or behavior

Strategy/Activity

MTSS process for early identification and support of students with learning, behavioral needs, or attendance needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Allocated in Goal 1, Strategy 6

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 number of English Learner students scoring at or above the benchmark on DIBELS maintained at 17% from BOY to MOY. Strategies were adjusted to meet the needs of students returning from a virtual learning environment. Intervention for English Learners was offered for all EL students during the 2021-2022 school year. The formative assessment cycle was utilized through all grade levels in order to identify students in need of support and create targeted instructional plans to meet their needs. In order to address the decline in the number of EL students meeting the achievement standards, programs were adjusted. During the 2021-2022 school year, English Learners received instructional support from English Learner Resource Teacher and two bilingual instructional assistants through a pull out model in grades K-5 and push in model in Transitional Kindergarten. In the pull out model, students were serviced and supported in small groups based on skill need. Lesson planning was done collaboratively between grade levels and the English Learner support staff. Student progress was discussed and adjustments were made to groupings/curriculum at grade level PLC and STPT meetings. The MTSS process continued for those students who require additional support. Textbooks and supplemental materials and online programs were purchased as needed to support classroom instruction.

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

The greatest major differences between the intended implementation and actual implementation of strategies/activities to meet the articulated goal were seen in the area of teaching strategies and programs needed to meet the needs of students as they returned from the virtual learning

environment. During the 2019-2020 school year, English Learner students were serviced through a push in model, where students were supported by EL staff within their general education classrooms. This was not feasible to meet the disparate needs of English Learners during the 2021-2022 school year. The number of newcomers has increased dramatically, and these students require a higher level of intervention support than could be provided in the regular classroom. Therefore, English Learner students were serviced in a pull out model for approximately 30 minutes daily. The shift back to push in model is anticipated during the 2022-2023 school year, depending on student need. Teaching strategies were adjusted in order to support student learning. There were minor differences in budgets vs. expenditures in the 2021-2022 SPSA. Budgets vs. Expenditures for the 2021-2022 SPSA are as follows: Spending was over original LCFF budget by approximately \$12,500 and Lottery budget by approximately \$21,700. Adjusted LCFF budget and carryover of funds from the 2020-2021 Lottery allowed us to support the additional spending. Title I expenditures were on track. Lottery (Instructional Materials) expenditures were under budget by nearly \$11,000.

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.

While the goal has not changed, it is written to include CAASPP and/or universal screeners. Universal screeners will be used as a metric until CAASPP scores are available to analyze. Additionally, we anticipate an Increase in our overall SPSA budget from 2021-2022 to 2022-2023 in the amount of approximately \$24,600.

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

Behavior

LEA/LCAP Goal

LCAP Goal #5: Decrease the number of student referrals, suspension, and expulsions.

Goal 4

School Goal #6 for improving the student achievement in Behavior: By May 2023, 95% of students will improve emotion regulation skills as measured by pre/post Centervention assessment.

Identified Need

Based on suspension and referral data from the 2022-2023 school year, our students are in need of continued improvement in the area of behavior. During the 2021-2022 school year, it became evident that to achieve an increase in positive behaviors after more than a year in a distance learning environment, students will need increased, continued direct instruction and additional support in the area of SEL.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Centervention pre/post assessment	During the 2019-2020 school year, there were 4 suspensions. During the 2021-2022 school year, 14 students were suspended with total of 19 suspensions. Baseline Centervention assessment will be administered at the beginning of the 2022-2023 school year.	Increased skills in emotion regulation which will lead to decreased suspensions.

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

Character education, ABC and digital citizenship lessons through the use of Second Step, Nearpod, PBIS created ABC lessons, Responsibility Centered Discipline process, and In school solutions.

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 cost; allocated by CSD

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continued implementation of PBIS

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 cost

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

District/Site coaches and/or coordinators to provide faculty support for increased student achievement

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 cost; allocated by CSD

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

Instructional materials, textbooks, books and supplies purchased to support Mathematics, English Language Arts, Science, Social Studies, and Social Emotional Student Achievement.

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)

Allocated Goal 1, Strategy 3

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students who are at risk and are exhibiting behaviors that interfere with their ability to access instruction

Strategy/Activity

MTSS process for early identification and support of students with learning, behavioral needs, or attendance needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Allocated Goal 1, Strategy 6

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 for students. Students can earn individual Peeps and Eagle Bucks for positive behaviors as part of school wide PBIS program. Classrooms can earn Blue Eagles for appropriate behaviors. Peep drawings are held regularly in individual classrooms. Student names are pulled at random by teachers for incentives. Eagle Bucks can be used to purchase items from the Student Store. Small incentives are provided to teachers for "Peep Pulls" and other incentives are purchased to stock the student store. Popsicles are purchased for Blue Eagle classroom incentives.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Lottery 4000-4999: Books And Supplies Incentives
1000	Lottery: Instructional Materials 4000-4999: Books And Supplies 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

Use of software/on line programs to support 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)	Source(s)
	Allocated in Goal 1, Strategy 2

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.

During the 2021-2022 school year, small incentives were purchased and distributed to all teacher to use for Peep drawings. During the 2019-2020 school year there were 4 students suspended, with a total of 4 suspensions. During the 2021-2022 school year there were 14 students suspended, with a total of 19 suspensions. This can be attributed to lack of social interaction and social emotional learning opportunities during school closures and distance learning.

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 no major differences between the intended implementation and actual implementation of strategies/activities to meet the articulated goal. Teaching strategies were adjusted in order to support student learning. There were minor differences in budgets vs. expenditures in the 2021-2022 SPSA. Budgets vs. Expenditures for the 2021-2022 SPSA are as follows: Spending was over original LCFF budget by approximately \$12,500 and Lottery budget by approximately \$21,700. Adjusted LCFF budget and carryover of funds from the 2020-2021 Lottery allowed us to support the additional spending. Title I expenditures were on track. Lottery (Instructional Materials) expenditures were under budget by nearly \$11,000.

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.

This goal has been changed to address the social and emotional needs of students as they demonstrate a need for additional support, specifically in the area of emotion regulation. It is anticipated that students will need continued additional support and direct instruction in the area of SEL. Purchase of online licenses for Centervention for all students is included in the budget for 2022-2023. In addition, administration will work with grade levels and leadership team to create a school wide schedule for Second Step lessons to ensure that all students have access to the curriculum. We anticipate an Increase in our overall SPSA budget from 2021-2022 to 2022-2023 in the amount of approximately \$24,600. This will allow us to maintain current level of support and include the additional purchase of Centervention for all students.

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

Science

LEA/LCAP Goal

Goal 5

For improving student achievement in Science: 2022-2023 Goal: Based on most recent data available, the number of students scoring near, at or above standards in Science will increase by 5% over baseline data as determined by unit assessment and CAST testing.

Identified Need

Based on the CAST data from 2018-2019, our students are in need of continued improvement in all strands of NGSS across all grade levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Most recent CAST results and unit assessments	89.8% of grade 5 students scored near, at or above standard in Science on the CAST assessment during the 2018-2019 school year. As Science Curriculum adoption was placed on hold during the 2020-2021 school year, unit assessments were not available. During the 2020-2021 school year, for students who completed at least 10% of the Acellus Science curriculum, 80% of student scores were 70% or above. Science adoption process continued during the 2021-2022 school year, so no unit assessments were available during this time. The Science Adoption Committee is scheduled to meet in May 2022 to recommend a series. It is anticipated that a new series	Increase of 5% in the number of students scoring near, at or above standards in Science

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	will be purchased and ready for utilization during the 2022-2023 school year. It is anticipated that unit assessments will be administered beginning in the fall of 2022-2023 to collect baseline data.	

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

Formative Assessment Cycle during PLC/Collaboration and additional sub release days to identify students not meeting performance standards through assessment data. Group students according to skill need. Develop strategies to support appropriate skills to meet the performance objective.

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 cost for Thursday and Friday PLC/Collaboration, allocated by CSD; additional release time Allocated in Goal 1, Strategy 5

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

District/Site coaches and/or coordinators to provide faculty support for increased student achievement

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)

[Empty input box for Amount(s)]

No cost; allocated by CSD

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

Instructional materials, textbooks, books and supplies purchased to support Mathematics, English Language Arts, Science, Social Studies, and Social Emotional Student Achievement.

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)

[Empty input box for Amount(s)]

Allocated in Goal 1, Strategy 3

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

Use of software/on line programs to support 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)

Source(s)

[Empty input box for Amount(s)]

Allocated in Goal 1, Strategy 2

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.

During the 2021-2022 school year, all teachers had access to Mystery Science in order to expose students to scientific phenomena. These are hands on lessons that allow students to interact with content and collaborate with their peers. The lessons are NGSS aligned and support CCSS. Select staff were involved in the textbook adoption process during the 2019-2020 and 2021-2022 school years in order to select a new Science series. These teachers piloted two programs and were just beginning implementation of their third pilot when school was closed due to Covid 19. The adoption process was set to continue during the 2020-2021 school year, but was put on hold, as school did not re-open for in person instruction. The adoption process resumed during the 2021-2022 school year. It is anticipated that the committee will recommend a series in May 2022 and materials will be purchased for use beginning in the 2022-2023 school year. Use of Mystery Science supported teachers in teaching NGSS and provided students continued exposure to scientific phenomena. Data was not available during the 2021-2022 school year, as unit assessments and CAST were not available. Site Science coach was available for teacher support throughout the 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.

Textbook adoption was put on hold due to school closure for Covid 19 in March of 2020. It was set to resume during the 2020-2021 school year, but since the district remained in a distance learning environment for the entire school year, teachers were unable to pilot the final series. The adoption process resumed during the 2021-2022 school year. It is anticipated that the committee will recommend a series in May 2022 and materials will be purchased for use beginning in the 2022-2023 school year. There were minor differences in budgets vs. expenditures in the 2021-2022 SPSA. Budgets vs. Expenditures for the 2021-2022 SPSA are as follows: Spending was over original LCFF budget by approximately \$12,500 and Lottery budget by approximately \$21,700. Adjusted LCFF budget and carryover of funds from the 2020-2021 Lottery allowed us to support the additional spending. Title I expenditures were on track. Lottery (Instructional Materials) expenditures were under budget by nearly \$11,000.

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.

While the goal has not changed, it is written to include CAST and unit assessments. Data was not available during the 2021-2022 school year, as unit assessments and CAST were not available. Additionally, we anticipate an Increase in our overall SPSA budget from 2021-2022 to 2022-2023 in the amount of approximately \$24,600.

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

Attendance

LEA/LCAP Goal

Goal 6

School Goal #6 for improving student attendance: For the 2022-2023 school year, overall monthly attendance averages will maintain 97%.

Identified Need

Based on 2021-2022 monthly attendance averages, students are in need of support to decrease absences and tardies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Records	2021-2022 student attendance rate was approximately 92%	2022-2023 student attendance rate will increase to 97%

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

Continued use of A2A attendance letters, SART/SARB meetings and MTSS meetings for attendance concerns

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)

Allocated in Goal 1, Strategy 6

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Incentives for perfect attendance. Those students who achieve perfect attendance are rewarded with small incentives throughout the year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Lottery
4000-4999: Books And Supplies
Incentives

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.

Attendance letters were sent home every two weeks, beginning in September 2021. SART/SARB coordinator scheduled SART meetings. Because of Covid-19 attendance policies/restrictions, attendance was lower than previous years. Incentives for attendance were not awarded for the 2021-2022 school year, as attendance was dependent on following CDPH guidelines. With the recent changes in CDPH COVID-19 guidance for public schools (April 2022), it is anticipated that attendance will increase during the 2022-2023 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.

Incentives for attendance were not awarded for the 2021-2022 school year, as attendance was dependent on following CDPH guidelines. There were minor differences in budgets vs. expenditures in the 2021-2022 SPSA. Budgets vs. Expenditures for the 2021-2022 SPSA are as follows: Spending was over original LCFF budget by approximately \$12,500 and Lottery budget by approximately \$21,700. Adjusted LCFF budget and carryover of funds from the 2020-2021 Lottery allowed us to support the additional spending. Title I expenditures were on track. Lottery (Instructional Materials) expenditures were under budget by nearly \$11,000.

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

No changes will be made to the goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$323,217.24

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$184,010.24

Subtotal of additional federal funds included for this school: \$184,010.24

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$68,348.00
Lottery	\$33,831.00
Lottery: Instructional Materials	\$37,028.00

Subtotal of state or local funds included for this school: \$139,207.00

Total of federal, state, and/or local funds for this school: \$323,217.24

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	68,348	0.00
Lottery	33,831	0.00
Lottery: Instructional Materials	37,028	0.00
Title I Part A: Basic Grants Low-Income and Neglected	161,406	-22,604.24

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	68,348.00
Lottery	33,831.00
Lottery: Instructional Materials	37,028.00
Title I Part A: Basic Grants Low-Income and Neglected	184,010.24

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	155,442.85
2000-2999: Classified Personnel Salaries	28,569.46
3000-3999: Employee Benefits	49,345.93
4000-4999: Books And Supplies	84,859.00
5000-5999: Services And Other Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		0.00
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	34,559.85
3000-3999: Employee Benefits	LCFF	3,788.15
4000-4999: Books And Supplies	LCFF	30,000.00
1000-1999: Certificated Personnel Salaries	Lottery	11,000.00
4000-4999: Books And Supplies	Lottery	17,831.00
5000-5999: Services And Other Operating Expenditures	Lottery	5,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	37,028.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	109,883.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	28,569.46
3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	45,557.78

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	136,207.00
Goal 2	184,010.24
Goal 4	2,000.00
Goal 6	1,000.00

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
- 5 Classroom Teachers
- 0 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Jacob Muniz/Jim Dilday	Principal
Heather Esmond	Classroom Teacher
Regina Hertenstein	Classroom Teacher
Ashley Holle	Classroom Teacher
Lisa Fuerstenberg	Classroom Teacher
Sherri Modesti	Parent or Community Member
Marrissa Carrillo	Parent or Community Member
Freddie Perez	Parent or Community Member
Lilian Perez	Parent or Community Member
Sherri Modesti	Parent or Community Member
Kiersten Swopshire	Parent or Community Member
David Munoz	Classroom Teacher

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


Recommendations and Assurances

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

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

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

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


Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	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 May 23, 2022.

Attested:

	Principal, Jim Dilday on 5/23/2022
	SSC Chairperson, Heather Esmond on 5/23/2022

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**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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