

School Year: **2022-23**



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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

<b>School Name</b>	Robert L. Stevens School
<b>Address</b>	2345 Giffen Avenue Santa Rosa, CA 95407
<b>County-District-School (CDS) Code</b>	49710356111868
<b>Principal</b>	Lori Pola Hoard
<b>District Name</b>	Wright Elementary District
<b>SPSA Revision Date</b>	October 25, 2022
<b>Schoolsite Council (SSC) Approval Date</b>	November 16, 2022
<b>Local Board Approval Date</b>	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

The mission of R. L. Stevens School is to prepare children academically and socially to function responsibly in society and to envision and achieve their goals in life. Our vision is to create an environment which encourages every child to work to his or her potential, one which builds basic skills, kindles and nourishes curiosity, teaches problem-solving, encourages love of learning, and inspires both adults and children. R.L. Stevens School provides opportunities for students to develop personal and civic responsibility, self-discipline, necessary life skills for economic independence, and a positive code of ethics supported by the community at large. We respect each individual, honor differences, and we strive to strengthen the community by educating its children and engaging families in the educational process. The high academic standards we hold for our students are reflected in our focus on State and Common Core Standards.

## School Profile

Opened in 1994, Robert L. Stevens School was designed in a process of collaboration with the community it serves. It attracted a dedicated group of teachers who wanted to be part of creating a special environment for learning to occur. Both the school's architecture and its educational focus are built from a strong center. Displays of student writing, artwork and academic projects welcome the visitor, dignify the learning that takes place and reflect the mission and vision of our unique and dedicated group of professionals. Robert L. Stevens was honored as a California Distinguished School in 2008 for our continued student achievement and the excellent climate for learning that our school community provides. In 2009 and 2010 R. L. Stevens received the Title 1 Academic Achievement Award.

Our school serves approximately 475 Transitional Kindergarten through sixth grade students. We are proud of our well-trained and highly experienced staff. They are exceptionally creative, embrace change, and welcome the challenge of creating a cohesive school community based on collaboration and respect. Our credentialed staff includes a total of twenty-one classroom teachers, two Resource Specialist Teachers, an English Language Development Teacher, a Title One Reading Teacher, a Counselor and a Principal. The following personnel provide support: an Office Manager, an Office Assistant, a Library Manager, two Custodians, Three Special Education Instructional Assistants, an English Language Development Instructional Assistant, a Title I Reading Instructional Assistant, a bilingual Community Liaison, a nursing assistant, a part-time school nurse, and thirteen classroom Instructional Assistants.

Robert L. Stevens School hosts an after school daycare program, an English Language Development Program, a Title I Reading/Language Arts Program, an AmeriCorps tutoring and after-school program in conjunction with CalSERVES, and a Safe Routes to School program.

RLS also has an active Parent Teacher Club (PTC), a School Site Council and an English Language Advisory Council.

## Educational Partner Involvement

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

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

The Single Plan for Student Achievement is reviewed and updated with input from the School Site Council and the English Language Learner Advisory Council. This process starts at the last SSC meeting in the spring of each year and is finalized at the first SSC meeting in the fall in order to begin working on the new goals as soon as possible in the school year.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.19%	%	0.22%	1		1
African American	2.65%	2.4%	2.00%	14	12	9
Asian	6.44%	7.0%	8.44%	34	35	38
Filipino	2.08%	1.4%	1.78%	11	7	8
Hispanic/Latino	73.48%	74.1%	71.56%	388	369	322
Pacific Islander	1.14%	1.2%	2.22%	6	6	10
White	7.77%	8.0%	8.00%	41	40	36
Multiple/No Response	6.25%	5.8%	5.78%	33	29	26
<b>Total Enrollment</b>				528	498	450

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	83	72	69
Grade 1	67	62	53
Grade 2	74	61	55
Grade3	75	73	65
Grade 4	87	73	64
Grade 5	72	84	66
Grade 6	70	73	78
<b>Total Enrollment</b>	528	498	450

### Conclusions based on this data:

1. R.L. Stevens continues to be a school of choice in the west Santa Rosa area.
2. Enrollment has decreased in the last three years, mainly due to population shifts associated with the high cost of living in Sonoma County.
3. The most recent decrease in enrollment can be attributed to the Covid-19 pandemic. It is hoped that enrollment will rebound in coming years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	253	224	199	47.9%	45.00%	44.2%
Fluent English Proficient (FEP)	59	58	61	11.2%	11.60%	13.6%
Reclassified Fluent English Proficient (RFEP)	35	24	26	12.7%	4.80%	7.7%

### Conclusions based on this data:

1. The number and percentage of English Language Learners continues to decrease.
2. The number and percentage of students classified as "Fluent English Proficient" continues to hold steady or increase slightly.
3. The reclassification rate remains steady despite additional criteria for reclassification.

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	88	71	65	88	0	65	88	0	65	100	0.0	100.0
Grade 4	67	75	60	67	0	60	67	0	60	100	0.0	100.0
Grade 5	70	83	65	68	0	65	68	0	65	97.1	0.0	100.0
Grade 6	75	75	78	74	0	78	74	0	78	98.7	0.0	100.0
All Grades	300	304	268	297	0	268	297	0	268	99	0.0	100.0

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2434.		2426.	20.45		26.15	32.95		15.38	28.41		36.92	18.18		21.54
Grade 4	2517.		2502.	43.28		40.00	31.34		28.33	8.96		11.67	16.42		20.00
Grade 5	2522.		2505.	25.00		18.46	38.24		33.85	19.12		29.23	17.65		18.46
Grade 6	2540.		2525.	18.92		12.82	35.14		35.90	35.14		34.62	10.81		16.67
All Grades	N/A	N/A	N/A	26.26		23.51	34.34		28.73	23.57		28.73	15.82		19.03

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	22.73		18.46	56.82		61.54	20.45		20.00
Grade 4	40.30		20.00	40.30		70.00	19.40		10.00
Grade 5	30.88		13.85	48.53		72.31	20.59		13.85
Grade 6	20.27		17.95	54.05		61.54	25.68		20.51
All Grades	27.95		17.54	50.51		66.04	21.55		16.42

### 2019-20 Data:

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	20.45		13.85	59.09		63.08	20.45		23.08
<b>Grade 4</b>	43.28		26.67	46.27		56.67	10.45		16.67
<b>Grade 5</b>	27.94		16.92	54.41		66.15	17.65		16.92
<b>Grade 6</b>	20.27		8.97	63.51		69.23	16.22		21.79
<b>All Grades</b>	27.27		16.04	56.23		64.18	16.50		19.78

2019-20 Data:

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	22.73		15.38	65.91		70.77	11.36		13.85
<b>Grade 4</b>	29.85		18.33	67.16		75.00	2.99		6.67
<b>Grade 5</b>	17.65		6.15	69.12		80.00	13.24		13.85
<b>Grade 6</b>	14.86		19.23	81.08		74.36	4.05		6.41
<b>All Grades</b>	21.21		14.93	70.71		75.00	8.08		10.07

2019-20 Data:

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<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	21.59		15.38	60.23		70.77	18.18		13.85
<b>Grade 4</b>	35.82		21.67	49.25		71.67	14.93		6.67
<b>Grade 5</b>	39.71		18.46	42.65		69.23	17.65		12.31
<b>Grade 6</b>	33.78		12.82	58.11		74.36	8.11		12.82
<b>All Grades</b>	31.99		16.79	53.20		71.64	14.81		11.57

2019-20 Data:

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

**Conclusions based on this data:**

1. CAASPP Data for the 2021-2022 school year was just released and has not yet been uploaded to DTS.

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	88	71	65	88	0	65	88	0	65	100	0.0	100.0
Grade 4	67	75	60	67	0	60	67	0	60	100	0.0	100.0
Grade 5	70	83	66	69	0	66	69	0	66	98.6	0.0	100.0
Grade 6	75	75	78	74	0	78	74	0	78	98.7	0.0	100.0
All Grades	300	304	269	298	0	269	298	0	269	99.3	0.0	100.0

\* 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2434.		2419.	7.95		7.69	39.77		40.00	36.36		23.08	15.91		29.23
Grade 4	2512.		2471.	32.84		16.67	32.84		23.33	25.37		40.00	8.96		20.00
Grade 5	2486.		2461.	7.25		6.06	21.74		13.64	43.48		34.85	27.54		45.45
Grade 6	2528.		2525.	17.57		20.51	24.32		20.51	36.49		29.49	21.62		29.49
All Grades	N/A	N/A	N/A	15.77		13.01	30.20		24.16	35.57		31.60	18.46		31.23

### 2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	22.73		10.77	53.41		67.69	23.86		21.54
Grade 4	53.73		25.00	32.84		53.33	13.43		21.67
Grade 5	11.59		6.06	40.58		51.52	47.83		42.42
Grade 6	24.32		17.95	47.30		55.13	28.38		26.92
All Grades	27.52		14.87	44.30		56.88	28.19		28.25

### 2019-20 Data:

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	21.59		7.69	60.23		63.08	18.18		29.23
<b>Grade 4</b>	34.33		13.33	46.27		60.00	19.40		26.67
<b>Grade 5</b>	10.14		3.03	57.97		54.55	31.88		42.42
<b>Grade 6</b>	16.22		14.10	50.00		55.13	33.78		30.77
<b>All Grades</b>	20.47		9.67	54.03		57.99	25.50		32.34

2019-20 Data:

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	14.77		12.31	65.91		72.31	19.32		15.38
<b>Grade 4</b>	34.33		11.67	47.76		63.33	17.91		25.00
<b>Grade 5</b>	7.25		0.00	59.42		71.21	33.33		28.79
<b>Grade 6</b>	17.57		14.10	52.70		65.38	29.73		20.51
<b>All Grades</b>	18.12		9.67	57.05		68.03	24.83		22.30

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. CAASPP Data for the 2021-2022 school year was just released and has not yet been uploaded to DTS.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	1420.4	1417.9	1422.0	1431.4	1424.8	1434.0	1394.4	1401.7	1393.7	47	30	29
<b>1</b>	1470.2	1444.8	1449.3	1472.9	1445.9	1464.8	1466.9	1443.1	1433.1	40	24	20
<b>2</b>	1506.4	1476.4	1487.5	1496.3	1465.2	1490.3	1516.0	1486.9	1484.0	49	27	24
<b>3</b>	1508.1	1495.4	1497.2	1499.8	1493.0	1498.3	1515.8	1497.5	1495.7	38	28	34
<b>4</b>	1525.8	1515.2	1527.4	1512.4	1513.6	1509.9	1538.8	1516.2	1544.5	23	41	26
<b>5</b>	1543.5	1533.7	1534.4	1527.1	1535.8	1526.9	1559.3	1531.3	1541.5	27	24	33
<b>6</b>	1521.6	1513.2	1536.1	1511.1	1507.1	1536.3	1531.4	1518.8	1535.4	14	21	21
<b>All Grades</b>										238	195	187

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	6.38	17.24	13.79	48.94	20.69	44.83	31.91	41.38	27.59	12.77	20.69	13.79	47	29	29
<b>1</b>	17.50	8.33	0.00	50.00	29.17	50.00	32.50	37.50	45.00	0.00	25.00	5.00	40	24	20
<b>2</b>	16.33	0.00	16.67	69.39	62.96	54.17	12.24	33.33	20.83	2.04	3.70	8.33	49	27	24
<b>3</b>	21.05	3.57	32.35	44.74	57.14	29.41	31.58	28.57	26.47	2.63	10.71	11.76	38	28	34
<b>4</b>	26.09	21.95	30.77	65.22	43.90	42.31	4.35	29.27	15.38	4.35	4.88	11.54	23	41	26
<b>5</b>	33.33	20.83	18.18	44.44	54.17	57.58	14.81	16.67	15.15	7.41	8.33	9.09	27	24	33
<b>6</b>	7.14	4.76	14.29	57.14	52.38	61.90	21.43	33.33	23.81	14.29	9.52	0.00	14	21	21
<b>All Grades</b>	17.65	11.86	19.25	54.20	45.36	47.59	22.69	31.44	24.06	5.46	11.34	9.09	238	194	187

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	14.89	13.79	17.24	46.81	31.03	51.72	25.53	37.93	17.24	12.77	17.24	13.79	47	29	29
<b>1</b>	22.50	12.50	20.00	47.50	25.00	45.00	27.50	50.00	30.00	2.50	12.50	5.00	40	24	20
<b>2</b>	32.65	7.41	33.33	53.06	51.85	45.83	12.24	33.33	16.67	2.04	7.41	4.17	49	27	24
<b>3</b>	34.21	21.43	35.29	50.00	57.14	41.18	10.53	21.43	17.65	5.26	0.00	5.88	38	28	34
<b>4</b>	39.13	51.22	42.31	47.83	29.27	34.62	8.70	14.63	19.23	4.35	4.88	3.85	23	41	26
<b>5</b>	51.85	50.00	45.45	33.33	37.50	45.45	7.41	12.50	6.06	7.41	0.00	3.03	27	24	33
<b>6</b>	35.71	14.29	42.86	35.71	57.14	57.14	21.43	23.81	0.00	7.14	4.76	0.00	14	21	21
<b>All Grades</b>	30.67	26.29	34.22	46.64	40.21	45.45	16.81	26.80	14.97	5.88	6.70	5.35	238	194	187

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	17.02	10.34	20.69	72.34	79.31	65.52	10.64	10.34	13.79	47	29	29
<b>1</b>	70.00	20.83	45.00	30.00	70.83	50.00	0.00	8.33	5.00	40	24	20
<b>2</b>	42.86	14.81	25.00	55.10	74.07	70.83	2.04	11.11	4.17	49	27	24
<b>3</b>	21.05	35.71	50.00	71.05	64.29	44.12	7.89	0.00	5.88	38	28	34
<b>4</b>	30.43	51.22	48.00	65.22	43.90	48.00	4.35	4.88	4.00	23	41	25
<b>5</b>	11.11	37.50	21.88	81.48	54.17	75.00	7.41	8.33	3.13	27	24	32
<b>6</b>	14.29	4.76	28.57	71.43	80.95	71.43	14.29	14.29	0.00	14	21	21
<b>All Grades</b>	32.35	27.32	34.05	61.76	64.95	60.54	5.88	7.73	5.41	238	194	185

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	14.89	27.59	24.14	65.96	44.83	65.52	19.15	27.59	10.34	47	29	29
<b>1</b>	15.00	12.50	15.00	77.50	75.00	80.00	7.50	12.50	5.00	40	24	20
<b>2</b>	32.65	7.41	37.50	65.31	85.19	58.33	2.04	7.41	4.17	49	27	24
<b>3</b>	57.89	28.57	44.12	34.21	67.86	44.12	7.89	3.57	11.76	38	28	34
<b>4</b>	43.48	46.34	30.77	52.17	51.22	57.69	4.35	2.44	11.54	23	41	26
<b>5</b>	70.37	75.00	71.88	22.22	25.00	21.88	7.41	0.00	6.25	27	24	32
<b>6</b>	50.00	66.67	57.14	42.86	28.57	42.86	7.14	4.76	0.00	14	21	21
<b>All Grades</b>	36.55	37.11	41.40	55.04	54.64	51.08	8.40	8.25	7.53	238	194	186

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	0.00	17.24	6.90	91.49	55.17	72.41	8.51	27.59	20.69	47	29	29
<b>1</b>	27.50	20.83	15.00	62.50	37.50	35.00	10.00	41.67	50.00	40	24	20
<b>2</b>	16.33	29.63	16.67	79.59	66.67	66.67	4.08	3.70	16.67	49	27	24
<b>3</b>	5.26	3.57	5.88	73.68	57.14	64.71	21.05	39.29	29.41	38	28	34
<b>4</b>	13.04	12.20	15.38	78.26	58.54	69.23	8.70	29.27	15.38	23	41	26
<b>5</b>	22.22	12.50	9.38	66.67	66.67	75.00	11.11	20.83	15.63	27	24	32
<b>6</b>	7.14	4.76	10.53	50.00	42.86	47.37	42.86	52.38	42.11	14	21	19
<b>All Grades</b>	13.03	14.43	10.87	74.79	55.67	63.59	12.18	29.90	25.54	238	194	184

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	46.81	13.79	24.14	36.17	65.52	51.72	17.02	20.69	24.14	47	29	29
<b>1</b>	7.50	8.33	10.00	85.00	62.50	85.00	7.50	29.17	5.00	40	24	20
<b>2</b>	20.41	3.70	16.67	79.59	88.89	75.00	0.00	7.41	8.33	49	27	24
<b>3</b>	26.32	17.86	32.35	71.05	71.43	55.88	2.63	10.71	11.76	38	28	34
<b>4</b>	34.78	7.32	50.00	65.22	78.05	41.67	0.00	14.63	8.33	23	41	24
<b>5</b>	37.04	4.17	34.38	59.26	83.33	59.38	3.70	12.50	6.25	27	24	32
<b>6</b>	42.86	14.29	9.52	50.00	80.95	90.48	7.14	4.76	0.00	14	21	21
<b>All Grades</b>	28.99	9.79	26.63	65.13	75.77	63.59	5.88	14.43	9.78	238	194	184

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 for the 2021-2022 school year has not yet been uploaded to DTS.

# 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
<b>498</b>	<b>74.3</b>	<b>45.0</b>	<b>1.2</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	224	45.0
Foster Youth	6	1.2
Homeless	8	1.6
Socioeconomically Disadvantaged	370	74.3
Students with Disabilities	52	10.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.4
American Indian or Alaska Native		
Asian	35	7.0
Filipino	7	1.4
Hispanic	369	74.1
Two or More Races	29	5.8
Native Hawaiian or Pacific Islander	6	1.2
White	40	8.0

### Conclusions based on this data:

- English Learners, Socioeconomically Disadvantaged and Hispanic students make up the three largest student groups in the school.







# School and Student Performance Data

## Overall Performance

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

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

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699"><b>English Language Arts</b></p>  <p data-bbox="295 751 371 779">Green</p>	<p data-bbox="672 667 946 699"><b>Chronic Absenteeism</b></p>  <p data-bbox="774 751 850 779">Green</p>	<p data-bbox="1179 667 1398 699"><b>Suspension Rate</b></p>  <p data-bbox="1243 751 1333 779">Orange</p>
<p data-bbox="251 867 415 898"><b>Mathematics</b></p>  <p data-bbox="295 951 371 978">Yellow</p>		

#### Conclusions based on this data:

1. The publication of state indicators was suspended for the 2021-2022 school year.



# School and Student Performance Data

## Academic Performance English Language Arts

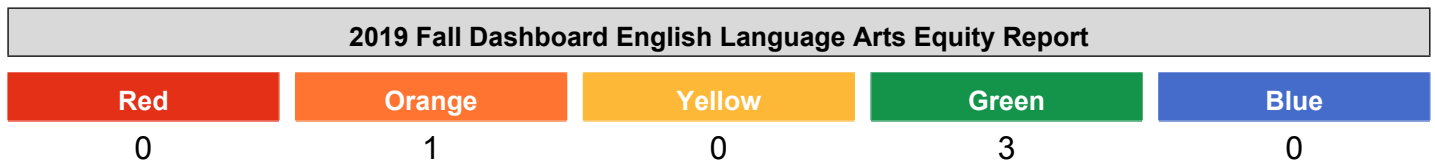
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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><b>All Students</b></p> Green 19 points above standard Maintained -2.5 points 289	<p><b>English Learners</b></p> Green 13.9 points above standard Maintained -0.9 points 178	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p><b>Homeless</b></p> No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p> Green 10 points above standard Declined -4.1 points 227	<p><b>Students with Disabilities</b></p> Orange 59.8 points below standard Maintained -1.8 points 40

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 11.3 points above standard Declined Significantly -22.2 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 12.9 points above standard Maintained -2.8 points 215	 No Performance Color 47.1 points above standard Declined -7 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 51.5 points above standard Increased Significantly ++20 points 15

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
27.4 points below standard Declined -3.1 points 98	64.4 points above standard Increased ++14.3 points 80	26 points above standard Declined -6.5 points 106

**Conclusions based on this data:**

- The publication of state indicators was suspended for the 2021-2022 school year.

# School and Student Performance Data

## Academic Performance Mathematics

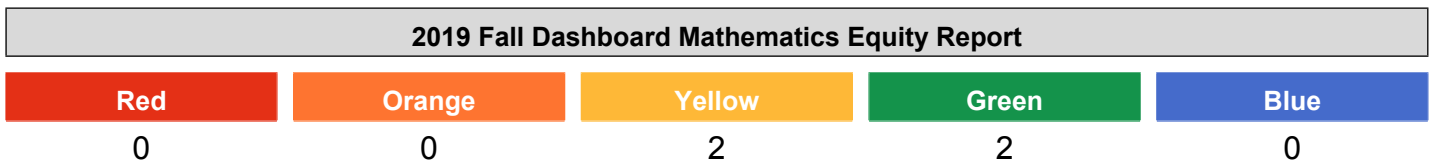
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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><b>All Students</b></p> Yellow 9 points below standard Maintained ++2.6 points 289	<p><b>English Learners</b></p> Yellow 15.2 points below standard Maintained ++1.4 points 178	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> Green 15.2 points below standard Increased ++4.1 points 227	<p><b>Students with Disabilities</b></p> Yellow 77.6 points below standard Increased ++12.3 points 40

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 11.4 points above standard Declined Significantly -18.6 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 14.1 points below standard Increased ++3 points 215	 No Performance Color 7.4 points above standard Declined -5.1 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 31.5 points above standard Increased Significantly ++29.7 points 15

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
46.3 points below standard Maintained -2.3 points 98	22.8 points above standard Increased ++14.7 points 80	1 points below standard Increased ++3.7 points 106

**Conclusions based on this data:**

1. The publication of state indicators was suspended for the 2021-2022 school year.

# School and Student Performance Data

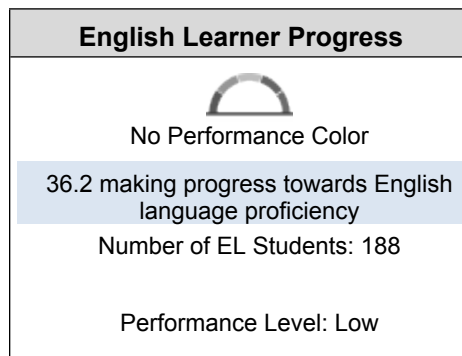
## Academic Performance English Learner Progress

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
31.3	32.4	8.5	27.6

#### Conclusions based on this data:

1. The publication of state indicators was suspended for the 2021-2022 school year.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

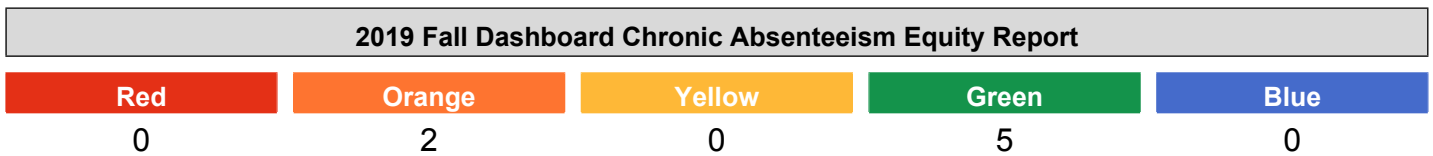
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Green 8.2 Declined -1.1 562	<p><b>English Learners</b></p>  Green 8.5 Declined -2.8 282	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p><b>Socioeconomically Disadvantaged</b></p>  Green 9.3 Declined -0.9 419	<p><b>Students with Disabilities</b></p>  Orange 11.3 Increased +6.6 71

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

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color 0 Maintained 0 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 7.7 Declined -3.7 39	 No Performance Color 0 Declined -8.3 14
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Green 9.1 Declined -1.4 416	 Green 3 Maintained -0.1 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Orange 8.8 Increased +5.9 34

**Conclusions based on this data:**

1. The publication of state indicators was suspended for the 2021-2022 school year.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

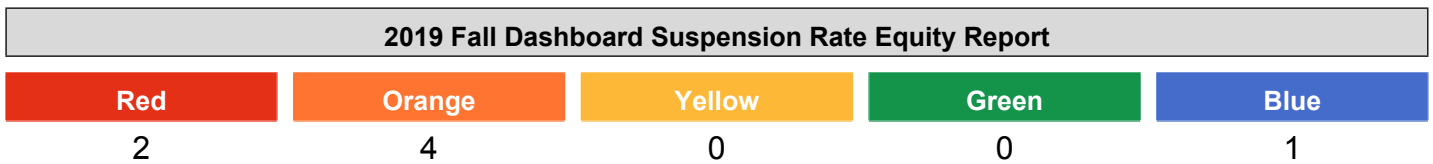
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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		
<p><b>All Students</b></p> Orange 2.1 Increased +0.9 571	<p><b>English Learners</b></p> Orange 1.4 Increased +1.1 285	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not 8
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not 2	<p><b>Socioeconomically Disadvantaged</b></p> Orange 2.4 Increased +1 424	<p><b>Students with Disabilities</b></p> Red 9.9 Increased +9.9 71



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

African American	American Indian	Asian	Filipino
 No Performance Color <span style="font-size: 24pt; font-weight: bold;">0</span> Maintained 0 16	 No Performance Color Less than 11 Students - Data <span style="font-size: 24pt; font-weight: bold;">4</span>	 Blue <span style="font-size: 24pt; font-weight: bold;">0</span> Maintained 0 39	 No Performance Color <span style="font-size: 24pt; font-weight: bold;">0</span> Maintained 0 14
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="font-size: 24pt; font-weight: bold;">1.9</span> Increased +0.7 422	 Orange <span style="font-size: 24pt; font-weight: bold;">2.9</span> Increased +2.9 34	 No Performance Color Less than 11 Students - Data <span style="font-size: 24pt; font-weight: bold;">7</span>	 Red <span style="font-size: 24pt; font-weight: bold;">8.6</span> Increased +2.7 35

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	2.1

**Conclusions based on this data:**

1. The publication of state indicators was suspended for the 2021-2022 school year.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Literacy

### Goal Statement

There will be an increased focus on early literacy skills in grades TK-3.

### LCAP Goal

All students will read at grade level by the end of third grade.

### Basis for this Goal

Distance learning had a far greater negative impact on the lower than on the upper grades. It is also true that nothing has a more positive correlation with positive academic outcomes than when a child is able to read at grade level by Third Grade. These two factors make this goal a district priority.

This goal is being carried over for a second year as the impact of the COVID-19 pandemic continues to be felt in relation to student achievement, especially with regard to reading. Absences, both by students and staff last year, led to a great loss of instruction time, which is still trying to be addressed.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
End of the year DIBELS, and STAR 360 E/LA Scores	Beginning of the year DIBELS and STAR 360 E/LA Scores.	All students in grades TK-3 will score "Core" or above in DIBELS and/or at or above grade level on STAR 360 E/LA

### Planned Strategies/Activities

#### Strategy/Activity 1

Continue to implement curriculum to address the identified weakness in foundational skills the District's adopted Benchmark Reading Program.

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

Students in grades K-3 and other grades as needed.

#### Timeline

Aug. 2022– May 2023

#### Person(s) Responsible

District, Teachers

### Proposed Expenditures for this Strategy/Activity

Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	Curriculum Materials

### Strategy/Activity 2

The District will continue to provide one, full-time reading teacher per site.

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

Students in grades 1-3 and other grades as needed.

### Timeline

Aug. 2022– May 2023

### Person(s) Responsible

District

### Proposed Expenditures for this Strategy/Activity

Amount	100000
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries
Amount	20000
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

### Strategy/Activity 3

The District will provide one, full-time RIPA (reading assistant) per site

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

Students in grades 1-3 and other grades as needed.

### Timeline

Aug. 2022– May 2023

### Person(s) Responsible

District

### Proposed Expenditures for this Strategy/Activity

Amount	20000
--------	-------

<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Salaries
<b>Amount</b>	20000
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits

### Strategy/Activity 4

Accelerated Learning Block Time will continue to be implemented in grades 1-3 (as well as 4-6) four times a week to address specific learning needs.

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

All students, grades 1-3

#### Timeline

Aug. 2022– May 2023

#### Person(s) Responsible

Principal, Teachers

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 5

The District will continue to provide and attempt to fill all allotted Instructional Assistant positions in grades TK-6.

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

All Students

#### Timeline

Aug. 2022- May 2023

#### Person(s) Responsible

District, principal

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 6

The district will provide one FTE certificated substitute position for use when staff are absent.

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

All students

#### Timeline

Aug. 2022- May 2023

**Person(s) Responsible**

District

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Student Support

### Goal Statement

There will be additional support provided to address unique student needs.

### LCAP Goal

The District will provide a high-quality education that meets the needs of all students, including students of color, with special attention to English learners and embraces their ethnicity, culture and language.

### Basis for this Goal

This is a continuation of last year's goal but with a focus on following, analyzing and decreasing problematic behaviors that have developed with a return to in-person instruction. Absences, both by students and staff last year, contributed to behavior issues and are still trying to be addressed.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The number of additional behavioral supports available at the end of the year.	The number of behavioral supports available at the beginning of the year.	The number and type of supports that are added will reflect student needs.

### Planned Strategies/Activities

#### Strategy/Activity 1

The District will continue to provide one, full-time counselor per site. The District will continue to recruit counseling interns, with a special emphasis on those that are also bilingual.

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

All Students

#### Timeline

Aug. 2022– May 2023

#### Person(s) Responsible

District, Principal

#### Proposed Expenditures for this Strategy/Activity

Amount

100000

<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	salary and benefits
<b>Amount</b>	30000
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	benefits

### Strategy/Activity 2

The District will continue to provide one, full-time Bilingual Community Liaison to improve communication and outreach to families.

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

All Students

#### Timeline

Aug. 2022– May 2023

#### Person(s) Responsible

District

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	30000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	salary
<b>Amount</b>	20000
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	benefits

### Strategy/Activity 3

The site will continue to provide a behavior support system through weekly assemblies where expectations are reinforced, and positive behaviors are recognized.

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

All students

#### Timeline

Aug. 2022– May 2023

**Person(s) Responsible**

Principal, Teachers, Classified Staff

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 4**

The site will provide parent education on topics such as school safety and bully prevention.

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

All students and families

**Timeline**

Aug. 2022– May 2023

**Person(s) Responsible**

Principal, Counselor, Bilingual Community Liaison

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 5**

Students who are identified as high need repeat offenders will be targeted for individual intervention through the SST or BITE process, as needed. Restorative practices will be used when appropriate.

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

All students

**Timeline**

Aug. 2022– May 2023

**Person(s) Responsible**

Principal, Certificated, Classified Staff

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 6**

Girls and Boys basketball after school teams will be reinstated.

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

Students in grades 4, 5 and 6.

**Timeline**

Aug. 2022-May 2023

**Person(s) Responsible**

Principal, Coaches



## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 7

The District will continue to provide and attempt to fill all allotted Instructional Assistant positions in grades TK-6.

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

All students

### Timeline

Aug. 2022– May 2023

### Person(s) Responsible

District, Principal

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 8

The district will provide one FTE certificated substitute position for use when staff are absent.

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

All students, grades 1-3 as needed

### Timeline

Aug. 2022– May 2023

### Person(s) Responsible

District, Principal

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 9

Student attendance will be tracked through reinstatement of the SARB process and encouraged through a variety of positive activities.

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

All students, grades 1-3

### Timeline

Aug. 2022– May 2023

### Person(s) Responsible

Principal, Office Staff, Bilingual Community Liaison, Counselor, Certificated Staff

## Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Accelerate Learning

### Goal Statement

There will be additional support provided to mitigate the impact of a year of Distance Learning and the continuing Covid-19 pandemic experienced by some students.

### LCAP Goal

The district will take steps to accelerate learning to meet the needs of students most impacted.

### Basis for this Goal

This one-year goal designed to close the gap between Distance Learning and the return to in-person instruction needs to be extended due to high absence rates last year.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The number of opportunities for accelerated learning support available at the end of the school year. End of the year DIBELS, and STAR 360 E/LA Scores.	The number of opportunities for accelerated learning support available at the beginning of the year. Beginning of the year DIBELS and STAR 360 E/LA Scores.	The number and type of opportunities for accelerated learning support will increase to reflect student needs. These opportunities will lead to an increase in the number of student who score "Core" or above in DIBELS and/or at or above grade level on STAR 360 E/LA.

### Planned Strategies/Activities

#### Strategy/Activity 1

Instructional Assistants will be assigned to support Accelerated Learning Blocks as the schedule allows.

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

All students

#### Timeline

Aug. 2022– May 2023

#### Person(s) Responsible

Principal, Teachers

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

Continue to create protected Acceleration Block time at each grade level where instruction can be differentiated to meet unique student needs.

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

All students

#### Timeline

Aug. 2022– May 2023

#### Person(s) Responsible

Principal, Teachers

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

Deploy outdated Chromebooks for use by students at home.

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

Students without access to technology at home.

#### Timeline

Aug. 2022– May 2023

#### Person(s) Responsible

District, Principal, Tech Support Team

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 4

Continue to schedule activities over school breaks that promote the practice of basic skills through the use of technology (ie. Winter and Spring Reflex Challenge).

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

All Students

#### Timeline

Aug. 2022– May 2023

#### Person(s) Responsible

Principal, Teachers

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 5

Offer Learning Loss Recovery time beyond school hours to Special Education students who need extra support.

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

Special Education Students

**Timeline**

Aug. 2022– May 2023

**Person(s) Responsible**

RSP Teachers, Special Education SSIAs

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 6**

Offer targeted before or after school intervention to students who need extra support.

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

Students who demonstrate an academic need.

**Timeline**

Aug. 2022– May 2023

**Person(s) Responsible**

Principal, Teachers

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 7**

Continue to offer Cool School and mentoring to students who need extra support.

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

All students, as space allows

**Timeline**

Aug. 2022– May 2023

**Person(s) Responsible**

District, Cool School Program Members.

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 8**

Track the number of teacher-led support classes and attendance in those classes by trimester.

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

All students

**Timeline**

Aug. 2022– May 2023

**Person(s) Responsible**

Principal, Teachers

**Proposed Expenditures for this Strategy/Activity**

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 1

There will be an increased focus on early literacy skills in grades TK-3.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
End of the year DIBELS, and STAR 360 E/LA Scores	All students in grades TK-3 will score "Core" or above in DIBELS and/or at or above grade level on STAR 360 E/LA	While this goal was not reached, progress was made in some areas.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to implement curriculum to address the identified weakness in foundational skills the District's adopted Benchmark Reading Program.	Ongoing	Curriculum Materials 4000-4999: Books And Supplies General Fund	
The District will continue to provide one, full-time reading teacher per site.	Completed	Salaries 1000-1999: Certificated Personnel Salaries General Fund 100000	
		Benefits 3000-3999: Employee Benefits LCFF 20000	
The District will provide one, full-time RIPA (reading assistant) per site	Completed	Salaries 2000-2999: Classified Personnel Salaries LCFF 20000	
		Benefits 3000-3999: Employee Benefits LCFF 20000	
Accelerated Learning Block Time will continue to be implemented in grades 1-3 (as well as 4-6) four times a week to address specific learning needs.	Ongoing		

## Analysis

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

All planned actions were implemented or ongoing.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Accelerated learning block time shows promise in addressing the specific learning needs of students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

This goal will be continued with modifications as the need remains.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 2

There will be additional support provided to address unique student needs.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The number of additional behavioral supports available at the end of the year.	The number and type of supports that are added will reflect student needs.	Behavioral supports increased by five from the beginning to the end of the school year

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The District will continue to provide one, full-time counselor per site. The District will continue to recruit counseling interns, with a special emphasis on those that are also bilingual.	Ongoing. One bilingual intern was added.	salary and benefits 1000-1999: Certificated Personnel Salaries LCFF 100000  benefits 3000-3999: Employee Benefits LCFF 30000	
The District will continue to provide one, full-time Bilingual Community Liaison to improve communication and outreach to families.	Ongoing.	salary 2000-2999: Classified Personnel Salaries LCFF - Supplemental 30000  benefits 3000-3999: Employee Benefits LCFF 20000	
The site will continue to provide a behavior support system through weekly assemblies where expectations are reinforced, and positive behaviors are recognized.	Completed, as possible with the pandemic.		
The site will provide parent education on topics such as school safety and bully prevention.	Ongoing.		
Students who are identified as high need	Completed and ongoing.		



**Planned  
Actions/Services**

repeat offenders will be targeted for individual intervention through the SST or BITE process, as needed. Restorative practices will be used when appropriate.

**Actual  
Actions/Services**

**Proposed  
Expenditures**

**Estimated Actual  
Expenditures**

**Analysis**

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

All activities were completed and many are ongoing.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

These activities helped with the return to school as the pandemic recedes.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

This goal will continue with alterations as new needs are identified.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 3

There will be additional support provided to mitigate the impact of a year of Distance Learning and the continuing Covid-19 pandemic experienced by some students.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The number of opportunities for accelerated learning support available at the end of the school year.	The number and type of opportunities for accelerated learning support will increase to reflect student needs.	Three of the five planned opportunities were made available.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Two additional Instructional Assistants will be provided at each site to provide support with Accelerated Learning Blocks or to provide coverage with other IAs are absent.	These two extra positions were not filled due to lack of candidates.		
Create protected Acceleration Block time at each grade level where instruction can be differentiated to meet unique student needs.	Completed and ongoing		
Deploy outdated Chromebooks for use by students at home.	In progress		
Schedule activities over school breaks that promote the practice of basic skills through the use of technology (ie. Winter and Spring Reflex Challenge).	Completed		
Offer Learning Loss Recovery time beyond school hours to Special Education students who need extra support.	Partially completed, Primary grade intervention was not implemented due to staffing issues.		

## Analysis

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

While not all activities were completed, many that were started will continue in the coming year. Other additional supports will be added as new needs arise.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All activities were effective to the extent that they could be implemented. This goal will be continued.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

While no additional IA positions will be added, it will be a goal to fill all current positions. Acceleration Block time will continue and be refined at certain grades. Learning activities over breaks are popular and will be continued, as well as Learning Loss Recovery time for Special Education students. Outdated Chromebooks will continue to be deployed, starting at sixth grade first. Before/after school intervention will be reinstated as it was before the pandemic. The Cool School program will be expanded so services can be offered to more students.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	123,952
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	340,000.00

## Allocations by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
General Fund	100,000.00
LCFF	210,000.00
LCFF - Supplemental	30,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	200,000.00
2000-2999: Classified Personnel Salaries	50,000.00
3000-3999: Employee Benefits	90,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	100,000.00
1000-1999: Certificated Personnel Salaries	LCFF	100,000.00
2000-2999: Classified Personnel Salaries	LCFF	20,000.00
3000-3999: Employee Benefits	LCFF	90,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	30,000.00

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

Name of Members	Role
Lori Pola Hoard	Principal
Christina Stiny	Classroom Teacher
Chris Noonan	Classroom Teacher
Margo Addison	Other School Staff
Karina Gonzalez	Other School Staff Parent or Community Member
Yvette Mendoza	Parent or Community Member
Kellie Lennon	Parent or Community Member
Maria Molina	Parent or Community Member
Jessica Sandoval Flores	Parent or Community Member
Open	Parent or Community Member

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



# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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 January 25, 2022.

Attested:

Principal, Lori Pola Hoard on 10/25/22

SSC Chairperson, Christina Stiny on 10/25/22

# Addendum

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

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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

## Basis for this Goal

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

## Expected 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 be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **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.

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

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

## **Budget Summary and Consolidation**

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **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 may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. 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
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program