

School Year: **2021-22**



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.

School Name	Robert L. Stevens School
Address	2345 Giffen Avenue Santa Rosa, CA 95407
County-District-School (CDS) Code	49710356111868
Principal	Lori Pola Hoard
District Name	Wright Elementary District
SPSA Revision Date	January 25, 2022
Schoolsite Council (SSC) Approval Date	February 17, 2022
Local Board Approval Date	

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.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 4
- School Profile..... 4
- Stakeholder Involvement 4
- School and Student Performance Data 5
 - Student Enrollment.....5
 - CAASPP Results.....7
 - ELPAC Results 11
 - Student Population..... 15
 - Overall Performance 17
 - Academic Performance 18
 - Academic Engagement 29
 - Conditions & Climate.....32
- Goals, Strategies, & Proposed Expenditures.....34
 - Goal 1 34
 - Goal 2..... 37
 - Goal 3..... 40
 - Goal 4..... 43
 - Goal 5..... 44
- Annual Review and Update 45
 - Goal 1 45
 - Goal 2..... 47
 - Goal 3..... 49
- Budget Summary and Consolidation 51
 - Budget Summary 51
 - Allocations by Funding Source..... 51
 - Expenditures by Funding Source 52
 - Expenditures by Budget Reference 53
 - Expenditures by Budget Reference and Funding Source 54
- School Site Council Membership 55
- Recommendations and Assurances 56
- Addendum..... 57
 - Instructions: Linked Table of Contents..... 57
 - Appendix A: Plan Requirements for Schools Funded Through the ConApp..... 60
 - Appendix B: Select State and Federal Programs..... 62

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 500 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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.73%	0.19%	%	4	1	
African American	2.74%	2.65%	2.4%	15	14	12
Asian	6.58%	6.44%	7.0%	36	34	35
Filipino	2.19%	2.08%	1.4%	12	11	7
Hispanic/Latino	74.77%	73.48%	74.1%	409	388	369
Pacific Islander	0.91%	1.14%	1.2%	5	6	6
White	6.03%	7.77%	8.0%	33	41	40
Multiple/No Response	6.03%	6.25%	5.8%	33	33	29
Total Enrollment				547	528	498

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	90	83	72
Grade 1	84	67	62
Grade 2	76	74	61
Grade3	87	75	73
Grade 4	68	87	73
Grade 5	71	72	84
Grade 6	71	70	73
Total Enrollment	547	528	498

Conclusions based on this data:

1. R.L. Stevens continues to be a school of choice with the highest enrollment of the three schools in the district.
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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	275	253	224	50.3%	47.9%	45.0%
Fluent English Proficient (FEP)	57	59	58	10.4%	11.2%	11.6%
Reclassified Fluent English Proficient (RFEP)	44	35	24	15.1%	12.7%	9.5%

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, though relatively high, decreased last year due to the Covid-19 pandemic and increases in the 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		
	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	67	88	71	67	88	0	67	88	0	100	100	0.0
Grade 4	67	67	75	67	67	0	67	67	0	100	100	0.0
Grade 5	71	70	83	71	68	0	71	68	0	100	97.1	0.0
Grade 6	75	75	75	75	74	0	75	74	0	100	98.7	0.0
All Grades	280	300	304	280	297	0	280	297	0	100	99	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	2454.	2434.		32.84	20.45		25.37	32.95		34.33	28.41		7.46	18.18	
Grade 4	2498.	2517.		34.33	43.28		31.34	31.34		19.40	8.96		14.93	16.42	
Grade 5	2522.	2522.		19.72	25.00		45.07	38.24		22.54	19.12		12.68	17.65	
Grade 6	2548.	2540.		13.33	18.92		45.33	35.14		32.00	35.14		9.33	10.81	
All Grades	N/A	N/A	N/A	24.64	26.26		37.14	34.34		27.14	23.57		11.07	15.82	

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	28.36	22.73		53.73	56.82		17.91	20.45	
Grade 4	22.39	40.30		59.70	40.30		17.91	19.40	
Grade 5	22.54	30.88		60.56	48.53		16.90	20.59	
Grade 6	20.00	20.27		57.33	54.05		22.67	25.68	
All Grades	23.21	27.95		57.86	50.51		18.93	21.55	

2019-20 Data:

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

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	31.34	20.45		56.72	59.09		11.94	20.45	
Grade 4	28.36	43.28		61.19	46.27		10.45	10.45	
Grade 5	35.21	27.94		56.34	54.41		8.45	17.65	
Grade 6	26.67	20.27		62.67	63.51		10.67	16.22	
All Grades	30.36	27.27		59.29	56.23		10.36	16.50	

2019-20 Data:

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

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	19.40	22.73		76.12	65.91		4.48	11.36	
Grade 4	22.39	29.85		64.18	67.16		13.43	2.99	
Grade 5	14.08	17.65		73.24	69.12		12.68	13.24	
Grade 6	14.67	14.86		77.33	81.08		8.00	4.05	
All Grades	17.50	21.21		72.86	70.71		9.64	8.08	

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	43.28	21.59		50.75	60.23		5.97	18.18	
Grade 4	41.79	35.82		47.76	49.25		10.45	14.93	
Grade 5	35.21	39.71		50.70	42.65		14.08	17.65	
Grade 6	37.33	33.78		54.67	58.11		8.00	8.11	
All Grades	39.29	31.99		51.07	53.20		9.64	14.81	

2019-20 Data:

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

Conclusions based on this data:

1. No new data is available, as the CAASPP test was not given during the 2020-2021 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	67	88	71	67	88	0	67	88	0	100	100	0.0
Grade 4	69	67	75	67	67	0	67	67	0	97.1	100	0.0
Grade 5	72	70	83	71	69	0	71	69	0	98.6	98.6	0.0
Grade 6	75	75	75	75	74	0	75	74	0	100	98.7	0.0
All Grades	283	300	304	280	298	0	280	298	0	98.9	99.3	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	2448.	2434.		17.91	7.95		44.78	39.77		26.87	36.36		10.45	15.91	
Grade 4	2476.	2512.		14.93	32.84		31.34	32.84		31.34	25.37		22.39	8.96	
Grade 5	2483.	2486.		7.04	7.25		19.72	21.74		33.80	43.48		39.44	27.54	
Grade 6	2545.	2528.		18.67	17.57		29.33	24.32		36.00	36.49		16.00	21.62	
All Grades	N/A	N/A	N/A	14.64	15.77		31.07	30.20		32.14	35.57		22.14	18.46	

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	37.31	22.73		49.25	53.41		13.43	23.86	
Grade 4	40.30	53.73		22.39	32.84		37.31	13.43	
Grade 5	12.68	11.59		35.21	40.58		52.11	47.83	
Grade 6	36.00	24.32		44.00	47.30		20.00	28.38	
All Grades	31.43	27.52		37.86	44.30		30.71	28.19	

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	29.85	21.59		49.25	60.23		20.90	18.18	
Grade 4	16.42	34.33		47.76	46.27		35.82	19.40	
Grade 5	7.04	10.14		59.15	57.97		33.80	31.88	
Grade 6	16.00	16.22		60.00	50.00		24.00	33.78	
All Grades	17.14	20.47		54.29	54.03		28.57	25.50	

2019-20 Data:

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

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	22.39	14.77		65.67	65.91		11.94	19.32	
Grade 4	17.91	34.33		49.25	47.76		32.84	17.91	
Grade 5	7.04	7.25		59.15	59.42		33.80	33.33	
Grade 6	18.67	17.57		50.67	52.70		30.67	29.73	
All Grades	16.43	18.12		56.07	57.05		27.50	24.83	

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. No new data is available, as the CAASPP test was not given during the 2020-2021 school year.

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	1439.5	1420.4	1417.9	1450.8	1431.4	1424.8	1413.3	1394.4	1401.7	59	47	30
1	1508.2	1470.2	1444.8	1497.7	1472.9	1445.9	1518.1	1466.9	1443.1	53	40	24
2	1524.1	1506.4	1476.4	1514.8	1496.3	1465.2	1532.8	1516.0	1486.9	47	49	27
3	1513.8	1508.1	1495.4	1501.6	1499.8	1493.0	1525.7	1515.8	1497.5	30	38	28
4	1520.0	1525.8	1515.2	1502.6	1512.4	1513.6	1536.9	1538.8	1516.2	33	23	41
5	1527.8	1543.5	1533.7	1513.8	1527.1	1535.8	1541.2	1559.3	1531.3	17	27	24
6	*	1521.6	1513.2	*	1511.1	1507.1	*	1531.4	1518.8	*	14	21
All Grades										246	238	195

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	38.98	6.38	17.24	27.12	48.94	20.69	30.51	31.91	41.38	*	12.77	20.69	59	47	29
1	75.47	17.50	8.33	20.75	50.00	29.17	*	32.50	37.50	*	0.00	25.00	53	40	24
2	80.85	16.33	0.00	*	69.39	62.96	*	12.24	33.33		2.04	3.70	47	49	27
3	*	21.05	3.57	63.33	44.74	57.14	*	31.58	28.57	*	2.63	10.71	30	38	28
4	*	26.09	21.95	60.61	65.22	43.90	*	4.35	29.27	*	4.35	4.88	33	23	41
5	*	33.33	20.83	*	44.44	54.17	*	14.81	16.67		7.41	8.33	17	27	24
6	*	7.14	4.76	*	57.14	52.38	*	21.43	33.33		14.29	9.52	*	14	21
All Grades	49.19	17.65	11.86	35.37	54.20	45.36	13.41	22.69	31.44	*	5.46	11.34	246	238	194

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	50.85	14.89	13.79	22.03	46.81	31.03	22.03	25.53	37.93	*	12.77	17.24	59	47	29
1	75.47	22.50	12.50	*	47.50	25.00	*	27.50	50.00	*	2.50	12.50	53	40	24
2	78.72	32.65	7.41	*	53.06	51.85	*	12.24	33.33		2.04	7.41	47	49	27
3	*	34.21	21.43	60.00	50.00	57.14	*	10.53	21.43	*	5.26	0.00	30	38	28
4	45.45	39.13	51.22	36.36	47.83	29.27	*	8.70	14.63	*	4.35	4.88	33	23	41
5	*	51.85	50.00	*	33.33	37.50	*	7.41	12.50		7.41	0.00	17	27	24
6	*	35.71	14.29	*	35.71	57.14		21.43	23.81		7.14	4.76	*	14	21
All Grades	58.54	30.67	26.29	28.46	46.64	40.21	10.16	16.81	26.80	*	5.88	6.70	246	238	194

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	62.71	17.02	10.34	35.59	72.34	79.31	*	10.64	10.34	59	47	29
1	86.79	70.00	20.83	*	30.00	70.83		0.00	8.33	53	40	24
2	78.72	42.86	14.81	*	55.10	74.07		2.04	11.11	47	49	27
3	*	21.05	35.71	70.00	71.05	64.29		7.89	0.00	30	38	28
4	*	30.43	51.22	66.67	65.22	43.90	*	4.35	4.88	33	23	41
5	64.71	11.11	37.50	*	81.48	54.17		7.41	8.33	17	27	24
6	*	14.29	4.76	*	71.43	80.95		14.29	14.29	*	14	21
All Grades	60.98	32.35	27.32	37.80	61.76	64.95	*	5.88	7.73	246	238	194

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	44.07	14.89	27.59	44.07	65.96	44.83	*	19.15	27.59	59	47	29
1	71.70	15.00	12.50	20.75	77.50	75.00	*	7.50	12.50	53	40	24
2	74.47	32.65	7.41	25.53	65.31	85.19		2.04	7.41	47	49	27
3	56.67	57.89	28.57	40.00	34.21	67.86	*	7.89	3.57	30	38	28
4	66.67	43.48	46.34	*	52.17	51.22	*	4.35	2.44	33	23	41
5	70.59	70.37	75.00	*	22.22	25.00	*	7.41	0.00	17	27	24
6	*	50.00	66.67	*	42.86	28.57		7.14	4.76	*	14	21
All Grades	62.60	36.55	37.11	31.30	55.04	54.64	6.10	8.40	8.25	246	238	194

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	23.73	0.00	17.24	67.80	91.49	55.17	*	8.51	27.59	59	47	29
1	81.13	27.50	20.83	*	62.50	37.50	*	10.00	41.67	53	40	24
2	74.47	16.33	29.63	*	79.59	66.67	*	4.08	3.70	47	49	27
3	*	5.26	3.57	73.33	73.68	57.14	*	21.05	39.29	30	38	28
4	*	13.04	12.20	66.67	78.26	58.54	*	8.70	29.27	33	23	41
5	*	22.22	12.50	70.59	66.67	66.67	*	11.11	20.83	17	27	24
6		7.14	4.76	*	50.00	42.86	*	42.86	52.38	*	14	21
All Grades	43.09	13.03	14.43	47.56	74.79	55.67	9.35	12.18	29.90	246	238	194

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	57.63	46.81	13.79	32.20	36.17	65.52	*	17.02	20.69	59	47	29
1	60.38	7.50	8.33	39.62	85.00	62.50		7.50	29.17	53	40	24
2	68.09	20.41	3.70	31.91	79.59	88.89		0.00	7.41	47	49	27
3	50.00	26.32	17.86	46.67	71.05	71.43	*	2.63	10.71	30	38	28
4	63.64	34.78	7.32	*	65.22	78.05	*	0.00	14.63	33	23	41
5	70.59	37.04	4.17	*	59.26	83.33		3.70	12.50	17	27	24
6	*	42.86	14.29	*	50.00	80.95		7.14	4.76	*	14	21
All Grades	60.57	28.99	9.79	35.77	65.13	75.77	*	5.88	14.43	246	238	194

2019-20 Data:

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

Conclusions based on this data:

1. ELPAC scores showed a marked decrease, due primarily to the Covid 19 pandemic.

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
498	74.3	45.0	1.2
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:

1. Due to Covid-19, no new data is available for the 2022-2021 school year.





School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="297 751 370 779">Green</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="776 751 849 779">Green</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1243 751 1333 779">Orange</p>
<p data-bbox="253 867 415 898">Mathematics</p>  <p data-bbox="297 951 370 978">Yellow</p>		

Conclusions based on this data:

1. Due to Covid-19, no new data is available for the 2020-2021 school year.

School and Student Performance Data

Academic Performance English Language Arts

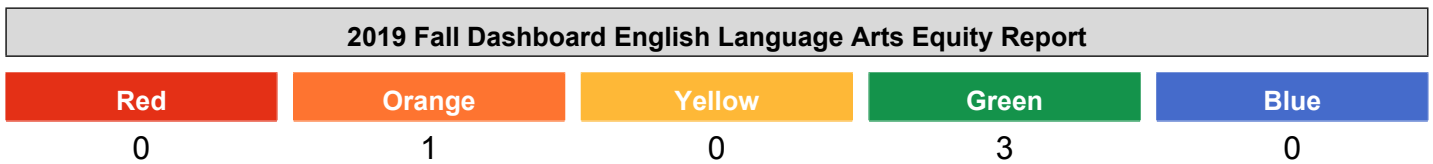
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

1. Due to Covid-19, no new data is available for the 2020-2021 school year.

School and Student Performance Data

Academic Performance Mathematics

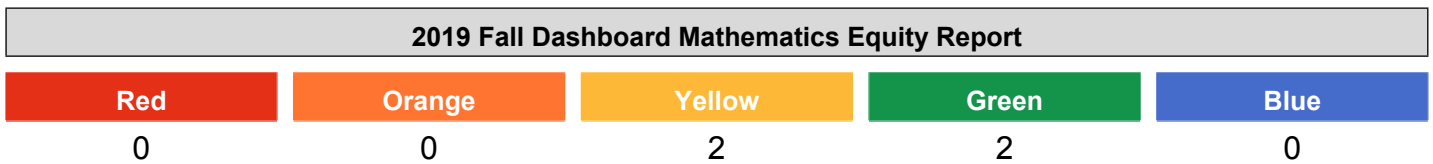
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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>All Students</p> Yellow 9 points below standard Maintained ++2.6 points 289	<p>English Learners</p> Yellow 15.2 points below standard Maintained ++1.4 points 178	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> Green 15.2 points below standard Increased ++4.1 points 227	<p>Students with Disabilities</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. Due to Covid-19, no new data is available for the 2020-2021 school year.

School and Student Performance Data

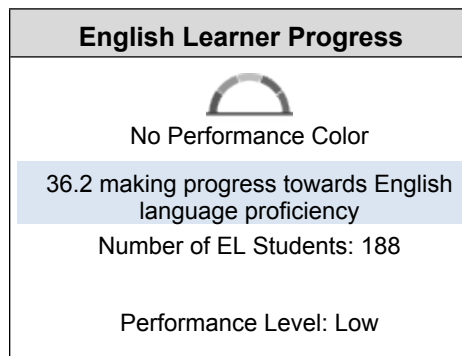
Academic Performance English Learner Progress

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. Due to Covid-19, no new data is available for the 2020-2021 school year.

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

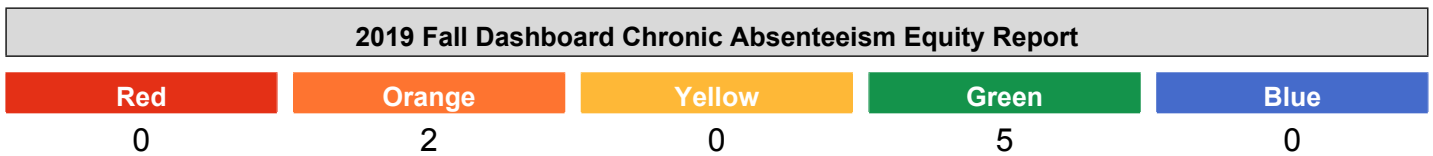
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 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
Hispanic	Two or More Races	Pacific Islander	White
 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. Due to Covid-19, no new data is available for the 2020-2021 school year.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

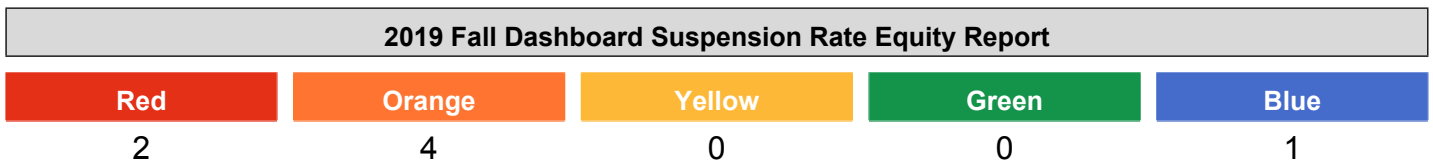
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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>All Students</p> Orange 2.1 Increased +0.9 571	<p>English Learners</p> Orange 1.4 Increased +1.1 285	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 8
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not 2	<p>Socioeconomically Disadvantaged</p> Orange 2.4 Increased +1 424	<p>Students with Disabilities</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 0 Maintained 0 16	 No Performance Color Less than 11 Students - Data 4	 Blue 0 Maintained 0 39	 No Performance Color 0 Maintained 0 14
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.9 Increased +0.7 422	 Orange 2.9 Increased +2.9 34	 No Performance Color Less than 11 Students - Data 7	 Red 8.6 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. Due to Covid-19, no new data is available for the 2020-2021 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.

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

The District Curriculum Committee has identified foundational skills in the Benchmark Reading Program to be lacking. The District will identify and purchase curriculum to address the weakness in the District's adopted curriculum.

Students to be Served by this Strategy/Activity

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

Timeline

Aug. 2021– May 2022

Person(s) Responsible

District

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. 2021– May 2022

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. 2021– May 2022

Person(s) Responsible

District

Proposed Expenditures for this Strategy/Activity

Amount	20000
Source	LCFF

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

Strategy/Activity 4

Accelerated Learning Block Time will be implemented in grades 1-3 four times a week to address specific learning needs.

Students to be Served by this Strategy/Activity

All students, grades 1-3

Timeline

Aug. 2021– May 2022

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Principal, Teachers

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.

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. 2021– May 2022

Person(s) Responsible

District, Principal

Proposed Expenditures for this Strategy/Activity

Amount

100000

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

Strategy/Activity 2

The District will increase the Bilingual Community Liaison positions to full-time in order to improve communication and outreach to families.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2021– May 2022

Person(s) Responsible

District

Proposed Expenditures for this Strategy/Activity

Amount	30000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	salary
Amount	20000
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	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. 2021– May 2022

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. 2020– May 2021

Person(s) Responsible

Principal, Counselor, Counseling Intern

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. 2021– May 2022

Person(s) Responsible

Principal, Certificated, Classified 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 experienced by some students.

LCAP Goal

The district will take steps to accelerate learning to meet the needs of students most impacted by a year of Distance Learning.

Basis for this Goal

This is a one-year goal designed to bridge the gap between Distance Learning and the return to in-person instruction.

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.	The number of opportunities for accelerated learning support available at the beginning of the year.	The number and type of opportunities for accelerated learning support will increase to reflect student needs.

Planned Strategies/Activities

Strategy/Activity 1

Two additional Instructional Assistants will be provided at each site to provide support with Accelerated Learning Blocks or to provide coverage when other IAs are absent.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug. 2021– May 2022

Person(s) Responsible

District

Proposed Expenditures for this Strategy/Activity

Amount	50000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary
Amount	21,467.00
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

Strategy/Activity 2

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. 2021– May 2022

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. 2021– May 2022

Person(s) Responsible

District, Principal, Tech Support Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

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. 2021– May 2022

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. 2021– May 2022

Person(s) Responsible

RSP Teachers, Special Education SSIAs

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

Continued growth in the number of students scoring at or above grade level on Acadience (DIBELS) (Grades K-3) and STAR 360 E/LA and Math (Grades 2-6). Continued growth in the number of students meeting or exceeding standards on the SBAC Exam (Grades 3-6).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
End of the year DIBELS, STAR 360 E/LA and Math and SBAC scores	The number of students scoring at or above grade level on DIBELS (Grades K-3) and STAR 360 E/LA and Math (Grades 2-6) and the number of students meeting or exceeding standards on SBAC E/LA and Math will increase by 5% from the beginning to the end of the year or from the previous year.	DIBELS and STAR 360 E/LA and Math scores declined overall. The SBAC exam was not administered.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Retain a Part Time District Director of Curriculum	Completed. The Director of Curriculum position was included as part of a newly created full time District Director of Educational Services.	Salary 1000-1999: Certificated Personnel Salaries General Fund 45,154.00	Salary 0001-0999: Unrestricted: Locally Defined General Fund 21,931.00
		Benefits 3000-3999: Employee Benefits General Fund 11,897.00	Benefits 3000-3999: Employee Benefits General Fund 12,000
Continue to implement Benchmark Advance Reading program	Completed.	Materials 4000-4999: Books And Supplies Lottery: Instructional Materials 650.00	Materials 4000-4999: Books And Supplies Lottery: Instructional Materials 7,140.00
Continue to implement MyMath and CA Math Mathematics programs.	Completed.	Materials 4000-4999: Books And Supplies Lottery: Instructional Materials 425.00	Materials 4000-4999: Books And Supplies Lottery: Instructional Materials 544.00
Continue to facilitate a district Curriculum Committee made up of grade level representatives.	Completed.	Salaries 1000-1999: Certificated Personnel Salaries General Fund 1,000.00	Salaries 1000-1999: Certificated Personnel Salaries Lottery: Instructional Materials 2,922.00
		Benefits 3000-3999: Employee Benefits General Fund 197.00	Benefits 3000-3999: Employee Benefits General Fund 500.00

Analysis

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

All planned actions/services were completed.

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

The overall effectiveness of the planned strategies/activities is difficult to measure due to the continuing Covid-19 pandemic, which resulted in students being served through Distance Learning, and for some, an afternoon hybrid model during the third trimester.

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

Raising costs led to increased 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 modified to focus on foundational skills with younger students who were more negatively impacted by Distance Learning. This will be new goal #1.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

Continued growth in the number of EL students scoring at or above grade level on Acadience (DIBELS) (Grades K-3) and STAR 360 E/LA and Math (Grades 2-6). Continued growth in the number of EL students meeting or exceeding standards on the SBAC Exam (Grades 3-6).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
End of the year DIBELS, STAR 360 E/LA and Math and SBAC scores.	The number of EL students scoring at or above grade level on DIBELS (Grades K-3) and STAR 360 E/LA and Math (Grades 2-6) and the number of students meeting or exceeding standards on SBAC E/LA and Math will increase by 8% from the beginning to the end of the year or from the previous year.	DIBELS and STAR 360 E/LA and Math scores declined overall. The SBAC exam was not administered.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Retain the English Language Development Teacher to provide small group instruction to qualified students and to help model instruction in classrooms.	Completed. The modeling of instruction was difficult due to Distance Learning.	salary 1000-1999: Certificated Personnel Salaries LCFF 83,927 benefits 3000-3999: Employee Benefits LCFF 37,613.00	salary 1000-1999: Certificated Personnel Salaries Title I 94,725.00 Benefits 3000-3999: Employee Benefits Title I 37,135
Retain the English Language Development Instructional Assistant to provide individual and small group instruction to identified students.	Completed. Instruction was provided remotely.	salary 2000-2999: Classified Personnel Salaries LCFF - Supplemental 26,727.00 benefits 3000-3999: Employee Benefits LCFF 7,998	salary 2000-2999: Classified Personnel Salaries Title III 34,127.00 Benefits 3000-3999: Employee Benefits Title III 13,000
Retain Instructional Assistants to provide support and reinforcement of instruction to identified students during core instructional time.	Completed. Instruction was provided remotely.	salary 2000-2999: Classified Personnel Salaries General Fund 129,925.00 benefits 3000-3999: Employee Benefits General Fund 20,484.00	2000-2999: Classified Personnel Salaries General Fund 137,048.00 18,546

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide professional development opportunities and site-based PLC time for teachers to learn to implement ELD supports included in the adopted E/LA and Math curriculum.	Completed. Professional development and PLC time was done remotely.		
Provide STAR E/LA, STAR Math and DIBELS testing of all students and progress monitoring of students not meeting grade level standards.	STAR E/LA and STAR Math testing was done remotely but the validity of results cannot be confirmed. DIBELS testing and progress monitoring was done both remotely and in person when possible.		

Analysis

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

All strategies/activities were completed to the extent possible given the Covid-19 pandemic.

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

The overall effectiveness of the planned strategies/activities is difficult to measure due to the continuing Covid-19 pandemic, which resulted in students being served through Distance Learning, and for some, an afternoon hybrid model during the third trimester.

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

Raising costs led to increased 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.

Elements of this goal will be included in the new Student Support goal - Goal #2.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

More opportunities will be made available for families to engage with school technologies at home.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The number of opportunities for home-school technology connection during the 2019-2020 school year.	At least three new opportunities for home-school technology connection will be offered.	Due to the Covid-19 pandemic which resulted in an extended period of Distance Learning, families were given many, many opportunities for home-school technology connection - far beyond those that were originally intended.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Retain the Bilingual Community Liaison to foster communication with parents.	Completed.	Salary 2000-2999: Classified Personnel Salaries LCFF 36,137.00 Benefits 3000-3999: Employee Benefits LCFF - Supplemental 21,467.00	Salary 2000-2999: Classified Personnel Salaries LCFF 53,457.00 Benefits 3000-3999: Employee Benefits LCFF - Supplemental 34,000
Provide information about technology engagement opportunities in multiple ways and in multiple languages.	Completed. Bilingual Community Liaisons and bilingual staff spent time assisting families with technology needs. Messages about technology were sent out using Class Dojo which can be translated into a wide variety of languages.		
Deploy outdated Chromebooks for use by students at home.	Completed. The district deployed both old and new Chromebooks to students, as well as headphones, mice and hotspots when needed.	Professional Development	
Schedule activities over school breaks that promote the practice of	Completed. Reflex Challenges were held		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
basic skills through the use of technology (Winter Reflex Challenge)	over both Winter and Spring Breaks.		
Schedule parent education/question and answer discussions around technology at parent meetings (Back to School Night, ELAC)	Partially Completed. While some parent events had to be cancelled or moved remotely, staff was available to help individually with parent needs, both remotely and in person.		

Analysis

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

All strategies/activities were completed to the extent possible given the Covid-19 pandemic.

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

The overall effectiveness of the planned strategies/activities is difficult to measure due to the continuing Covid-19 pandemic, which resulted in students and families being served remotely. Both students and families became experienced with a variety of new technologies out of necessity.

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

Raising costs led to increased 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 discontinued and replaced with a Learning Acceleration goal to address the impacts of over a year of Distance Learning.

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	411,467.00

Allocations by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
General Fund	100,000.00
LCFF	260,000.00
LCFF - Supplemental	51,467.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	200,000.00
2000-2999: Classified Personnel Salaries	100,000.00
3000-3999: Employee Benefits	111,467.00

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	70,000.00
3000-3999: Employee Benefits	LCFF	90,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	30,000.00
3000-3999: Employee Benefits	LCFF - Supplemental	21,467.00

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
- Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Lori Pola Hoard	Principal
Christina Stiny	Classroom Teacher
Chris Noonan	Classroom Teacher
Jennifer Crum	Classroom Teacher
Margo Addison	Other School Staff
Nicole Langton	Parent or Community Member
Not Filled	Parent or Community Member
Not Filled	Parent or Community Member
Not Filled	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 1/21/2020

SSC Chairperson, Christina Stiny on 1/21/2020

Addendum

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

Instructions: Linked Table of Contents

Stakeholder 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.

Stakeholder 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 Stakeholder 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