



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McKinley Elementary School	39-75499-6042857	May 10, 2022	May 24, 2022

## Purpose and Description

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

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

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

Our plan has been developed with input from all appropriate educational partner groups, including staff and our School Site Council. Our plan also provides services that meet the needs of all students in order to achieve readiness for college, career and life-long learning.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

### LCAP - Stakeholder Survey Results 2022

#### Parents - Climate

Str Agr Agree Total Percent

Q8 1.00 15.00 32.00 50.00% This school's staff motivates students to learn

Q14 12.00 9.00 22.00 95.45% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q26 6.00 14.00 21.00 95.24% The buildings and grounds at this school are clean and well maintained

Q30 4.00 17.00 21.00 100.00% This school communicates the importance of respecting all cultural beliefs and practices

Q34 1.00 0.00 1.00 100.00% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

Q34 8.00 8.00 17.00 94.12% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

Q34 9.00 8.00 17.00 100.00% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

Q34 6.00 7.00 13.00 100.00% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)

Q35 11.00 6.00 17.00 100.00% The school staff responds to me in a timely manner

Q36 9.00 8.00 17.00 100.00% The school office staff is friendly and professional

67.00 92.00 178.00 89.33%

#### Students - Climate

Str Agr Agree Total Percent

Q6 8.00 15.00 27.00 85.19% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q30 16.00 10.00 26.00 100.00% This school communicates the importance of respecting all cultural beliefs and practices

Q33 12.00 12.00 25.00 96.00% My teachers recognize the good work I am doing and provide timely feedback

Q34 14.00 10.00 25.00 96.00% This school motivates students to learn

Q35 7.00 13.00 25.00 80.00% The buildings and grounds at this school are clean and well maintained

Q42 14.00 10.00 25.00 96.00% I feel comfortable working with classmates and participating in class

Q43 14.00 8.00 24.00 91.67% I feel safe, secure and supported at this school

85.00 78.00 177.00 92.09%

#### Staff - Climate

Str Agr Agree Total Percent

Q6 4.00 16.00 20.00 100.00% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q18 5.00 15.00 20.00 100.00% Members of the school/department collaborate to achieve our school goals

Q21 2.00 9.00 19.00 57.89% The buildings and grounds at this school are clean and well maintained

Q22 2.00 17.00 19.00 100.00% This school/department communicates the importance of respecting all cultural beliefs and practices

Q23 6.00 13.00 19.00 100.00% I am treated with respect by my colleagues at work

Q24 1.00 16.00 18.00 94.44% Staff members at this school are recognized appropriately for their efforts and accomplishments

Q25 0.00 7.00 18.00 38.89% Our district ensures effective communication across the organization  
20.00 93.00 133.00 84.96%

#### Parents - Safety

#### Str Agr Agree Total Percent

Q26	6.00	10.00	17.00	94.12%	The buildings and grounds at this school are well maintained
Q28	7.00	9.00	16.00	100.00%	My child is safe on school grounds before school
Q28	6.00	10.00	16.00	100.00%	My child is safe on school grounds during the day
Q28	6.00	10.00	16.00	100.00%	My child is safe on school grounds in the classroom
Q28	7.00	8.00	15.00	100.00%	My child is safe on school grounds after school
Q29	1.00	1.00	2.00	100.00%	The rules of this school are clearly communicated to parents
	33.00	48.00	82.00	98.78%	

#### Students - Safety

##### Str Agr Agree Total

Q35	7.00	12.00	24.00	79.17%	The buildings and grounds at this school are clean and well maintained
Q38	15.00	7.00	24.00	91.67%	I feel safe while attending class
Q39	12.00	7.00	23.00	82.61%	I feel safe from gang activity and gang violence at school
Q41	18.00	3.00	22.00	95.45%	I know the school rules
	52.00	29.00	93.00	87.10%	

#### Staff - Safety

##### Str Agr Agree Total

Q19	2.00	5.00	7.00	100.00%	My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
Q20	3.00	4.00	7.00	100.00%	My workplace is safe
Q21	2.00	4.00	7.00	85.71%	The buildings and grounds at this school are well maintained
	7.00	13.00	21.00	95.24%	

Based on the analysis of the data, in the area of Climate, 96% of students feel that the school motivates them to learn and that teachers recognize the good work they are doing. Two areas of improvement to focus on are staff thoughts and feelings on building maintenance and parents' thoughts on staff motivating students to learn. When looking at the data regarding Safety, 100% of parents feel their students are safe at McKinley. Both students and staff feel that the buildings and grounds at McKinley could use some improvement, with only 79.17% and 85.71% respectively, reporting that they feel the buildings are clean and maintained.

## Classroom Observations

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

TUSD conducts formal and informal classroom observations weekly. Findings indicated that teachers are using high-level questioning and academic discussions in all grade levels. Since returning to classrooms full time after Distance Learning, our greatest strength is the classroom teachers' ability to keep the students engaged and on task.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

#### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers meet throughout the year on designated ERM for grade level collaboration time to plan units and analyze student data. McKinley teachers use formative and summative assessments to determine the needs of students. We have engaged in professional development with our ICLE coach as a staff and by grade level teams to modify instruction to meet the needs of students. We use assessment results from CAASPP, ELPAC, FastBridge, benchmark results, and local standard based assessments and have implemented intervention groups in class as well as small group intervention after school. We have aligned our STEM/ELA units of study in ELA and Math, through the RCD process

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

At McKinley we engage in the PLC process several times per month. During the meetings we identify priority standards and analyze results on formal and informal assessment. We use the results to design Tier 1 and Tier 2 interventions. We implement the district ELA assessments, STEM Units of Study and Math assessments that are reliable indicators of student success on CAASPP.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

In the 2021-2022 school year, there were no teachers teaching outside of their subject area. There are 20 fully credentialed teachers and two teachers working towards being fully credentialed.

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

All McKinley School teachers have access to instructional materials that are aligned to California Content Standards.

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

District and site professional development activities have been based around Rigor, Relevance and Relationships and the California Content Standards, NGSS, and STEM. These professional development opportunities occur during Site and District Early Days, as well as Site and District Buy Back Days. Professional development opportunities are focused on STEM implementation and strategies, using high-level questioning, using data from FastBridge assessments to inform teaching practices and strategies.

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

The district has provided us with content coaches and the assistance of a STEM Teacher on Special Assignment that joins us for STEM Meetings. McKinley teachers have also participated in instructional walkthroughs with our ICLE coach and have received professional development from our District EL coordinator in the area of STEM Read-Alouds. Our new teachers participated in TTIP activities with their mentor teachers and the District Professional Development department

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

McKinley teachers collaborate a minimum of once a week with their grade level and PLC teams. During this time, teachers analyze formal and informal assessment data and plan upcoming lessons to meet the needs of students.

## Teaching and Learning

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

McKinley uses standards-aligned curriculum, instruction, and materials that align to content and performance standards. Current ELA adopted curriculum is Wonders and Math curriculum is My Math, by McGraw-Hill.

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

P.E is one hundred minutes per week. ELD is thirty minutes per day.

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

All teachers follow pacing guides for science, math, and language arts, which allows flexibility to include 30 minutes of intervention for students that need extra support.

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

All students have access to standards-based instructional materials.

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

All students have access to standards-aligned content and materials. Students also have access to intervention materials.

## Opportunity and Equal Educational Access

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

Intervention is provided to struggling students a minimum of thirty minutes per day during class time. We also offer afterschool intervention to students identified by teachers as needing more help. Boys and Girls Club also offers a Power Hour to students enrolled as a time to work on homework or get assistance. McKinley also offers Mental Health intervention as provided by the District.

Evidence-based educational practices to raise student achievement

Our instructional practices consist of Rigor, Relevance and Relationship Rubrics, Professional Learning Communities(PLC), Response to Intervention(RTI), Math and ELA/STEM units of Study. These practices work toward meeting the needs of all students.

## Parental Engagement

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

McKinley School is a Title-1 school that uses its resources to fund paraprofessionals to provide intervention and English Learner support. The funds allow us to give targeted intervention, tutoring and professional development for teachers and classified staff members. The district has provided the schools with a parent liaison. Our parent liaison communicates with our parents about all school related events and opportunities to get involved in their child's education. Our parent liaison is bilingual and able to translate for parent meetings and translate materials into Spanish as needed. The district has also provided us with counseling services.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

McKinley involved parents, teachers, and other school personnel through Parent/Teacher Conferences, Student Study Teams(SSTs), IEP meetings, School Site Council(SSC), ELAC, Back to School Night and Open House. As District COVID-19 guidelines have allowed, we have begun permitting parent volunteers in classrooms and on field trips.

## Funding

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

We utilize our Title 1 funds to support student learning and achievement by providing afterschool intervention, paraprofessionals to help with intervention in the classroom, and Professional Development for staff in the areas of PLC, RTI and STEM. Additionally, we provide our students with opportunities to participate in field trips, and the Artist in Residence program through San Joaquin County Office of Education. We also utilize funds to purchase materials for additional projects such as STEM. LCFF Supplemental funds are used to provide an EL para for intervention to our EL students.

Fiscal support (EPC)

McKinley receives support through Title 1, LCFF, and LCFF Supplemental funds.

## **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 Educational Partners involved in reviewing and updating this plan includes the School Site Council and the entire staff during Early Release Mondays.

The SPSA goals and Budget were discussed on the following dates:

12/2/2021 (Reviewed data and the SPSA goals and expenditures with School Site Council)

1/10/2022 (Met with School Staff at our regular ERW to needs and budget)

01/10/2022 (Reviewed expenditures with School Site Council and gathered information for SPSA)

05/09/2022 (Reviewed SPSA draft with Staff during ERM)

05/09/2022 (Reviewed SPSA draft with ELAC)

05/10/2022 (Reviewed and voted on the SPSA goals and budget with our School Site Council for 2022-2023, Zoom Meeting)

Discussions included a thorough review of school data using the California Dashboard and District Assessments. An analysis of current school goals, development of future school goals and past and future revenues and expenditures.

## **Resource Inequities**

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

After reviewing SBAC and Discipline data, it was observed and identified that there is a need for Reading/Literacy support, EL support and behavior Intervention.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	92	84	86
Grade 1	63	60	78
Grade 2	69	66	66
Grade3	64	77	69
Grade 4	63	72	77
Grade 5	83	65	74
Total Enrollment	434	424	450

### Conclusions based on this data:

1. Our total enrollment increased slightly from the 19-20 school year to the 20-21 school year.
2. The Hispanic/Latino, Filipino, and Asian student groups have increased by a few percentage points since 2018-2019.
3. The African-American student group enrollment has roughly stayed the same since 2018-2019.

# 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	176	123	138	40.6%	29.0%	30.7%
Fluent English Proficient (FEP)	20	59	60	4.6%	13.9%	13.3%
Reclassified Fluent English Proficient (RFEP)	19	50	13	9.8%	28.4%	10.6%

### Conclusions based on this data:

1. English Learner enrollment has decreased from 2018-2019
2. Number of English Learners being reclassified has decreased from 2018-2019.
3. The number of students identified as fluent English proficient has increased from 2018-2019.



# 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	59	72	66	55	71	65	55	71	65	93.2	98.6	98.5
Grade 4	75	62	79	74	62	74	74	62	74	98.7	100	93.7
Grade 5	65	88	69	64	84	68	64	84	68	98.5	95.5	98.6
All Grades	199	222	214	193	217	207	193	217	207	97	97.7	96.7

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	2397.	2408.	2354.	14.55	15.49	9.23	20.00	26.76	10.77	27.27	22.54	26.15	38.18	35.21	53.85
Grade 4	2445.	2416.	2396.	13.51	9.68	12.16	22.97	17.74	8.11	31.08	30.65	18.92	32.43	41.94	60.81
Grade 5	2496.	2447.	2437.	12.50	7.14	5.88	32.81	21.43	17.65	26.56	28.57	27.94	28.13	42.86	48.53
All Grades	N/A	N/A	N/A	13.47	10.60	9.18	25.39	22.12	12.08	28.50	27.19	24.15	32.64	40.09	54.59

### 2019-20 Data:

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

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	10.91	22.54	9.23	49.09	43.66	55.38	40.00	33.80	35.38
Grade 4	14.86	11.29	6.76	58.11	50.00	52.70	27.03	38.71	40.54
Grade 5	15.63	10.71	7.35	57.81	44.05	60.29	26.56	45.24	32.35
All Grades	13.99	14.75	7.73	55.44	45.62	56.04	30.57	39.63	36.23

### 2019-20 Data:

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

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.73	11.27	3.08	38.18	52.11	40.00	49.09	36.62	56.92
Grade 4	9.46	9.84	9.46	56.76	44.26	41.89	33.78	45.90	48.65
Grade 5	26.56	11.90	8.82	53.13	45.24	45.59	20.31	42.86	45.59
All Grades	16.06	11.11	7.25	50.26	47.22	42.51	33.68	41.67	50.24

2019-20 Data:

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

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.55	11.27	3.08	60.00	67.61	75.38	25.45	21.13	21.54
Grade 4	14.86	6.45	5.41	70.27	67.74	74.32	14.86	25.81	20.27
Grade 5	14.06	7.14	5.88	64.06	54.76	75.00	21.88	38.10	19.12
All Grades	14.51	8.29	4.83	65.28	62.67	74.88	20.21	29.03	20.29

2019-20 Data:

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

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.00	15.49	12.31	58.18	59.15	55.38	21.82	25.35	32.31
Grade 4	17.57	8.06	9.46	59.46	56.45	63.51	22.97	35.48	27.03
Grade 5	26.56	9.52	7.35	50.00	46.43	61.76	23.44	44.05	30.88
All Grades	21.24	11.06	9.66	55.96	53.46	60.39	22.80	35.48	29.95

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. in 2020-2021, there was an increase in the percentage of students who did not meet the standard.
2. In the area of reading, there was an increase in the percentage of students who scored At or Near Standard.
3. According to the 2020-2021 school year, in the area of research/Inquiry we scored over 60% with students at or near the standard.

# 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	59	72	66	57	71	65	57	71	65	96.6	98.6	98.5
Grade 4	75	62	79	73	62	74	73	62	74	97.3	100	93.7
Grade 5	65	88	69	64	84	67	64	84	67	98.5	95.5	97.1
All Grades	199	222	214	194	217	206	194	217	206	97.5	97.7	96.3

\* 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	2388.	2414.	2357.	3.51	7.04	6.15	31.58	32.39	6.15	17.54	28.17	27.69	47.37	32.39	60.00
Grade 4	2438.	2419.	2400.	5.48	1.61	4.05	20.55	17.74	9.46	43.84	40.32	32.43	30.14	40.32	54.05
Grade 5	2476.	2440.	2402.	15.63	8.33	1.49	18.75	11.90	4.48	18.75	17.86	20.90	46.88	61.90	73.13
All Grades	N/A	N/A	N/A	8.25	5.99	3.88	23.20	20.28	6.80	27.84	27.65	27.18	40.72	46.08	62.14

### 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	24.56	28.17	4.62	24.56	30.99	35.38	50.88	40.85	60.00
Grade 4	16.44	6.45	2.70	31.51	37.10	33.78	52.05	56.45	63.51
Grade 5	26.56	14.29	0.00	18.75	15.48	28.36	54.69	70.24	71.64
All Grades	22.16	16.59	2.43	25.26	26.73	32.52	52.58	56.68	65.05

### 2019-20 Data:

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

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.53	11.27	4.62	42.11	49.30	41.54	47.37	39.44	53.85
Grade 4	5.48	6.45	4.05	56.16	45.16	48.65	38.36	48.39	47.30
Grade 5	20.31	7.14	2.99	35.94	29.76	35.82	43.75	63.10	61.19
All Grades	11.86	8.29	3.88	45.36	40.55	42.23	42.78	51.15	53.88

2019-20 Data:

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

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	7.02	12.68	4.62	54.39	56.34	53.85	38.60	30.99	41.54
Grade 4	12.33	6.45	4.05	54.79	46.77	56.76	32.88	46.77	39.19
Grade 5	12.50	7.14	2.99	45.31	34.52	49.25	42.19	58.33	47.76
All Grades	10.82	8.76	3.88	51.55	45.16	53.40	37.63	46.08	42.72

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. According to our math data for 20/21, overall student achievement indicated that the percentage of students not meeting the standard increased.
2. In the 20/21 school year, overall the students' ability to demonstrate the ability to support mathematical conclusions indicated that over 50% have met or nearly met the standard.
3. According to our math data for 20/21, when applying mathematical concepts and procedures, there was an increase in the percentage of students who scored at or near the standard.

# School and Student Performance Data

## ELPAC Results

<b>ELPAC Summative Assessment Data</b> <b>Number of Students and Mean Scale Scores for All Students</b>												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1427.4	1432.9	1395.9	1439.6	1451.9	1411.4	1398.7	1388.4	1359.4	45	27	31
<b>1</b>	1471.6	1456.8	1394.4	1465.1	1458.3	1427.3	1477.6	1454.9	1361.0	26	29	25
<b>2</b>	1498.7	1490.0	1455.7	1491.9	1491.1	1458.2	1505.2	1488.6	1452.4	35	15	15
<b>3</b>	1475.2	1498.8	1484.9	1468.3	1505.3	1485.4	1481.5	1491.7	1484.0	28	23	24
<b>4</b>	1520.7	1515.6	1489.5	1512.0	1515.4	1493.7	1528.8	1515.1	1484.8	28	27	26
<b>5</b>	1527.9	1542.5	1518.9	1531.6	1547.2	1534.2	1523.8	1537.4	1503.3	20	31	19
<b>All Grades</b>										182	152	140

### 2019-20 Data:

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

<b>Overall Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	31.11	11.11	3.23	37.78	44.44	22.58	*	40.74	41.94	*	3.70	32.26	45	27	31
<b>1</b>	42.31	10.34	0.00	*	37.93	12.00	*	37.93	32.00	*	13.79	56.00	26	29	25
<b>2</b>	57.14	20.00	0.00	*	33.33	40.00	*	46.67	33.33		0.00	26.67	35	15	15
<b>3</b>	*	4.35	8.33	*	52.17	41.67	*	43.48	33.33	*	0.00	16.67	28	23	24
<b>4</b>	*	18.52	0.00	46.43	44.44	53.85	*	25.93	26.92	*	11.11	19.23	28	27	26
<b>5</b>	*	54.84	31.58	55.00	22.58	31.58	*	12.90	26.32		9.68	10.53	20	31	19
<b>All Grades</b>	35.71	21.05	6.43	37.91	38.82	32.86	18.13	32.89	32.86	8.24	7.24	27.86	182	152	140

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	51.11	22.22	3.23	*	55.56	35.48	*	18.52	38.71	*	3.70	22.58	45	27	31
<b>1</b>	53.85	13.79	12.00	*	44.83	16.00	*	34.48	48.00	*	6.90	24.00	26	29	25
<b>2</b>	62.86	20.00	13.33	*	73.33	40.00	*	6.67	13.33	*	0.00	33.33	35	15	15
<b>3</b>	*	34.78	25.00	*	52.17	50.00	*	8.70	16.67	*	4.35	8.33	28	23	24
<b>4</b>	60.71	37.04	26.92	*	48.15	34.62	*	7.41	30.77	*	7.41	7.69	28	27	26
<b>5</b>	60.00	67.74	52.63	*	16.13	36.84	*	12.90	5.26		3.23	5.26	20	31	19
<b>All Grades</b>	53.85	34.21	20.71	24.73	45.39	35.00	12.64	15.79	27.86	8.79	4.61	16.43	182	152	140

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	3.70	3.23	*	14.81	12.90	44.44	74.07	45.16	*	7.41	38.71	45	27	31
<b>1</b>	42.31	10.34	4.00	*	24.14	12.00	*	41.38	12.00	*	24.14	72.00	26	29	25
<b>2</b>	48.57	13.33	6.67	*	33.33	26.67	*	46.67	33.33	*	6.67	33.33	35	15	15
<b>3</b>	*	4.35	4.17	*	17.39	25.00	*	65.22	45.83	42.86	13.04	25.00	28	23	24
<b>4</b>	*	11.11	0.00	*	29.63	11.54	*	44.44	42.31	*	14.81	46.15	28	27	26
<b>5</b>	*	16.13	5.26	55.00	35.48	5.26	*	35.48	73.68	*	12.90	15.79	20	31	19
<b>All Grades</b>	24.73	9.87	3.57	29.12	25.66	15.00	28.57	50.66	41.43	17.58	13.82	40.00	182	152	140

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	60.00	14.81	6.45	28.89	77.78	80.65	*	7.41	12.90	45	27	31
<b>1</b>	69.23	20.69	20.00	*	72.41	60.00	*	6.90	20.00	26	29	25
<b>2</b>	71.43	13.33	20.00	*	80.00	60.00		6.67	20.00	35	15	15
<b>3</b>	*	8.70	20.83	60.71	86.96	62.50	*	4.35	16.67	28	23	24
<b>4</b>	53.57	29.63	30.77	39.29	62.96	65.38	*	7.41	3.85	28	27	26
<b>5</b>	55.00	25.81	36.84	*	64.52	42.11		9.68	21.05	20	31	19
<b>All Grades</b>	55.49	19.74	21.43	36.81	73.03	63.57	7.69	7.24	15.00	182	152	140

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	40.00	29.63	3.23	42.22	62.96	58.06	*	7.41	38.71	45	27	31
<b>1</b>	42.31	3.45	4.00	50.00	86.21	60.00	*	10.34	36.00	26	29	25
<b>2</b>	51.43	46.67	13.33	45.71	53.33	60.00	*	0.00	26.67	35	15	15
<b>3</b>	*	69.57	54.17	46.43	30.43	37.50	*	0.00	8.33	28	23	24
<b>4</b>	60.71	59.26	42.31	*	33.33	46.15	*	7.41	11.54	28	27	26
<b>5</b>	80.00	80.65	78.95	*	9.68	15.79		9.68	5.26	20	31	19
<b>All Grades</b>	49.45	48.03	30.71	41.21	45.39	47.14	9.34	6.58	22.14	182	152	140

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	3.70	3.23	73.33	70.37	54.84	*	25.93	41.94	45	27	31
<b>1</b>	53.85	20.69	4.00	*	48.28	24.00	*	31.03	72.00	26	29	25
<b>2</b>	57.14	6.67	13.33	34.29	86.67	60.00	*	6.67	26.67	35	15	15
<b>3</b>	*	8.70	0.00	50.00	56.52	62.50	46.43	34.78	37.50	28	23	24
<b>4</b>	*	7.41	0.00	60.71	62.96	53.85	*	29.63	46.15	28	27	26
<b>5</b>	*	29.03	10.53	60.00	58.06	63.16	*	12.90	26.32	20	31	19
<b>All Grades</b>	26.92	13.82	4.29	52.75	61.84	52.14	20.33	24.34	43.57	182	152	140

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	57.78	48.15	16.13	24.44	33.33	41.94	*	18.52	41.94	45	27	31
<b>1</b>	*	6.90	4.00	61.54	86.21	36.00	*	6.90	60.00	26	29	25
<b>2</b>	37.14	13.33	0.00	62.86	86.67	66.67		0.00	33.33	35	15	15
<b>3</b>	*	0.00	8.33	75.00	95.65	70.83	*	4.35	20.83	28	23	24
<b>4</b>	42.86	11.11	3.85	50.00	66.67	57.69	*	22.22	38.46	28	27	26
<b>5</b>	*	19.35	0.00	65.00	70.97	84.21		9.68	15.79	20	31	19
<b>All Grades</b>	37.91	17.11	6.43	53.30	71.71	57.14	8.79	11.18	36.43	182	152	140

2019-20 Data:

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

**Conclusions based on this data:**

1. The number of students who scored in Overall Language as a Level 1 greatly increased from 17-18 to 20-21
2. The total number of students assessed decreased between 17/18 and 20/21
3. In 20/21 30.71 % of our students were well developed in the speaking domain and 47.14 were in what somewhat/moderately in the speaking domain.



# 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
450	66.9	30.7	0.7
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	138	30.7
Foster Youth	3	0.7
Homeless	12	2.7
Socioeconomically Disadvantaged	301	66.9
Students with Disabilities	85	18.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	4.0
American Indian or Alaska Native		
Asian	43	9.6
Filipino	19	4.2
Hispanic	293	65.1
Two or More Races	15	3.3
Native Hawaiian or Pacific Islander	8	1.8
White	54	12.0

### Conclusions based on this data:

1. According to the data our total enrollment for 2020-2021 is 450 students and 66.9% are socioeconomically disadvantaged.

2. Our school student population is made up of 293 Hispanic students and 30.7% of our students are English Learners.
3. The student population at MES includes 18.9% of students with disabilities

## 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

##### English Language Arts



Orange

##### Mathematics



Orange

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Green

#### Conclusions based on this data:

1. Fall 2019 data is the most current information available. Our overall data shows that we have no groups in red.
2. Our English Language Arts and Mathematics are in orange.
3. Our chronic absenteeism is in yellow and our suspension rate is green.

# School and Student Performance Data

## Academic Performance English Language Arts

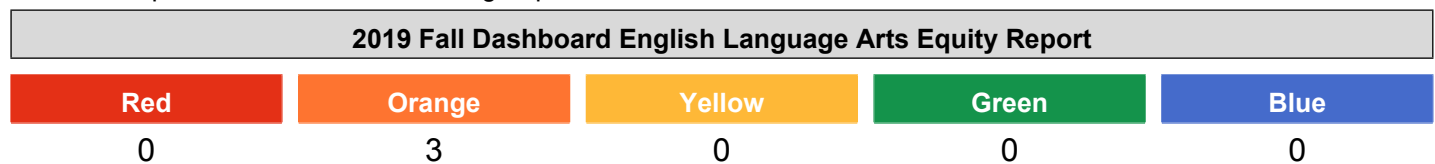
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 41.5 points below standard Declined Significantly -22.3 points 195	 Orange 39.6 points below standard Declined Significantly -18.5 points 104	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 51 points below standard Declined Significantly -22.2 points 151	 No Performance Color 111.3 points below standard Declined -13.7 points 45

### 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 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 13.7 points below standard Declined -12.5 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 48.3 points below standard Declined Significantly -19.5 points 127	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 45.6 points below standard Declined Significantly -35.4 points 24

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
66.6 points below standard Declined Significantly -23.6 points 71	18.5 points above standard Declined Significantly -16 points 33	45.2 points below standard Declined Significantly -27.1 points 90

#### Conclusions based on this data:

1. Fall 2019 is the most current data available. We have no groups in the red.
2. Five of our students groups have no performance color. They all have less than 11 students in the group.
3. All of our student groups fell below standards in English Language Arts.

# School and Student Performance Data

## Academic Performance Mathematics

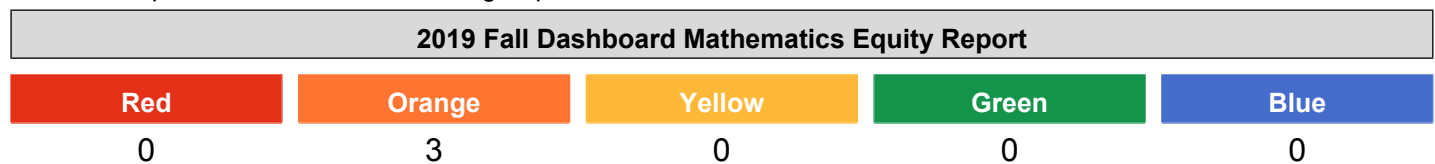
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 58.4 points below standard Declined -12.3 points 194	<b>English Learners</b>  Orange 51.7 points below standard Declined -4.9 points 103	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Socioeconomically Disadvantaged</b>  Orange 64.8 points below standard Declined -9.2 points 150	<b>Students with Disabilities</b>  No Performance Color 125.7 points below standard Declined Significantly -16.9 points 44

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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color 20.1 points below standard Increased ++4.8 points 18	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<b>Hispanic</b>  Orange 62.8 points below standard Declined -8.4 points 126	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>White</b>  No Performance Color 67 points below standard Declined Significantly -53 points 24

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

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

<b>Current English Learner</b> 72.2 points below standard Declined -7.4 points 70	<b>Reclassified English Learners</b> 8.2 points below standard Declined -8.9 points 33	<b>English Only</b> 67.3 points below standard Declined Significantly -21 points 90
--------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------

#### Conclusions based on this data:

1. 2019 Fall data is the most current data available. None of our subgroups were in the red.
2. Five of our subgroups have no performance color. They all have less than 11 students.
3. All student subgroups fell in the orange.

# School and Student Performance Data

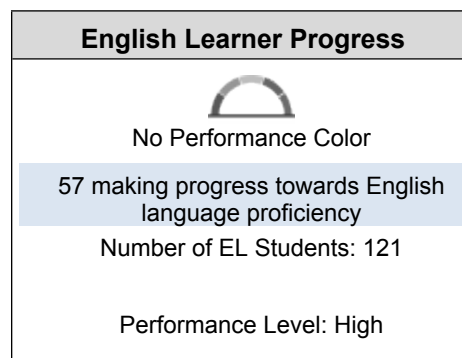
## Academic Performance English Learner Progress

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
15.7	27.2	4.9	52.0

#### Conclusions based on this data:

1. 2019 Fall data is the most current data available. According to the data, 52% of our English Learners progressed at least one ELPI level.
2. We have 121 EL Students.
3. 15.7% of students decreased one ELPI level.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

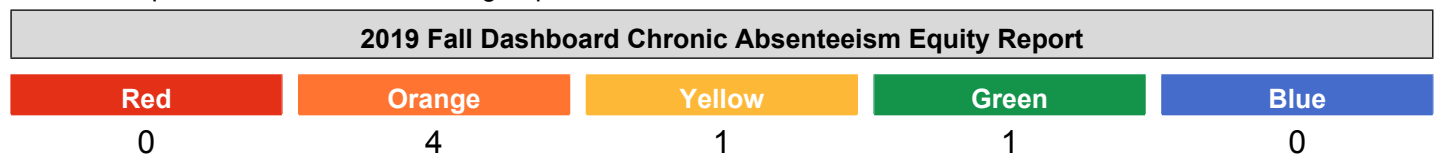
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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		
<b>All Students</b>  Yellow 15.8 Declined -1 487	<b>English Learners</b>  Orange 13.8 Increased +2.1 196	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Socioeconomically Disadvantaged</b>  Orange 16.7 Increased +0.8 353	<b>Students with Disabilities</b>  Yellow 18.4 Declined -1.3 103

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color <div>21.7</div> Increased +1.7 <div>23</div>	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>1</div>	<b>Asian</b>  Green <div>4.8</div> Declined -3.6 <div>42</div>	<b>Filipino</b>  No Performance Color <div>4.8</div> <div>21</div>
<b>Hispanic</b>  Orange <div>16.8</div> Increased +0.8 <div>298</div>	<b>Two or More Races</b>  No Performance Color <div>12.5</div> Declined -11.5 <div>24</div>	<b>Pacific Islander</b>  No Performance Color <div>45.5</div> Declined -31.5 <div>11</div>	<b>White</b>  Orange <div>14.9</div> Increased +3.3 <div>67</div>

### Conclusions based on this data:

- 2019 Fall data is the most current data available. According to the data all students fell in the yellow.
- Three of our subgroups show no performance color. They have less than 11 students in the group.
- Our Asian students fell in the green and students with disabilities are yellow.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

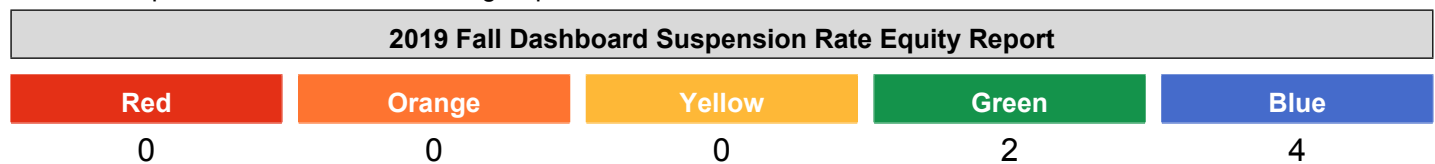
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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		
<b>All Students</b>  Green 0.6 Declined -0.9 513	<b>English Learners</b>  Blue 0 Maintained 0 203	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 5
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 8	<b>Socioeconomically Disadvantaged</b>  Blue 0.5 Declined Significantly -1.2 366	<b>Students with Disabilities</b>  Green 1.9 Declined -3 108

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

<b>African American</b>  No Performance Color 0 Maintained 0 26	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  Blue 0 Maintained 0 47	<b>Filipino</b>  No Performance Color 0 Maintained 0 22
<b>Hispanic</b>  Green 1 Maintained -0.1 312	<b>Two or More Races</b>  No Performance Color 0 Declined -4 24	<b>Pacific Islander</b>  No Performance Color 0 Declined -7.7 12	<b>White</b>  Blue 0 Declined -3 69

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.4	0.6

#### Conclusions based on this data:

1. 2019 Fall data is the most current data available. There are no subgroups in the red.
2. Our total student population is in the green.
3. Our English Learners and socioeconomically disadvantage students are in the blue.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups through accelerated learning and tiered supports.

## Goal 1

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups through accelerated learning and tiered supports.

## Identified Need

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their individual career paths. Academic performance in the area of Language Arts is an issue based on our needs assessment. More than 50% of our 3rd through 5th grade students are performing below standards. The Dashboard data shows that 39% of our English Learners are scoring as a level 3 or level 4. We need to increase the number of English Language Learners and English only students that are performing at grade level in all content areas. The students of today are markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers need to continue to have the training, support and time to implement shifts in instructional practices in order to best support the needs of our students. We need to continue to focus on English language arts and mathematics instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP in the area of English Language Arts	54.59% performed at the below Standard Level, 21.26% met or exceeded the Standard.	The percent of students meeting the standard will increase by 2%.
CAASPP in the area of Mathematics	62.14% performed at the below Standard Level, 10.68% met or exceeded the Standard.	The percent of students meeting the standard will increase by 2%
ELPAC Data in the area of English Language Development	39.29% of our English learners scored as a level 3 or level 4	Increase our reclassification level by 2% annually.

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

## Strategy/Activity 1

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

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

All Students

## Strategy/Activity

All teachers will meet weekly in Professional Learning Communities using an agenda, norms, and groups roles to discuss student performance. Teachers will identify students that need targeted support through on-site interventions by the classroom teacher and grade level team (Tier 1 and 2). During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards and design common formative assessments.

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

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

Amount(s)

Source(s)

None Specified

### **Strategy/Activity 2**

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

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

English Learners

Strategy/Activity

Provide four paraprofessionals to support English Learners by providing designated English Language Development . (Targeted EL, SES, FY Funding) (include possible salary increase)

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

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

Amount(s)

Source(s)

47902.00

Title I

1677.00

Title I

### **Strategy/Activity 3**

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

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

English Learners

Strategy/Activity

Provide one paraprofessional to support English Learners in small groups in and out of the classroom. She will work on English language arts and mathematics. She will organize all ELD paperwork and assessments. (include possible salary increase)

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

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

Amount(s)

Source(s)

32956.00	LCFF - Supplemental
10099.00	LCFF - Supplemental
1438.00	LCFF - Supplemental

#### Strategy/Activity 4

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

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

T-K -5th grade

##### Strategy/Activity

Provide Accelerated Reader, Library Support and books, Student Planners and Agendas, and supplemental classroom supplies for at-risk students, field trips (including transportation); Artist In Residence.

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

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

Amount(s)	Source(s)
20,131.00	Title I
600.00	LCFF

#### Strategy/Activity 5

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

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

All Students

##### Strategy/Activity

Provide teacher release time and subs for team coaching and classroom observations.

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

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

Amount(s)	Source(s)
6500.00	Title I

#### Strategy/Activity 6

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

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

All Students

##### Strategy/Activity

Provide teacher resources, materials and supplies for the instructional program, such as writing and science journals. Also includes color copies and laminating. This includes a classroom budget of \$13.00 per student and copy budget.

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

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

Amount(s)	Source(s)
10,220.00	Title I
2,100.00	LCFF - Supplemental
1500.00	LCFF

### **Strategy/Activity 7**

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

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

All Students

#### **Strategy/Activity**

Engage parents in activities that will help them to better support their children in the area of English Language Arts, Mathematics, English Language Development and Integrated STEM. Activities such as Science nights, Math nights and Literacy nights.

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

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

Amount(s)	Source(s)
500.00	Title I

### **Strategy/Activity 8**

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

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

All Students

#### **Strategy/Activity**

Purchase replacement and new technology to support teaching and learning through the implementation of California State Standards. Replace light bulbs for projectors and computer software. Also replace document cameras and projectors as needed.

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

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

Amount(s)	Source(s)
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1,000.00	Title I
1,000.00	LCFF

## Strategy/Activity 9

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

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

All Students

### Strategy/Activity

Provide Professional Development for teachers in the areas of Response to Intervention(RTI) and Professional Learning Communities (PLC), as well as various teaching strategies.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6500.00	Title I

## Strategy/Activity 10

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

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

All Students

### Strategy/Activity

Provide teachers and/or paras for afterschool intervention

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

# Annual Review

## SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Each of the above strategies and services were successfully implemented for the 2020-21 school year, with the exception of parent math/literacy nights. Our school staff continues to work in their professional learning communities to analyze data and plan interventions. Based on our last available CAASPP results, our students need more focused instruction in mathematics, English language arts and English language development. According to our scores on the Dashboard more than 50% of our students are scoring below grade level on math and language arts. We incorporated interventions afterschool during the third trimester. We will continue to offer this for students who need it but will begin earlier in the year in order to provide small group intervention to more students after school.

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

Due to limitations of COVID-19, we were not able to attend a PLC or RTI conference as we had anticipated. As a result, we did not spend as much money as we had allocated for strategy nine. We do plan on attending conferences in the 2022-2023 school year. We also were not able to implement parent nights and therefore did not spend that allocated money.

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

The goal to prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups was our focus in 2021-22. This goal will continue to be our priority in the 2022-23 school year. We will be implementing small group intervention afterschool earlier in the school year in order to meet the needs of more students. We will also be sending teachers to PLC and RTI conferences during the 2022-2023 school year in order to learn and engage in the PLC process as well as tiered systems of support. The goal is to have these teachers bring back what they learn and provide some professional development with other teachers at ERWs. We also plan to implement our family nights as we feel this builds a bridge between home and school.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

## Goal 2

Provide a safe and equitable learning environment for all students and staff.

## Identified Need

To ensure that we are providing a safe and equitable learning environment that includes decreasing chronic absenteeism, suspension rates and increasing parent involvement. Student attendance is an important factor in student achievement. Our absences have increased over the past two years. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absences reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism- Overall	89.23% of students were present on instructional days they were enrolled during 2021-2022 school year	Increase attendance rate by 3% Annually based on ADA reports
Suspension Rate-Overall	2.3% of students were suspended at least 1 day during the 2021-2022 school year	Decrease suspension rate by 1% annually based on Aeries Discipline Dashboard

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

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

Highlight the importance of attendance on Facebook, in newsletters throughout the year and discuss with parent groups, attendance assemblies and School Site Council meetings. Continue to discuss attendance data in staff meetings. Include office supplies to support the academic program.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	LCFF

**Strategy/Activity 2**

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

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

All
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**Strategy/Activity**

Provide Social Emotional Learning programs such as Second Step as well as assemblies that focus on anti-bullying, Character Counts, Social Media, etc.
--------------------------------------------------------------------------------------------------------------------------------------------------------

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2500.00	Title I

**Strategy/Activity 3**

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

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

All
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**Strategy/Activity**

Provide Conflict Managers to monitor and support students during all recesses. Conflict managers are able to make relationships with younger students and engage them in physical activities, such as jump rope and four square.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 4**

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

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

Students identified as chronically absent.
--------------------------------------------

**Strategy/Activity**

Continue to send SARB and SART letters and meet with parents to reverse our decline in attendance. Offer support services for students and families with regards to attendance from our District-provided counselor.

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

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

Amount(s)

0

Source(s)

#### **Strategy/Activity 5**

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

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

All

Strategy/Activity

Continue meeting with our staff to discuss and create strategies to encourage students to come to school and arrive on time.

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

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

Amount(s)

0

Source(s)

#### **Strategy/Activity 6**

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

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

All

Strategy/Activity

Continue to invite parents to school related events. Offer parent education workshops to increase knowledge and capacity for parents in regards to their child's education. Information will be distributed to our parents via email, news letters, Remind app, and our phone messaging system. Parents will be involved in decision making through School Site Site Council, DELAC and the District Title 1 meetings. Translate materials and provide interpreters to makes phone calls and assist at events/ meetings when needed or requested. Postage and copies/Copier maintenance included.

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

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

Amount(s)

Source(s)

9316.00	LCFF
896.00	LCFF - Supplemental
2000.00	Title I

## Strategy/Activity 7

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

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

All

### Strategy/Activity

Provide a counselor 5 days a week for students that are in need of mental health support.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Truancy prevention continues to be an area of need as we did not meet our intended outcomes. Our attendance rate for the 2021-2022 school year was 89.23%. This number was impacted by COVID-19 as many students were absent due to illness. Our suspension rate was 2.3%, meaning 10 students out of 424 were suspended at least one day. Due to COVID-19, we did not have assemblies during the 2021-2022 school year. We will have assemblies again in the 2022-2023 school year. An analysis of the data and conversations with staff indicated a continued need for targeted strategies to increase attendance rates for all students groups. Communication with parents and stakeholders has become much more frequent using our different medias. We did mail home truancy notices throughout the year and while we did meet with some parents regarding attendance, we would like to increase the number of families reached We will continue to use multiple platforms to reach our families with information regarding absenteeism. Overall, our strategies for creating a safe and equitable environment have been successful.

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

We budgeted money for Boys and Girls Club support and did not implement this strategy. That money will be used elsewhere for the 2022-2023 school year.

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.

In the 2021-2022 school year we allocated money for a teacher and library tech to support Boys and Girls Club. This action was not implemented and is being removed as strategy for the 2022-2023 SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal #1

## Goal 3

Prepare all students to meet grade level standards in the areas of Life Sciences, Physical Sciences, and Earth and Space Sciences.

## Identified Need

With our focus on STEM, we have found academic performance in the area of natural sciences to be an issue based on our needs assessment. At least half of our 5th grade students are performing 'below standards' in Life Science, Physical Sciences, and Earth and Space Sciences, as reported on the CAST assessment. The last available data is from the 2019 CAST Assessment due to COVID-19.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Life Sciences portion of the CAST Assessment	64.18% performed at the Below Standard level, 32.84% performed at the Near Standard level	Increase performance at the Near Standard level by 10%
CA Dashboard Physical Sciences portion of the CAST Assessment	58.21% performed at the Below Standard level, 37.21% performed at the Near Standard level	Increase performance at the Near Standard level by 10%
CA Dashboard Earth and Space Sciences portion of the CAST Assessment	56.72% performed at the Below Standard level, 41.79% performed at the Near Standard level	Increase performance at the Near Standard level by 10%

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Designate weekly times for science instruction at each grade level which is student-centered and aligned to NGSS and Common Core State Standards and regularly incorporate informational science text into EL and ELA instruction.



**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide Professional Development for teachers in STEM strategies from both outside organizations as well as our site STEM Leaders. Includes materials for trainings.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

3477.00

Title I

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Include targeted discussions and review of specific student data, during PLC times, related to science instruction and student performance, one time per month. Additionally, we will use data gathered from our site's STEM Implementation Team's monthly walkthroughs to share with the PLC teams.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

None Specified

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

All students.

### Strategy/Activity

Focus on science instruction monthly with the teacher Leadership Committee throughout the school year. Leadership team will meet during the school year, review data from observed science instructional practices aligned to our Rigor, Relevance, and Engagement rubrics to address trends, needs, and plan future professional development and support for three dimensional learning: Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts working directly with support from TUSD's Professional Learning and Curriculum Department staff.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

### Strategy/Activity 5

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

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

All Students

### Strategy/Activity

Provide teacher release time for collaboration and planning of STEM curriculum and activities, as well as observations

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4860.00

Title I

### Strategy/Activity 6

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

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

All students

### Strategy/Activity

Our site's STEM ILT will look at science data collected from walkthroughs, aligned to the Rigor, Relevance, and Engagement Rubrics, to share with teachers, PLC teams, and Leadership to help develop and design targeted professional development needs to support our staff's and students' needs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Based on our 2020-2021 CAST results, the number of students achieving above or near the standard decreased. Through observations of classrooms and observations of PLC and STEM Planning time, all strategies listed above were implemented. Teachers were observed using strategies and lessons in classrooms during instructional walkthroughs. Additional STEM materials were purchased and students were given opportunities to explore STEM activities using these supplies and materials.

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

Based on our monthly STEM Leadership team and data collected using our Rigor, Relevance, and Engagement rubrics for our walk-throughs, we have seen science instruction being implemented this past school year on a more consistent basis. We have had ongoing professional development using sense making notebooks, science talks, and 5E lesson designs this past year, but would like to continue building upon this work this coming school year as we have seen an increase in positive growth mindsets, as our students view themselves talking and thinking like scientists and engineers. We have not fully planned and implemented the integration of technology to support students' critical thinking, communication, collaboration, and creativity skills necessary for STEM integration, so we are making this a targeted focus for the upcoming school year.

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.

Based on reflection of the data, our expected outcome for CAST testing has been changed from 15% increase annually, to 10% annually as students did not make any progress in this area. All strategies will remain the same for the 2022-2023 school year so we can measure growth and effectiveness in those areas.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$160,139
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$170,172.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$107,267.00

Subtotal of additional federal funds included for this school: \$107,267.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$15,416.00
LCFF - Supplemental	\$47,489.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$62,905.00

Total of federal, state, and/or local funds for this school: \$170,172.00

# School Site Council Membership

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

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

Name of Members	Role
Shannon Bancroft	Principal
Tommy Webb	Classroom Teacher
Emily DiGiulio	Classroom Teacher
Danielle Faasisila	Classroom Teacher
Barbara Moser	Other School Staff
Ashley Fisher	Other School Staff
Kari Potter	Parent or Community Member
Thamara Ruiz Rocha	Parent or Community Member
Brie Gomez	Parent or Community Member
Mariza Mora	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 05/10/2022.

Attested:



Principal, Shannon Bancroft on May 10, 2022



SSC Chairperson, Ashley Fisher on May 10, 2022

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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



# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019