

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
A.J Dorsa Elementary School	43-69369-6046114	May 18, 2020	June 25, 2020

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

This plan outlines A.J. Dorsa's goals, key actions, and allotted resources for the 2020-21 school year.

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.

A.J. Dorsa's SPSA addresses the identified areas of student achievement need, goals, and allotment of resources in accordance with ESSA and LCFF/LCAP. Input has been gathered from school staff, students, and parents/ families to inform the content of this plan. As a school community, we will harness our efforts around our academic priorities (ELA and Math), with an emphasis on subgroups that need additional support (English Learners, primarily, as well as Hispanic/Latino and Socioeconomically Disadvantaged students). Focus will also be placed on our work to increase the school culture conducive for learning, and establish a program responsive to students' social-emotional needs.

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).

Our areas of focus for this school year are based on an in-depth data analysis and needs assessment which included teachers, parents, and students.

Teacher input indicates a desire to continue the strong work done in ELA/ Reading as well as receive support with instructional practices in establishing a clear understanding of proficiency of the Common Core State Standards (in Math), and scaffolding instruction for English Learners in both English Language Arts and Math, as well as English Language Development (with an emphasis on Listening and Speaking). Professional Development and Grade Level Collaboration (guided by the Principal and Teacher Leaders) will focus on strategies for English Learners, ELD, Mathematical Practices, and small group instruction.

We are extremely happy with the results of our parent input. Parent satisfaction in our overall program continues to increase in all areas, per the LCAP Survey. LCAP Survey data indicated 100% parent sense of belonging to school; something that affirms staff efforts to ensure our students and families are respected, heard, and supported.

Parent input also indicates a strong desire for increased family/community events, as well as a more comprehensive safety program (with a particular request to monitor student drop-off/pick-up for speeding cars, etc.). Additionally, parents requested that we continue after-school interventions for students not yet meeting grade-level standard, and that we make mandatory parent participation and workshops.

We are very proud of the participation of our parents and families within the Dorsa community. This is a strong and highly valued focus area for our school. Parent Coffees are held monthly and are used as an open forum for parents to express their thoughts, give suggestions, and share concerns. We also conduct School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings in alignment with the District Advisory Council (DAC) and the District English Learner Advisory Committee (DELAC).

Students surveyed (in 2018-19) indicate an increased sense of climate of support for student learning, sense of belonging, and sense of self-efficacy. Survey results, however, do indicate a need to support students in developing stronger growth mindsets, strategies and language to describe their feelings appropriately, social-emotional peer relationships skills, and clarity about school expectations.

We utilize a variety of data/ data management systems to inform our review of quantitative data: Data Zone, CAASPP, Benchmark Advance Leveled Screener, Illuminate, EnVision Math, i-Ready, Reading A-Z, E-school Plus, and ELPAC. Collectively, these data sources provide information about each student around academic progress, attendance, behavior/discipline, and other factors related to students' social-emotional well-being. They also allow for disaggregation across a variety of factors, further supporting staff to identify and address equity needs.

Classroom Observations

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

Classroom Walkthroughs are conducted by the Principal. The Walkthroughs are used to monitor implementation of the instructional areas of focus and to inform future professional learning.

Teachers have curriculum in both English Language Arts (ELA) and Math, adopted by the district. EnVision Math is entering its sixth year of adoption/implementation. Benchmark Advance (ELA and ELD) is beginning its fifth year of adoption/implementation. Additional programs are used to supplement the adopted curriculum- Levered Math, Guided Reading, etc.

The overall trends found through these Classroom Walkthroughs indicate intentionality by teachers in setting up routines that will support student learning throughout the year. Implementation of district-adopted curriculum varies among grade levels, depending on teachers' experience and understanding of the programs. Teachers have worked hard to set up structures to support small group instruction throughout the school. There is a need to create consistency in the use of

strategies that support English Learners' access to content, participation within lessons, and ultimately their understanding of a skill/concept and ability to articulate such understanding in a variety of ways. Teachers have asked for professional development in techniques/structures that support Integrated ELD, Designated ELD, and the backwards mapping process with an emphasis on Math. Such needs will be addressed through Professional Development, Grade Level Collaboration, Peer Coaching (as an option), and the Instructional Leadership Team who consistently monitors our Theory of Action (ToA) and Professional Learning Plan (PLP).

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)

Dorsa Elementary School follows a data-driven cycle of inquiry for school improvement. Student achievement is carefully monitored by readily available data to all teachers from district adopted data management systems: iReady-Mathematics and English Language Arts, Benchmark-ELA/ELD, EnVision Mathematics, Data Zone, and Illuminate. These systems are easily accessible, and simple to use, allowing teachers to access their students' performance data, to be compared with school-wide, grade level, district, state and national data. This data allows teachers to provide differentiated instruction that is responsive to students' needs. These systems allow Administration to assess curriculum implementation and effectiveness, and support intervention programs. In addition, the various data systems contain student-referenced criterion, ELPAC, standards-based test performance, and Benchmark Assessments. The eSchools platform contains suspensions, (School Study Team) SST SDC/RSP referrals, and attendance data that affects the whole child. We use assessment data from our District Assessment Plan which includes assessment via iReady, student writing assessments, Lexile Levels and Performance Task Assignments. We conduct an in-depth analysis of gaps for our students through Grade-Level Collaboration. The Professional Development focus for this year will be aligned to our Theory of Action and Professional Learning Plan. The Professional Learning Plan outlines implementation of our focus areas via staff meetings, professional development, collaboration, leadership team meetings, and parent/community meetings.

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

Teachers at Dorsa Elementary School use a variety of assessment tools to monitor student progress and inform instruction that includes:

- ELPAC Initial and Summative
- Envision Curriculum Mathematics Assessments
- Benchmark Leveled Screener and Lexile Reading Levels
- Performance Tasks/ Writing Benchmarks
- iReady Diagnostic (in Math and Reading)
- Imagine Language & Literacy Program/Platform

Teachers at Dorsa Elementary School meet regularly during Grade-Level Collaboration. During this time they analyze data and use such analyses to identify implications for instruction. Teachers use data to monitor student progress on assessments and modify instruction. The Instructional Leadership Team conducts the Results Oriented Cycle of Inquiry (ROCI), in order to develop SMART goals and specific action plans to target specific students. Collaboration topics include planning for small-group instruction, backwards mapping of ELA/Math, and collaboration with City Year. All students have Board-approved standards-based curriculum materials in all subject areas, as evidenced by our school-wide textbook inventory, and compliance with the Williams Act.

The school's Instructional Leadership Team is comprised of one teacher per grade level (including Special Education), Instructional Coach, City Year Impact Manager, and Principal. The ILT meets monthly to review the School's Plan or Theory of Action (TOA) and to plan for Professional Development and Grade Level Collaboration. ILT members work with their Grade Level Teams to evaluate student progress, goal attainment, plan interventions, and make necessary recommendations to the rest of the staff, and the School Site Council. The Leadership Team is in charge of assessing needs, working with grade-level mates to engage in cycles of inquiry, as well as provide input and/or co-facilitate professional development.

The school's School Culture Team is comprised of members representing both Certificated and Classified staff. The team meets once a month to engage in learning of best practices around school culture. Additionally, a sub-set of the team is involved in Positive Behavior Intervention System (PBIS) training.

Dorsa has a strong parent leadership component which includes: Parent Leadership, ELAC, and SSC. These Councils and Committees are actively engaged in the process of analyzing data, monitoring the site's budget, revising the School Plan, and seeking out partnerships to foster additional learning opportunities for students. Dorsa Elementary School communicates with parents through regular Parent Coffee Meetings with the Principal, monthly newsletters, ParentSquare (online communication platform), as well as through our online Dorsa School page on the district website. Parents/guardians are very active as volunteers at the site and play an integral part in the development of the school climate. Dorsa has a Community Center on campus, as part of a shared initiative with the local Neighborhood Association, which is funded by the San Jose City Council. The center is used by our parent volunteers, by our numerous local partners who provide parenting classes, workshops to our families, and classes for our students. Some of our Community Partners include City Year, YMCA, Alum Rock Counseling Center, Bay Area Women's Sports Initiative (BAWSI), Grail Family Services, Santa Clara Dept. of Public Health (Nutrition Ed), Boys and Girl Scouts, and the Second Harvest Food Bank, which assists in increasing student participation in school breakfast and providing food assistance to our community.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified at Dorsa Elementary School.

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

Teachers are trained in the curriculum and key instructional practices to support our students. Teachers and administrator attend various professional development opportunities, conferences, seminars, and workshops designed to increase knowledge base with a growth mindset.

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

All Professional Development topics are aligned with Dorsa Elementary School's Theory of Action (ToA) for this school year. Identified professional development needs are outlined in the Professional Learning Plan (PLP), and are based on a thorough review of student achievement data. The focus for this year is in the area of ELD, Grade Level Common Core Standards with a focus on Math (Backward Planning), and Social Emotional Learning.

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

Teaching staff has several levels of Professional Learning: Grade-Level Collaboration teams that meet regularly to review local grade-level data and plan lessons, an Instructional Leadership Team who is focused on monitoring implementation of our Theory of Action and aligning cycles of inquiry within Grade-Level Teams, and Professional Development. Dorsa staff meets approximately every week in Staff Meetings, Grade-Level Collaboration, and Professional Development focused on student achievement progress.

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

Every teacher is a member of a grade-level team that meets collaboratively to engage in cycles of inquiry. Opportunities for collaboration occur frequently within staff meetings, Thursday minimum days, and grade-level release. Each grade-level team has a representative on the Instructional Leadership Team. This allows for a strong feedback loop between teachers, grade-level teams, and the Instructional Leadership Team.

Teaching and Learning

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

Dorsa Elementary School follows state-mandated instructional minutes, uses standards-based instructional materials in all subject areas, and paces instruction accordingly referencing District Curriculum Maps.

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

Dorsa Elementary School's Instructional Minutes meet all State and Local mandates.

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

Grade-levels plan together in order to engage in backward planning, based on Understanding By Design's Framework. Each grade-level determines leveled groupings of students in order to specifically target appropriate interventions.

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

All District-provided curriculum is CCSS-based. Instructional materials are provided to all students in compliance with the Williams Act.

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 District-provided curriculum is State Board of Education approved.

Opportunity and Equal Educational Access

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

Students are flexibly grouped for targeted instruction, based on the analysis of student achievement data. Teachers meet with small groups everyday in order to provide individualized, differentiated instruction. In addition, a total of 8 City Year Corps Members provide individualized tutoring services to students who need additional support. We also have dedicated teachers who provide instruction via our Resource Specialist Program, Special Day Class, and Speech Program for students who have identified learning needs in these areas.

Evidence-based educational practices to raise student achievement

Dorsa uses best practices raise student achievement. Curriculum is based on a Balanced Literacy Framework that ensures students are supported to become strong readers, writers, and thinkers. The Understanding By Design Framework is used to backward plan units as grade levels. Jan Richardson's Framework for Guided Reading is utilized to inform small group reading instruction. A variety of strategies are employed to support language development. Staff uses Positive Behavior Intervention Support Systems which keep students positively motivated to be learners and on-task. Every teacher is also conducting small group reading intervention daily. City Year is pushing into classrooms to work with small groups.

Parental Engagement

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

Dorsa school provides a wide-range of district and community resources available to assist students and to support families, including:

- City Year – during the first teaching shift and after-school during Extended Learning Time; focusing on tutoring and homework support
- Student Study Team (SST) to address academic and behavioral needs
- School Site Council (SSC)
- School Culture & Safety Team
- Parent Volunteer Program
- Cub Scouts
- Grail Family Services-Yes We Can Read Volunteer Readers (K-1st)
- Grail Family Services -Literacy Classes/Workshops for Families (K-1st)
- Assistance League- Uniforms
- Alum Rock Counseling Center
- Family Giving Tree Organization- Backpacks and holiday gifts
- Parent-Principal Coffee Meetings
- Parent-Teacher Conferences
- BAWSI Girls for girls in grades 2-5
- Parent Teacher Association (PTA)
- Associated Student Body (ASB)
- Community Liaison

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

The School Site Council reviews and approves annual funding as listed in the School Plan and Budget.

Funding

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

Based on student data, students are identified to participate in the following intervention and enrichment Extended Learning Day programs: interventions with City Year, Grail Family Services Tutors, small group instruction, Benchmark Striving Readers for students who are Far Below Basic/Below Basic in the RSP Program, Readwell for students in the Special Day Class, and Imagine Learning for Newcomers and/or English Learners far below grade level. Students performing at the Intensive level in grades K-5 are provided additional interventions during the school day, in which they are grouped according to need. City Year and YMCA Programs provide Extended Learning Time support and tutoring as well. Soaring Scholars provides additional support after school.

Fiscal support (EPC)

The School receives both State and Federal Funding. We also fundraise to provide additional resources for school supplies, student services and field trips.

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

Staff, Instructional Leadership Team (ILT) members, School Site Council, and ELAC were all involved in the data analysis, needs assessment, identification of drivers / key actions, and allotment of funds noted within this plan.

School Site Council and ELAC meetings took place on January 29, 2020 and May 18, 2020. Additionally, parent input was gathered via the 2019-20 LCAP Parent Survey.

Staff and ILT meetings took place on April 12, 2020 and May 11, 2020. Additionally, staff input was gathered via the Needs Assessment Survey.

During these meetings, we reviewed information about ATSI Eligibility, analyzed data from the California Dashboard and other local assessments, reviewed staff and parent input, engaged in a root cause analysis, set goals, identified drivers and key actions.

Resource Inequities

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

Through the course of our needs assessment, we have identified that students and staff would benefit from additional support in the area of English Language Development, Math, and social-emotional learning. This support would include training and coaching to teachers, as well as additional small group work with students, in particular students classified as Newcomers.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	1.35%	1.62%	1.14%	5	6	4
Asian	4.58%	4.85%	5.13%	17	18	18
Filipino	1.89%	2.16%	2.56%	7	8	9
Hispanic/Latino	91.11%	88.41%	87.18%	338	328	306
Pacific Islander	0.54%	0.81%	1.14%	2	3	4
White	0.54%	0.54%	0.85%	2	2	3
Multiple/No Response	%	%	1.99%			0
Total Enrollment				371	371	351

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	65	71	60
Grade 1	61	58	51
Grade 2	66	58	56
Grade3	53	73	75
Grade 4	59	52	60
Grade 5	67	59	49
Total Enrollment	371	371	351

Conclusions based on this data:

1. Dorsa has been experiencing a decline in enrollment the last several years. However, we appear to be stabilizing at about 350/360 students.
2. Dorsa's largest grade level continues to be 3rd grade. Fifth grade continues to have fewer students each year.
3. Hispanic / Latino students, identified as a group of focus, are our largest sub-group.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	200	181	167	53.9%	48.8%	47.6%
Fluent English Proficient (FEP)	98	98	92	26.4%	26.4%	26.2%
Reclassified Fluent English Proficient (RFEP)	43	26	25	18.4%	13.0%	13.8%

Conclusions based on this data:

1. English Learners represent our largest language majority at Dorsa Elementary.
2. The number / percentage of students identified as RFEP have declined in the last year.
3. There has been an increase in students identified as FEP.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72	52	71	72	52	71	72	52	71	100	100	100
Grade 4	74	59	52	71	58	50	70	58	50	95.9	98.3	96.2
Grade 5	81	66	61	80	66	60	80	66	60	98.8	100	98.4
All Grades	227	177	184	223	176	181	222	176	181	98.2	99.4	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2362.	2383.	2384.	9.72	11.54	14.08	18.06	9.62	14.08	16.67	34.62	28.17	55.56	44.23	43.66
Grade 4	2420.	2401.	2418.	14.29	8.62	12.00	20.00	15.52	20.00	15.71	15.52	20.00	50.00	60.34	48.00
Grade 5	2485.	2416.	2448.	7.50	4.55	8.33	37.50	12.12	21.67	27.50	24.24	20.00	27.50	59.09	50.00
All Grades	N/A	N/A	N/A	10.36	7.95	11.60	25.68	12.50	18.23	20.27	24.43	23.20	43.69	55.11	46.96

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.11	11.54	15.49	31.94	34.62	45.07	56.94	53.85	39.44
Grade 4	11.43	8.62	20.00	40.00	37.93	30.00	48.57	53.45	50.00
Grade 5	16.25	6.06	10.00	53.75	40.91	48.33	30.00	53.03	41.67
All Grades	13.06	8.52	14.92	42.34	38.07	41.99	44.59	53.41	43.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.89	11.54	12.68	31.94	36.54	42.25	54.17	51.92	45.07
Grade 4	22.86	5.17	8.00	37.14	37.93	46.00	40.00	56.90	46.00
Grade 5	25.00	4.55	13.33	56.25	37.88	45.00	18.75	57.58	41.67
All Grades	20.72	6.82	11.60	42.34	37.50	44.20	36.94	55.68	44.20

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.89	13.46	14.08	54.17	57.69	60.56	31.94	28.85	25.35
Grade 4	11.43	8.62	10.00	55.71	55.17	62.00	32.86	36.21	28.00
Grade 5	3.75	6.06	8.33	65.00	43.94	56.67	31.25	50.00	35.00
All Grades	9.46	9.09	11.05	58.56	51.70	59.67	31.98	39.20	29.28

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.89	13.46	16.90	29.17	50.00	36.62	56.94	36.54	46.48
Grade 4	11.43	8.62	14.00	52.86	46.55	38.00	35.71	44.83	48.00
Grade 5	22.50	4.55	8.33	52.50	40.91	43.33	25.00	54.55	48.33
All Grades	16.22	8.52	13.26	45.05	45.45	39.23	38.74	46.02	47.51

Conclusions based on this data:

1. Students achievement increased significantly in Reading.
2. Listening continues to be a claim with the largest percentage of students in At/Near Standard.
3. The Reading claim also has a large percentage of students At/Near 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72	52	71	72	52	71	72	52	71	100	100	100
Grade 4	74	59	52	73	59	50	73	59	50	98.6	100	96.2
Grade 5	81	66	61	81	66	60	81	66	60	100	100	98.4
All Grades	227	177	184	226	177	181	226	177	181	99.6	100	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2379.	2408.	2400.	11.11	17.31	16.90	25.00	25.00	19.72	16.67	26.92	22.54	47.22	30.77	40.85
Grade 4	2437.	2424.	2442.	5.48	3.39	10.00	32.88	15.25	18.00	24.66	42.37	36.00	36.99	38.98	36.00
Grade 5	2475.	2420.	2437.	11.11	3.03	5.00	9.88	4.55	5.00	43.21	27.27	33.33	35.80	65.15	56.67
All Grades	N/A	N/A	N/A	9.29	7.34	11.05	22.12	14.12	14.36	28.76	32.20	29.83	39.82	46.33	44.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.61	26.92	23.94	25.00	36.54	35.21	51.39	36.54	40.85
Grade 4	16.44	6.78	14.00	34.25	28.81	32.00	49.32	64.41	54.00
Grade 5	14.81	4.55	5.00	30.86	18.18	25.00	54.32	77.27	70.00
All Grades	18.14	11.86	14.92	30.09	27.12	30.94	51.77	61.02	54.14

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.06	21.15	21.13	33.33	38.46	36.62	48.61	40.38	42.25
Grade 4	12.33	8.47	18.00	41.10	37.29	40.00	46.58	54.24	42.00
Grade 5	8.64	3.03	5.00	46.91	34.85	41.67	44.44	62.12	53.33
All Grades	12.83	10.17	14.92	40.71	36.72	39.23	46.46	53.11	45.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.06	21.15	15.49	38.89	36.54	39.44	43.06	42.31	45.07
Grade 4	16.44	8.47	12.00	39.73	44.07	36.00	43.84	47.46	52.00
Grade 5	9.88	0.00	6.67	45.68	45.45	40.00	44.44	54.55	53.33
All Grades	14.60	9.04	11.60	41.59	42.37	38.67	43.81	48.59	49.72

Conclusions based on this data:

1. Student achievement increased overall in Math.
2. Students continue to need support in all claims with specific emphasis in Concepts & Procedures and Problem-solving and Modeling.
3. English Learners are far below grade level overall with a particular need in the Math Concepts & Procedures Claim.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1425.1	1431.0	1438.4	1441.1	1394.0	1407.5	47	46
Grade 1	1429.7	1438.6	1440.1	1470.1	1418.8	1406.6	40	19
Grade 2	1465.8	1462.8	1468.1	1478.1	1463.0	1447.0	20	29
Grade 3	1478.2	1461.1	1478.7	1458.4	1477.2	1463.5	27	21
Grade 4	1485.0	1488.1	1476.5	1497.6	1493.1	1477.9	25	19
Grade 5	1501.1	1520.6	1496.2	1517.2	1505.8	1523.4	29	20
All Grades							188	154

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.66	13.04	29.79	43.48	29.79	32.61	*	10.87	47	46
1	*	0.00	35.00	26.32	30.00	68.42	*	5.26	40	19
2	*	0.00	*	34.48	*	55.17	*	10.34	20	29
3	*	0.00	*	23.81	*	42.86	*	33.33	27	21
4	*	5.26	*	47.37	48.00	36.84	*	10.53	25	19
5	*	10.00	68.97	55.00	*	30.00	*	5.00	29	20
All Grades	17.02	5.84	38.83	38.96	27.66	42.86	16.49	12.34	188	154

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.43	19.57	36.17	41.30	*	32.61	*	6.52	47	46
1	27.50	21.05	35.00	52.63	*	21.05	*	5.26	40	19
2	*	17.24	*	51.72	*	27.59	*	3.45	20	29
3	*	4.76	*	42.86	*	33.33	*	19.05	27	21
4	*	36.84	*	42.11	*	10.53	*	10.53	25	19
5	44.83	30.00	44.83	55.00		10.00	*	5.00	29	20
All Grades	35.11	20.78	36.17	46.75	15.96	24.68	12.77	7.79	188	154

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	10.87	*	32.61	46.81	36.96	23.40	19.57	47	46
1	*	0.00	*	5.26	42.50	47.37	*	47.37	40	19
2	*	0.00	*	13.79	*	58.62	*	27.59	20	29
3		0.00	*	14.29	*	38.10	51.85	47.62	27	21
4		0.00	*	21.05	64.00	42.11	*	36.84	25	19
5	*	0.00	51.72	20.00	*	70.00	*	10.00	29	20
All Grades	9.57	3.25	25.00	20.13	36.70	47.40	28.72	29.22	188	154

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	17-18	18-19	17-18	18-19	17-18	18-19
K	57.45	15.22	40.43	78.26	*	6.52	47	46
1	47.50	47.37	42.50	52.63	*	0.00	40	19
2	*	24.14	*	68.97	*	6.90	20	29
3	*	4.76	62.96	42.86	*	38.10	27	18
4	*	15.79	64.00	63.16	*	15.79	25	18
5	*	15.00	68.97	65.00	*	20.00	29	20
All Grades	38.30	19.48	52.13	64.94	9.57	12.99	188	150

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	17-18	18-19	17-18	18-19	17-18	18-19
K	29.79	19.57	48.94	65.22	*	15.22	47	46
1	*	26.32	45.00	63.16	30.00	10.53	40	19
2	*	31.03	*	65.52	*	3.45	20	29
3	55.56	33.33	*	47.62	*	19.05	27	21
4	48.00	57.89	*	31.58	*	10.53	25	19
5	62.07	75.00	*	20.00	*	5.00	29	20
All Grades	40.96	36.36	37.23	52.60	21.81	11.04	188	154

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	17-18	18-19	17-18	18-19	17-18	18-19
K	23.40	10.87	63.83	78.26	*	10.87	47	46
1	*	0.00	45.00	52.63	35.00	47.37	40	19
2	*	0.00	*	65.52	*	34.48	20	29
3		0.00	*	33.33	66.67	57.14	27	19
4		0.00	56.00	52.63	44.00	47.37	25	19
5	*	5.00	62.07	75.00	*	10.00	29	18
All Grades	13.83	3.90	51.60	62.99	34.57	30.52	188	150

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	17-18	18-19	17-18	18-19	17-18	18-19
K	38.30	30.43	27.66	43.48	34.04	26.09	47	46
1	*	0.00	62.50	63.16	27.50	36.84	40	19
2	*	3.45	80.00	75.86	*	20.69	20	29
3	*	4.76	59.26	57.14	*	19.05	27	17
4	*	5.26	80.00	73.68	*	15.79	25	18
5	*	5.00	51.72	80.00	*	5.00	29	18
All Grades	20.21	11.69	55.85	62.34	23.94	21.43	188	147

Conclusions based on this data:

1. There was a slight increase overall in Oral Language.
2. There was a slight increase overall in the Reading Domain.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
371	88.7	48.8	0.3
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	181	48.8
Foster Youth	1	0.3
Homeless	1	0.3
Socioeconomically Disadvantaged	329	88.7
Students with Disabilities	40	10.8





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.6
Asian	18	4.9
Filipino	8	2.2
Hispanic	328	88.4
Two or More Races	6	1.6
Pacific Islander	3	0.8
White	2	0.5

Conclusions based on this data:

- English Learners and Hispanic students continue to be one of the largest sub-groups at Dorsa.
- The majority of students at Dorsa are identified as Socioeconomically Disadvantaged.
- Asian students constitute the second-largest ethnic subgroup.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1. Dorsa made strong gains in ELA, Math, and Suspension Rates.
2. Dorsa exited from ATSI Eligibility.
3. Chronic Absenteeism continues to be an area of need.

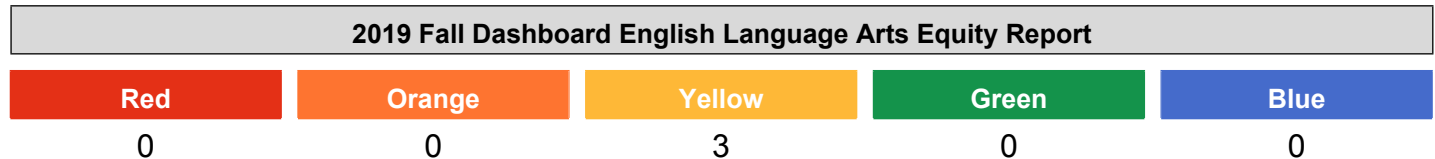
School and Student Performance Data

Academic Performance English Language Arts







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
 Yellow 49.2 points below standard Increased Significantly ++18.9 points 171	 Yellow 58.1 points below standard Increased Significantly ++16.6 points 122	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 Yellow 53.7 points below standard Increased Significantly ++18.3 points 152
		 No Performance Color 145.1 points below standard Maintained -1.9 points 32		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Yellow 52.2 points below standard Increased Significantly ++10.7 points 154	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

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 115.9 points below standard Increased Significantly ++16.3 points 53	Reclassified English Learners 13.8 points below standard Increased ++4.4 points 69	English Only 46.9 points below standard Increased ++12.8 points 37
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Conclusions based on this data:

1. All student groups increased, anywhere from 4 to nearly 19 points.
2. All student sub-groups continue to score below standard.

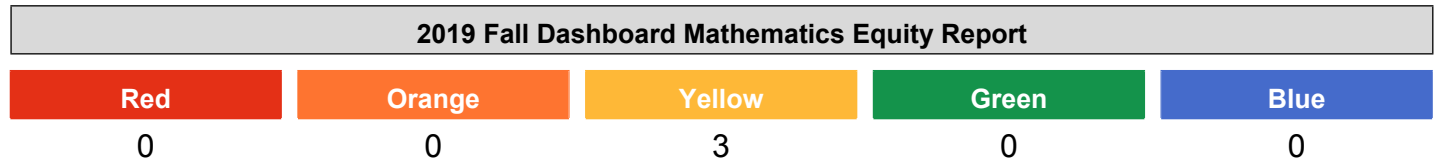
School and Student Performance Data

Academic Performance Mathematics






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		
All Students  Yellow 55.4 points below standard Increased ++10.7 points 171	English Learners  Yellow 64.4 points below standard Increased ++7.1 points 122	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged  Yellow 61.5 points below standard Increased ++8 points 152	Students with Disabilities  No Performance Color 147 points below standard Maintained ++2.3 points 32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian 	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Yellow 60.3 points below standard Increased ++10.8 points 154	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander 	White

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 115.2 points below standard Maintained -0.7 points 53	Reclassified English Learners 25.4 points below standard Increased ++3.7 points 69	English Only 53.4 points below standard Increased ++6.3 points 37
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Conclusions based on this data:

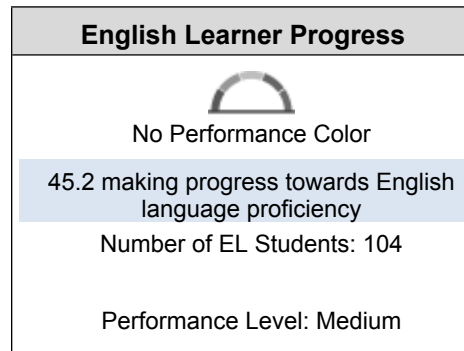
1. All sub-groups but ELs increased in points.
2. All sub-groups continue to score below standard.

School and Student Performance Data

Academic Performance English Learner Progress

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
14.4	40.3	0.9	44.2

Conclusions based on this data:

1. Most ELs maintained or progressed in level.
2. Fifteen ELs decreased in level.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 11.9 Increased +2.3 388	English Learners  Red 12.4 Increased Significantly +5.5 193	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Socioeconomically Disadvantaged  Orange 12.8 Increased +2.9 345	Students with Disabilities  Yellow 11.8 Declined -7 51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color 0 Declined -5.3 18	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic  Orange 12.2 Increased +2.5 343	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

Conclusions based on this data:

1. SWD declined in Chronic Absenteeism by 7 points.
2. ELs and SED students have the highest rate of Chronic Absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

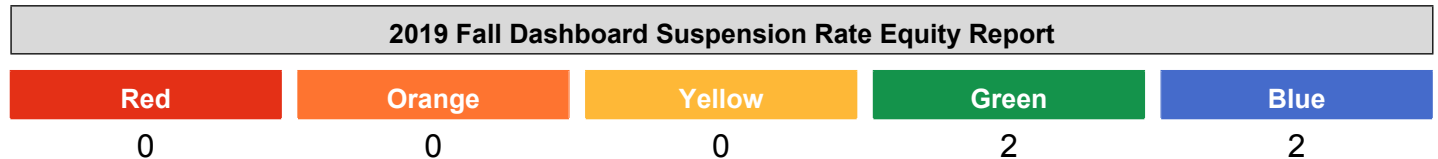
School and Student Performance Data

Conditions & Climate Suspension Rate







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1 Declined -0.4 395	English Learners  Blue 0.5 Declined -0.8 197	Foster Youth  No Performance Color Less than 11 Students - Data Not 3
Homeless  No Performance Color Less than 11 Students - Data Not 2	Socioeconomically Disadvantaged  Green 0.9 Declined -0.8 352	Students with Disabilities  Blue 0 Declined -6.1 51

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 6	American Indian	Asian  No Performance Color 0 Maintained 0 18	Filipino  No Performance Color Less than 11 Students - Data 8
Hispanic  Green 1.1 Declined -0.5 350	Two or More Races  No Performance Color Less than 11 Students - Data 7	Pacific Islander  No Performance Color Less than 11 Students - Data 3	White  No Performance Color Less than 11 Students - Data 3

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.5	1

Conclusions based on this data:

1. The rate of suspensions for all sub-groups decreased.
2. ELs and SWD has the greatest decrease in suspensions.

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 all students with a rigorous, challenging, and innovative instructional program that prepares them for college-readiness and for excellence in the 21st century

Goal 1

All students will reach high standards of proficiency, at a minimum meeting or exceeding standard as measured by state, district, and local assessments.

Identified Need

Provide access to standards-based instruction in ELA and Math, scaffolding for particular learning / sub-group needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/ SBAC - ELA and Math	Overall, per the 2018-19 SBAC results, 30% of students in 3rd - 5th grade Met and/or Exceeded Standard in ELA; 25% respectively in Math.	Our goal is to accelerate proficiency in both ELA and Math by increasing the percentage of students Meeting and/or Exceeding Standard by 10% in both ELA and Math.

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)

Deepen Consistency in Reading/ ELA Program

Strategy/Activity

Continue protected time for small group instruction in Reading

Provide resources to support small group instruction in Reading

Provide access to online reading / books during the school day and after school (e.g. EPIC, RAZ Kids, etc.)

Provide time for teacher collaboration to support data analysis, ROCI cycles, and planning (via GLC, PD, and Release Days)

Aligned, push-in support of City Year Tier II intervention.

Aligned, push-in support of Yes We Can Read Program from Grail Family Services.

Aligned, push-in support of mentorship by Little Heroes.

Provide after school intervention in Reading (Soaring Scholars).

Continue working collaboratively with the ILT in developing and implementing the Professional Learning Plan.

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)
7095	Title I 1000-1999: Certificated Personnel Salaries Teacher Salaries- Extended Duty
1000	Title I 1000-1999: Certificated Personnel Salaries Teacher Release Time - Subs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Develop School-wide Consistency in Math Program

Strategy/Activity

Training in the use of IABs or Performance Tasks.

Professional development and Grade Level Collaboration on math standards, backwards mapping, and topic planning.

Professional development and resources for small group math instruction.

Protected time for small group math instruction.

Use of supplemental programs to support math instruction and practice.

Provide after school intervention in Math (Soaring Scholars).

Continue working collaboratively with the ILT in developing and implementing the Professional Learning Plan.

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)
7095	Title I 1000-1999: Certificated Personnel Salaries Teacher Salary - Extended Duty
1000	Title I 1000-1999: Certificated Personnel Salaries Teacher Subs - Release Time
1000	Title I 4000-4999: Books And Supplies Materials & Supplies

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

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

Maintain/Deepen Intervention System

Strategy/Activity

Continue with Intervention Team as collaborative group that oversees the student intervention process.

Continue identification/ communication of "Red Flag" list.

Con't Intervention Marathon Days to support collaboration between school and home in support of students.

Continue providing training to staff in how to engage in intervention.

Continue providing after school intervention via Soaring Scholars in both Reading and Math.

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	Title I 1000-1999: Certificated Personnel Salaries Intervention Specialist/ Support
4465	Title I 3000-3999: Benefits Benefits - Extended Duty (Soaring Scholars, Interventions, Planning, etc.)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Provide Technology and Other Supports for Teaching and Learning

Strategy/Activity

Purchase/maintain instructional technology (such as laptops, projectors, headsets, etc.) so that staff can provide access to high-quality small group reading instruction and work shops

Provide Testing Coordinator to support SBAC and ELPAC Testing/ Requirements.

Provide access to supplemental education platforms/ licenses.

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)

5988

Title I
4000-4999: Books And Supplies
Materials and Supplies - Technology (Title I)

3903

LCFF Supplemental/Concentration
1000-1999: Certificated Personnel Salaries
Testing Coordinator

3000

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Licensing Agreements

3000

LCFF Supplemental/Concentration
4000-4999: Books And Supplies
Teacher Materials

897

LCFF Supplemental/Concentration
3000-3999: Benefits
Benefits - Testing Coordinator

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Hire high quality teachers, if 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)

0

Source(s)

Review applications and conduct interviews (as needed)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide BTSA and Intern support, if 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)

0

Source(s)

Assign a mentor and submit all paperwork to New Teacher Center

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide professional development opportunities

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)

Determine needs, contact PD providers, set dates, get contracts when necessary

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide on-site professional development and coaching opportunities

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)

Coaching Support

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Engage in Evaluation Cycle for selected certificated and classified 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)

0

Source(s)

Evaluation Cycle

Annual Review

SPSA Year Reviewed: 2019-20

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.

We ended the 2019-20 school year in Shelter in Place, providing instruction via Distance Learning, due to COVID-19.

Prior to the Shelter in Place, we were consistently engaged in providing small group reading instruction, with some classrooms beginning to provide small group math instruction. We had just launched the third year of Soaring Scholars and were consistently monitoring the student intervention process/system.

We had also just begun our collective work in developing a shared understanding in Listening and Speaking domains.

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 ended the 2019-20 school year in Shelter in Place, providing instruction via Distance Learning, due to COVID-19.

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 way in which we implement our primary drivers will depend on the future CDE guidelines for school re-opening. Our program will likely be provided via both in-person instruction and Distance Learning.

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

English Learners will have the required skills to reach grade level standards/proficiency.

Goal 2

All students will reach high standards, at a minimum attaining proficiency in English as measured by state, district and local assessments.

Identified Need

Provide support and scaffolding to English Learners in all content areas (Integrated ELD), including Designated ELD.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Per 2018-19 ELPAC Summative Data (our most recent data), the largest majority of ELs at Dorsa at scoring in the Somewhat Developed (44%) and Moderately Developed (39%) proficiency bands. There was a significant decrease of 11% of students moving out of the Beginning proficiency band.	Our goal is to continue to support language development and mastery of the English Language by increasing the percentage of students in Moderately Developed and Well Developed by 10%, thus 49% and 16% respectively. This would mean a decrease in the percentage of students at Somewhat Developed and Beginning.

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)

Establish School-wide Consistency in Listening and Speaking Domains

Strategy/Activity

Provide PD and GLC on Structured Student Talk Protocols

Provide resources and supplemental materials to aid in Listening and Speaking

Engage in walk-throughs to provide feedback regarding implementation of protocols

Monitor implementation/ support as an ILT

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Title I
4000-4999: Books And Supplies
Materials & Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Define School-wide Integrated and Designated ELD Program

Strategy/Activity

Provide PD and GLC on Integrated and Designated ELD

Provide time for teacher release to plan/ observe best practices

Monitor implementation and support as ILT

Provide resources and supplemental materials

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)

1250

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Travel & Conferences

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Family Support

Strategy/Activity

Conduct Family Coffees/ELAC to inform families of EL Proficiency, EL Program, and answer questions

Hold parent meetings to discuss re-designation criteria and interpret ELPAC

Provide a special recognition assembly for students who have met the redesignation/reclassification criteria.

Distribute English Language Development materials to families

Conduct parent-teacher conferences to share progress regarding students' English language development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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.

Our intended focus on guided reading and ELA backwards planning were effective in supporting students and staff to focus teaching and learning on key essential skills. Teachers each identified focus groups for guided reading, most of which were English Learners. This was an effective strategy in supporting teachers to identify the specific reading needs and key strategies to utilize when planning for this group.

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

Due to COVID-19, we ended the last 3 months of school in Shelter in Place/ Distance Learning, and were thus not able to complete all components of our intended plan.

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

While student reading proficiency, including for English Learners, has increased (per midyear local data), the strategies of guided reading and ELA backwards planning are not sufficient in supporting

the language needs many English Learners still have. Therefore, we will carry out professional development in Integrated and Designated ELD, as well as define a much clearer program for Newcomer students. Similar to our work with ELA and Guided Reading, schedules and groups will be monitored, collaboration time will be provided, and additional necessary resources will be purchased to ensure that every classroom is set up to meet the needs of English Learners at various levels of proficiency.

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 all students and families a safe, welcoming, and caring environment conducive to learning.

Goal 3

Establish a school-wide approach to culture and climate (including behavior and discipline) that positively reinforces desired behaviors and creates an atmosphere conducive to learning.

Identified Need

Implement a consistent, positive approach to behavior and discipline. Strengthen relationships among all stakeholders.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual LCAP Survey	Per 2019-20 LCAP Survey Data, Parents overall are satisfied with our school. We saw the greatest increases in families "Sense of Belonging".	Our goal is to increase both students' sense of safety as well as staff's understanding/approval of school discipline policies, by increasing to 75% of students feeling safe and 90% of Staff responding favorably.

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)

Increase Information/ Understanding of Behavior Guidelines and Policies

Strategy/Activity

Share SOAR (PBIS) Expectations with students, families, and community (Dorsa Handbook for Families)

Share process, protocol, and timelines of Progressive Discipline (Dorsa Handbook for Families)

All subs and volunteers will support Dorsa's school rules and positive behavior and discipline approach (Dorsa Handbook for Subs and Community Partners)

Re-establish and build capacity of School Culture Team to lead the planning and implementation of a Positive Behavior Intervention System; Participate in staff development to support improved school culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Consistent Implementation of SOAR Expectations and Discipline Procedures

Strategy/Activity

Provide information and training to all staff, community partners in SOAR Expectations and Discipline Procedures

Provide SOAR Lessons to all staff and community partners, with a schedule of when to carry out lessons

Continue to develop shared understanding of Calming Areas

Provide resources and materials for calming areas and consistent implementation of SOAR expectations

Leverage School Culture Team in monitoring and guiding implementation of SOAR expectations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Title I
4000-4999: Books And Supplies
Materials & Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

School-wide Approach to Social Emotional Learning and Mental Health

Strategy/Activity

Establish a school-wide approach to SEL and Mental Health which includes:

- Tier I: Implementation of SOAR Expectations and SEL Program (e.g. Kimochi's)
- Tier II: Referral to SEL / Mental Health Resources/ Supports (e.g. counseling)
- Tier III: Engagement in SST Process

Streamline communication between all involved in supporting students' SEL/ mental health needs (e.g. teachers, staff, counselors, etc.)

Continue Stomp Out Bullying rally and other preventative anti-bullying measures

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)

1261

Title I
4000-4999: Books And Supplies
Materials & Supplies

1250

Title I
5000-5999: Services And Other Operating
Expenditures
Travel & Conferences

Annual Review

SPSA Year Reviewed: 2019-20

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.

This year our main focus was to begin to implement the PBIS plans we had begun drafting. We had a special emphasis on increasing students' sense of school climate, as prior LCAP Student Data indicated needs in students' sense of belonging, safety, etc. The School Culture Team continued but attendance at Positive Behavior Intervention System (PBIS) training at the County Office did not.

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 the COVID-19 Shelter in Place, we were not able to carry out all aspects of our intended plan.

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.

We will continue with our strategies into next year and add additional ones, with a special emphasis on social-emotional learning and mental health. Our School Culture Team will support and monitor implementation of our PBIS plan. Recent LCAP Student Survey (from Spring 2019) data indicate that we need to support students in deepening their Growth Mindset and Social-emotional Skills, especially in relation to peers and communicating / processing feelings. Additionally, we want to provide students with more opportunities for extracurricular and leadership activities. Thus, we will continue our partnership with Audacity (to carry out an after school performing arts session), Student Council for 4th and 5th graders, and other extracurricular programs with a focus on students' sense of belonging and safety.

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

Engage Stakeholders in a meaningful way that promotes a positive learning and community environment that is geared toward student achievement.

Goal 4

Partner effectively with various stakeholders to strengthen and align support for students.

Identified Need

Motivate and encourage all stakeholders to engage and work collaboratively towards school's goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual LCAP Survey	Per 2019-20 LCAP Survey Data, Parents overall are satisfied with our school, with 100% who responded indicating they feel a "sense of belonging" to our school!	Our goal is to increase both students' sense of safety as well as staff's understanding/approval of school discipline policies, by increasing to 75% of students feeling safe and 90% of Staff responding favorably.

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)

Promote Academic Proficiency

Strategy/Activity

Partner with local libraries for more access to books

Establish school-wide incentives (e..g Start a school-wide book club, set a reading goal, math Problem of the Month, etc.)

Con't awards assemblies with more acknowledgement of reading growth

Refine Parent Participation 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)
500	Title I 2000-2999: Classified Personnel Salaries CL Interpretation
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Support Extra-Curricular Activities and Mentorship

Strategy/Activity

Community Partnerships (e.g. BAWSI, First Tee, etc.)

Audacity Performing Arts (\$5000, Title I)

Little Heroes (\$20000, Title I; \$8000 LCAP)

Robotics, Student Council, and other leadership/ engagement programs (\$550, Gen)

Field Trip Admission (\$2000, Title I)

Field Trip Transportation (\$3000, Title I)

Science Camp (\$10000, Title I)

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)
5000	Title I 5000-5999: Services And Other Operating Expenditures Audacity
20000	Title I 5000-5999: Services And Other Operating Expenditures

	Little Heroes
8000	LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Little Heroes
5000	Title I 5800: Professional/Consulting Services And Operating Expenditures Field Trips (Admission & Transportation)
10000	Title I 5800: Professional/Consulting Services And Operating Expenditures Science Camp

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Deepen Communication Practices

Strategy/Activity

Con't use of ParentSquare and social media to keep families updated/ informed

Establish school-wide classroom use of platforms (e.g. Google Classroom, Seesaw, etc.) to keep families informed

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)
1679	Title I 5000-5999: Services And Other Operating Expenditures Rentals & Leases
1240	Title I 5000-5999: Services And Other Operating Expenditures Equipment Maintenance
245	Title I 5000-5999: Services And Other Operating Expenditures Overages

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Bring School Community Together

Strategy/Activity

Literacy Night (Materials & Supplies, \$1000, Title I)

Math Night (Materials & Supplies, \$1000, Title I)

STEAM Showcase

Incentives for parent participation in workshops/ events

Other events that promote school-community connectedness (e.g. Weekly community huddles)

Materials & Supplies (\$1000, Title I)

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)

3000

Source(s)

Title I
4000-4999: Books And Supplies
Materials & Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Emphasize Attendance

Strategy/Activity

Clear attendance protocols

Monthly attendance recognition

Communicate Attendance expectations, monitoring, and levels of attendance concerns

Clear guidelines for Independent Studies

Leverage community resources to support attendance (e.g. Walking bus, timeliness incentives, 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)
0	

Annual Review

SPSA Year Reviewed: 2019-20

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.

This year we continued with prior efforts to get parents / families physically involved. We added events that connected to our instructional priorities, such as Literacy Night. We worked to support parent leadership groups such as SSC/ELAC.

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

Family participation in various events was lower this year than we had anticipated. Combining SSC and ELAC proved to be a positive strategy in promoting parent leadership, as we had consistent parent participation. Dorsa's Literacy Night was well-received by the families who participated, prompting requests for similar nights for Math.

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.

Parent leadership via SSC/ ELAC will be the emphasis of next year's engagement work. We will continue to carry out ASB and leverage parent/ community willingness to volunteer/ contribute. We will revamp our events in order to better align efforts with our instructional priorities, as well as traditional events that tend to get more attendance (such as Welcome Back Parent Coffee, Back to School Night, Winter Program, Awards Assemblies, and Open House). We will also leverage family opportunities connected to students' extracurricular clubs, as those are well-attended.

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

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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

Goal 6

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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	\$85,993.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$101,368.00

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	\$85,568.00

Subtotal of additional federal funds included for this school: \$85,568.00

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 Supplemental/Concentration	\$15,800.00

Subtotal of state or local funds included for this school: \$15,800.00

Total of federal, state, and/or local funds for this school: \$101,368.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	85568	0.00
LCFF Supplemental/Concentration	15800	0.00

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

Name of Members	Role
Viviana Garcia - Principal	Principal
Mervat Aly - Secretary	Classroom Teacher
Ramona Zarate	Other School Staff
Helena Manley - Co-Chair	Classroom Teacher
Sandra Ortega	Parent or Community Member
Paula Blas	Parent or Community Member
Carmen Lopez	Parent or Community Member
Geraldine Garcia	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
	Other: Instructional Leadership Team

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 5/18/20.

Attested:

Principal, Viviana C. Garcia on 5/18/20
SSC Chairperson, Helena Manley, Co-Chair on 5/18/20

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](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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