



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
Cahuilla Desert Academy	33736766112874	April 30, 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
Additional Targeted Support and Improvement
This School Plan for Student Achievement fulfills the requirements of a Title 1 School Wide program

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

Through actions that are structured in a Multi-Tiered System of Supports through strategic planning, programs and monitoring; the goals and categories are broad within this SPSA will have ample flexibility for a wide variety of programs and services that are in alignment with District's LCAP goals 1-3 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

1) Increase student achievement and other pupil outcomes to prepare all students for College, Career, and Citizenship in the 21st Century: with an equity lens, CDA will work to provide curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure success for all students.

2) Improve conditions of learning in a fiscally solvent and operationally efficient manner: with an equity lens, increase student engagement, connectedness to school and provide supports for struggling students.

3) Increase engagement and collaboration among students, parents, staff and community members: with an equity lens, provide opportunities for all stakeholders to be actively engaged in school events, students' education and ensure that parents are empowered to support their child's preparation for college and career readiness.

Additional School level goals and priorities include refining our language arts instruction, strengthening our math instruction, and increasing opportunities for family involvement and parent education related to supporting students' learning. CDA will enter its third year of Positive Behavioral Interventions and Supports (PBIS) and Restorative Justice training and implementation. Our school PBIS and RJ standards empower students to develop lifelong skills such as good-decision making, respect and solve problems. Furthermore teachers will work to incorporate into their classroom lessons that instill PBIS and RJ standards through collaboration and promoting positive communication skills.

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).

The following survey tools were used to obtain feedback to support improving school-wide climate and student outcomes: Panorama, Healthy Kids Survey, and Google Surveys. The data extracted from these survey tools is represented below:

1) Panorama surveys capture Student, Teacher and Parent Voice. By measuring perceptions, the Panorama Survey gathers feedback from students, teachers and parents about their school experiences. The comprehensive survey covers nineteen key topics: from pedagogical effectiveness and school climate, to student engagement and growth mindset. Panorama Survey results from Fall 2019 overall identify that 71% of students surveyed believe the school provides knowledge and fairness of discipline, rules and norms and 73% of all stakeholders believe that our site supports academic learning.

2) CA Healthy Kids Survey is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements. The 2018-2019 District data from CA Healthy Kids Survey at middle school level; 51% of students in 7th grade believe in a sense of belonging and caring adult relationships and the CA School Staff Survey shows that at the middle schools 21% of Staff agree that school respects diversity and 33% agree that school handles discipline fairly and teachers treat all students with respect.

3) Google Survey taken December 2019 which assessed school climate, indicate that school-wide discipline, lack of parent involvement, bullying and teacher-student relationships were major areas of concern.

lack of discipline	38
parent/teacher relationship lacking	22
lack of parent buy in	40
admin change	36
Poor Communication	20
Teachers Not Caring	22
Students don't care	36
Office staff not friendly	12
bullying	38
teacher/student relations	40

The overall summary from these results indicates that the school needs to improve school culture and relationships through Positive Behavior Intervention Supports, Restorative Justice and Transformational Learning which may require additional professional development for faculty in these areas.

Classroom Observations

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

Focused Instructional Walkthroughs were held by District to monitor literacy framework and determine overall accuracy of its daily use in Language Arts Classrooms; findings from these District walkthroughs found that the Language Arts Department is developing the process and needs additional professional development training to ensure all students understand and implement the writing strategies. Weekly informal observations with feedback and formal observations every other year for tenured teachers. Two formal observations for probationary teachers. Classroom walkthroughs demonstrated evidence of writing strategies posted in Language Arts classrooms, AVID instructional strategies in all content areas, and clearly defined student expectations.

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)

During the 2018-2019 and 2019-2020 school year, Interim Assessment Blocks (IABs) were administered twice during the second quarter and fourth quarter (during 2018-2019). IABs in Language Arts and Mathematics provided data for teachers to review during bi-weekly PLC (Professional Learning Community) time. Teachers also administered local assessments correlating with district adopted curriculum. ELPAC 2018-2019 assessment data was used to reclassify students as well support Language Arts teachers with ELD and ELD 3D instruction to improve students achievement towards meeting English Language Development Standards.

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

All teachers use data during Professional Development workshops and in bi-weekly PLC time to review data from IABs and teacher created assessments to guide instruction and improve student outcomes.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Professional Development is held 2 x per month with administration and two staff meetings. 100% of staff at CDA are highly qualified staff ESEA requirements.

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

All teachers have the required credential for their subject area and all teachers have access to high quality and focused Professional Development. Professional development focused on writing, Positive Behavior Intervention Supports, NVF (Name It, Verb It, Finish It), Social Emotional Learning (SEL) practices, School Safety Plan, CAASPP Training, PSAT Proctor Training, and Restorative Justice.

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

Results from Panorama survey, Healthy Kids Survey, California Dashboard, IABs, curriculum-based assessments, observations and teacher requests guided professional development needs.

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

During the early months of Fall 2019 two instructional coaches were available one period a day to support teachers with writing and reading strategies as well as AVID strategies. Additional support through District trainings and workshops occurred during the Fall of 2019 and early months of January 2020.

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

Department heads meet bi-weekly with Administration and teachers use PLC time for continued collaboration focused on instructional strategies, pacing and common-assessment alignment.

Teaching and Learning

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

Teachers use District pacing guides to ensure curriculum alignment and meet by department and/or content area in Professional Learning Communities meetings. Instructional best practices, pacing guides, and formative data are topics discussed as they pertain to performance standards.

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

Instructional minutes planned are submitted for review at the District to ensure adherence to the recommended instructional minutes.

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

Teachers meet in PLCs to analyze data and modify instruction or provide intervention - Read 180, ELD 3D, and Math Support.

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

Willams Act Walkthrough resulted in 100% of students having the curriculum and instructional materials that they need.

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

Language Arts, Mathematics, Science, and Social Studies teachers' use District adopted curriculum and standards aligned instructional materials. Intervention courses also use district adopted curriculum such as English 3D, which is standards aligned.

Opportunity and Equal Educational Access

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

Scaffolding, use of AVID Strategies, Thinking Maps, Dual Language program, ELD and Read 180

Evidence-based educational practices to raise student achievement

PLCs that lead lesson planning, pacing, modifications, use of Formative assessments, SBAC and IABs determine student content comprehension.

Parental Engagement

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

CDA has a parent liaison and parent center that provides ongoing support to families. ELAC, SSC, FIAT, Superintendents Parent Advisory Committee, and DELAC are available for parents to participate and provide input towards assisting school with under-achieving students.

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 Parent liaison hosts parent workshops throughout the school year along with parent committees, such as School Site Council and ELAC to provide opportunities for community and parents to participate in planning, implementation and evaluation of school programs. The Parent liaison collaborates with school administration, parent feedback and District office to identify parent workshops and resources to support parent education.

Funding

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

Categorical funds are used to improve student outcomes for under-performing students and to students with academic needs..

Fiscal support (EPC)

District and site support provided to ensure fiscal responsibility. Our site receives funds to support our needs. Additional partnerships with our parent organizations and the community complement the District support.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The development of the SPSA was driven by multiple stakeholders input and feedback. There were opportunities for stakeholder feedback which included site leadership meetings, needs surveys, and discussion/approval by School Site Council. Input from various stakeholder groups included the following: Additional Math PD from District and supplemental materials to support our required improvement in the area of math. Funding for at-risk students requiring intervention first semester through online tutoring, SST and counselor-student conferences. Funding for classroom library books. Funding requested for sub coverage for teachers to goal set, collaborate and instructional planning based on data to drive instruction.

Resource Inequities

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

CDA's root cause analysis during the Fall 2019 involved examining our data from the California Dashboard, Smarter Balanced, academic grades, and California Healthy Kids Survey. Based on our SBAC data and Dashboard data, CDA for the last two years is a ATSI school where several subgroups are not meeting the standards: ELA students are 49.3 below standard and Math students are 89.4, English Learners in both subject areas are low performing as well as students with disabilities. In ELA, EL students 74.4 points below standard are and in Math are 120.1 points below standard, students with disabilities are 143.8 points below standard in ELA and in Math are 207 points below standard. Only one subgroup is in red performance band in ELA: English Learners and two subgroups are in red performance band in Math: English Learners and Students with Disabilities. Various interventions and consistency with common instructional strategies with focus on reading courses, ELD, Dual Language program and PLCs for teachers continue to provide interventions that help with targeting the achievement gaps.

CDA's focus on fostering a positive school climate where students feel safe and welcome will improve our attendance rate. Counselors and Latino Commission will provide direct services to students and families in providing social emotional support. Additionally, our attendance clerk,

counselors, and administrators will continue to refine our system of tracking attendance rate and develop strategies to re-engage students with high number of absences in collaboration with our Parent Liaison who will promote additional outreach and workshops to parents focused on attendance matters.. In the area of mathematics, Tier 2 supports will focus on students who are underperforming and have low grades. Teachers, counselors, and administrators will participate in data analysis cycles including data on student grades, end of unit common assessments.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.3%	0.41%	0.11%	3	4	1
African American	%	0.21%	0.22%		2	2
Asian	%	0.10%	%		1	
Filipino	0.1%	0.31%	0.22%	1	3	2
Hispanic/Latino	98.0%	97.83%	98.59%	949	945	907
Pacific Islander	%	%	%			
White	1.1%	0.62%	0.54%	11	6	5
Multiple/No Response	0.3%	0.31%	0.11%	3	3	1
Total Enrollment				968	966	920

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 7	484	486	440
Grade 8	484	480	480
Total Enrollment	968	966	920

Conclusions based on this data:

1. CDA student population has decreased in the past 3 years.
2. Student population is evenly distributed for the two grade levels at CDA.
3. CDA must increase our student enrollment by promoting and highlighting our positive culture, improved climate, and successful academic achievement .

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	297	290	228	30.7%	30.0%	24.8%
Fluent English Proficient (FEP)	409	406	445	42.3%	42.0%	48.4%
Reclassified Fluent English Proficient	107	147	123	33.6%	49.5%	42.4%

Conclusions based on this data:

1. 15.9% increase in the RFEP students attributed to the close monitoring of the ELSA and ELD teachers with grade checks, reclassification meetings, and support services.
2. .2 % decrease in fluent English Proficient.

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 7	486	485	433	484	482	426	484	482	426	99.6	99.4	98.4
Grade 8	483	476	481	477	467	470	477	467	471	98.8	98.1	97.7
All	969	961	914	961	949	896	961	949	897	99.2	98.8	98

* 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 7	2479.	2502.	2504.	2.89	5.81	6.10	25.41	25.93	32.63	23.97	29.05	21.83	47.73	39.21	39.44
Grade 8	2506.	2512.	2513.	3.35	4.71	5.53	24.53	26.98	22.98	32.49	26.55	32.34	39.62	41.76	39.15
All Grades	N/A	N/A	N/A	3.12	5.27	5.80	24.97	26.45	27.57	28.20	27.82	27.34	43.70	40.46	39.29

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 7	7.44	7.48	7.51	38.22	41.79	44.37	54.34	50.73	48.12
Grade 8	8.61	10.73	11.06	40.13	40.77	41.06	51.26	48.50	47.87
All Grades	8.02	9.08	9.38	39.17	41.29	42.63	52.81	49.63	47.99

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 7	10.12	15.80	19.53	46.49	49.69	49.88	43.39	34.51	30.59
Grade 8	9.24	12.04	13.19	48.11	42.37	53.83	42.65	45.59	32.98
All Grades	9.69	13.95	16.20	47.29	46.09	51.96	43.02	39.96	31.84

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 7	6.40	4.57	6.34	50.00	58.63	59.39	43.60	36.80	34.27
Grade 8	6.72	8.80	5.74	62.82	60.09	64.68	30.46	31.12	29.57
All Grades	6.56	6.65	6.03	56.35	59.35	62.17	37.08	34.00	31.81

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 7	12.40	19.13	15.02	42.36	46.57	45.07	45.25	34.30	39.91
Grade 8	14.29	19.10	12.34	49.58	47.00	46.60	36.13	33.91	41.06
All Grades	13.33	19.11	13.62	45.94	46.78	45.87	40.73	34.11	40.51

Conclusions based on this data:

1. CAASPP data shows that producing clear and purposeful writing and research/inquiry continues to be an area of significant weakness for our 7th grade students.
2. CAASPP data shows that demonstrating effective communication skills is an area of significant weakness for our 8th grade students.
3. CAASPP data shows that demonstrating understanding of literary and non-fictional text is an area of significant weakness for our 7th and 8th grade students.

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 7	486	485	433	484	482	429	484	481	429	99.6	99.4	99.1
Grade 8	483	476	479	477	467	471	477	467	472	98.8	98.1	98.3
All	969	961	912	961	949	900	961	948	901	99.2	98.8	98.7

* 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 7	2468.	2470.	2481.	4.96	5.20	8.62	12.40	11.85	13.52	26.86	27.23	30.30	55.79	55.72	47.55
Grade 8	2468.	2485.	2488.	4.19	6.85	9.55	10.90	11.99	14.44	20.75	23.77	20.59	64.15	57.39	55.41
All Grades	N/A	N/A	N/A	4.58	6.01	9.11	11.65	11.92	14.00	23.83	25.53	25.22	59.94	56.54	51.67

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 7	8.68	7.90	12.12	24.79	28.07	30.54	66.53	64.03	57.34
Grade 8	6.08	8.80	15.11	21.80	29.18	27.23	72.12	62.02	57.66
All Grades	7.39	8.34	13.68	23.31	28.62	28.81	69.30	63.04	57.51

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 7	6.20	5.41	9.56	39.67	37.42	36.60	54.13	57.17	53.85
Grade 8	5.66	11.56	9.98	29.77	38.54	31.00	64.57	49.89	59.02
All Grades	5.93	8.44	9.78	34.76	37.97	33.67	59.31	53.59	56.56

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 7	6.82	8.52	8.86	56.40	49.69	52.45	36.78	41.79	38.69
Grade 8	5.87	6.44	10.19	42.98	50.43	43.52	51.15	43.13	46.28
All Grades	6.35	7.50	9.56	49.74	50.05	47.78	43.91	42.45	42.67

Conclusions based on this data:

1. This past year, the math department has focused efforts on improving student outcomes to move to proficiency. slight increase in overall achievement in Math for % of students exceeded standards by .24%
2. CAASPP data shows that mathematics continues to be an area of significant weakness across the board in all performance areas.

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 7	1536.2	1518.6	1527.2	1509.4	1544.8	1527.3	117	96
Grade 8	1518.4	1522.9	1510.1	1506.8	1526.3	1538.5	81	71
All Grades							198	167

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
7	31.62	4.17	44.44	40.63	17.09	36.46	*	18.75	117	96
8	17.28	9.86	41.98	30.99	29.63	42.25	*	16.90	81	71
All Grades	25.76	6.59	43.43	36.53	22.22	38.92	8.59	17.96	198	167

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
7	51.28	22.92	31.62	34.38	12.82	28.13	*	14.58	117	96
8	35.80	16.90	38.27	33.80	14.81	30.99	*	18.31	81	71
All Grades	44.95	20.36	34.34	34.13	13.64	29.34	7.07	16.17	198	167

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
7	20.51	2.08	36.75	27.08	24.79	39.58	17.95	31.25	117	96
8	*	5.63	22.22	29.58	38.27	36.62	27.16	28.17	81	71
All Grades	17.17	3.59	30.81	28.14	30.30	38.32	21.72	29.94	198	167

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
7	31.62	8.33	58.97	60.42	9.40	31.25	117	96
8	29.63	5.63	58.02	64.79	*	29.58	81	71
All Grades	30.81	7.19	58.59	62.28	10.61	30.54	198	167

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
7	68.38	41.67	26.50	46.88	*	11.46	117	96
8	55.56	28.17	32.10	56.34	*	15.49	81	71
All Grades	63.13	35.93	28.79	50.90	8.08	13.17	198	167

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
7	23.08	4.17	33.33	39.58	43.59	56.25	117	96
8	13.58	9.86	22.22	36.62	64.20	53.52	81	71
All Grades	19.19	6.59	28.79	38.32	52.02	55.09	198	167

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
7	24.79	8.33	70.94	84.38	*	7.29	117	96
8	22.22	5.63	72.84	85.92	*	8.45	81	71
All Grades	23.74	7.19	71.72	85.03	*	7.78	198	167

Conclusions based on this data:

1. Based on the data 42.4 % of EL students are reclassifying
2. ELD 3D and ELD programs are improving students' reclassifying.

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
920	88.5	24.8	0.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	228	24.8
Foster Youth	6	0.7
Socioeconomically Disadvantaged	814	88.5
Students with Disabilities	112	12.2





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.2
American Indian	1	0.1
Filipino	2	0.2
Hispanic	907	98.6
Two or More Races	2	0.2
White	5	0.5

Conclusions based on this data:

1. School enrollment has declined in the total number of students over the last three years.
2. Enrollment of English Language learners is at 30.0%.
3. Student with Disabilities enrollment has decreased which resulted in loss of FTEs to site.

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>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Red</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1. Our suspension rate has increased and more PBIS and Transformational Learning strategies will be implemented.
2. Areas of growth include ELA and absenteeism.
3. Chronic absenteeism continue to be an area of concern and will be addressed through attendance campaigns and parent outreach at site and continued support at district level.

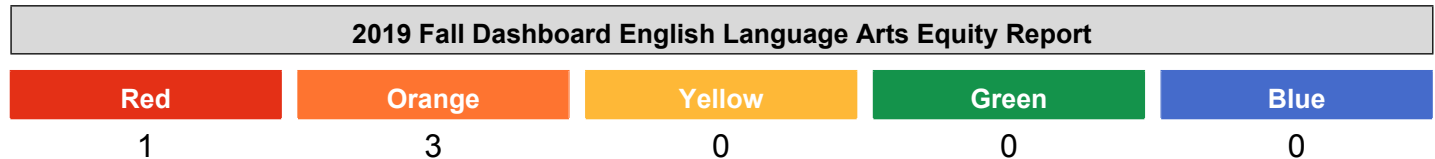
School and Student Performance Data

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				
<div>All Students</div> <div></div> <div>Orange</div> <div>49.3 points below standard</div> <div>Maintained ++1.7 points</div> <div>868</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>74.4 points below standard</div> <div>Maintained ++0.4 points</div> <div>496</div>	<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>6</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>9</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>54.4 points below standard</div> <div>Maintained ++1.6 points</div> <div>765</div>
<div>Students with Disabilities</div> <div></div> <div>Orange</div> <div>143.8 points below standard</div> <div>Increased ++4.4 points</div> <div>108</div>				

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 49.1 points below standard Maintained ++2 points 856	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
139.9 points below standard Declined Significantly -22.1 points 144	47.7 points below standard Maintained 0 points 352	50.6 points below standard Increased ++6 points 226

Conclusions based on this data:

1. All subgroups increase in English Language Arts (ELA).
2. English Language learners demonstrated a increase in ELA, maintaining the points below standard.
3. English Only learners demonstrated the largest increase.

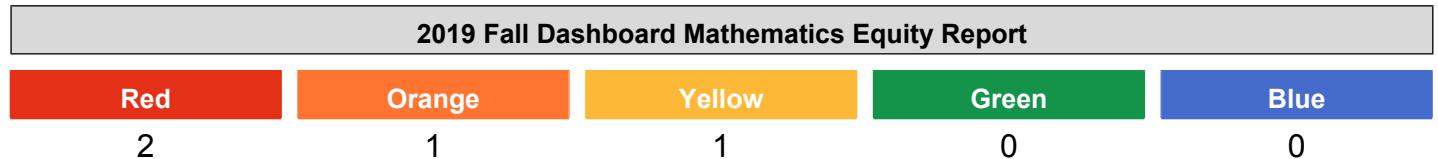
School and Student Performance Data

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 89.4 points below standard Increased ++8.1 points 868	English Learners  Red 120.1 points below standard Maintained ++0.2 points 497	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Socioeconomically Disadvantaged  Orange 95.8 points below standard Increased ++7.8 points 765	Students with Disabilities  Red 207 points below standard Declined -4.6 points 107

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Yellow 89.5 points below standard Increased ++8.2 points 857	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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 186.6 points below standard Declined Significantly -25.6 points 144	Reclassified English Learners 93 points below standard Maintained ++1.5 points 353	English Only 84.4 points below standard Increased Significantly ++20.2 points 224
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Conclusions based on this data:

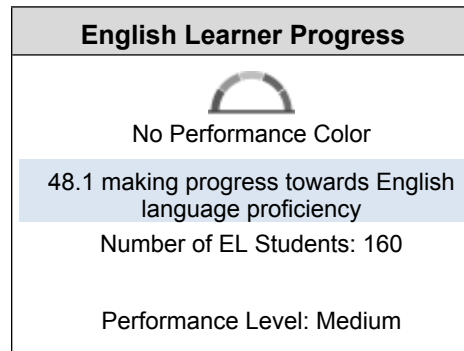
1. Math is classed as Orange, 97.6 points below standard, an increase of 10.2 % from last years cohort of students.
2. ELD student sub-group 120.2 points below standard, an increase of 16.7 from last years cohort of students.
3. Socioeconomically Disadvantaged sub-group 103.6 points below standard. an increase of 6.3 points from last years cohort of students.

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
43	40	4	73

Conclusions based on this data:

1. Increase in our EL students reaching Level 4.
2. The majority of our EL students continue to be in the moderately developed range.

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. Not applicable

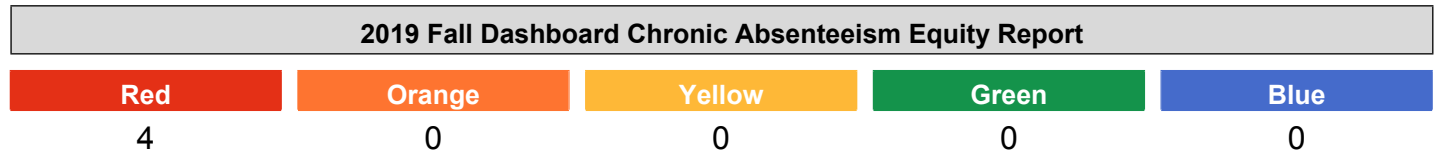
School and Student Performance Data

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.



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  Red 19.6 Increased Significantly +5.9 944	English Learners  Red 19.6 Increased Significantly +5.3 276	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Socioeconomically Disadvantaged  Red 20.8 Increased Significantly +6.2 838	Students with Disabilities  Red 32.5 Increased +10.4 114

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Red 19.2 Increased Significantly +5.5 931	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

Conclusions based on this data:

- Overall, our chronic absenteeism is 13.7% and has declined 1.8% from last year student cohort.
- Increase by 5.5% in our chronically absent sub-group of students with Disabilities.

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. Not applicable

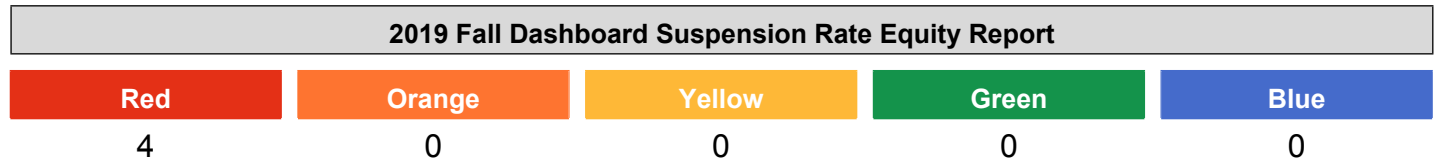
School and Student Performance Data

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  Red 12.2 Increased +0.8 976	English Learners  Red 14.9 Increased +3 289	Foster Youth  No Performance Color Less than 11 Students - Data Not 9
Homeless  No Performance Color 18.2 11	Socioeconomically Disadvantaged  Red 13.1 Increased +0.5 865	Students with Disabilities  Red 22.3 Increased +0.8 121

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 2	American Indian  No Performance Color Less than 11 Students - Data 2	Asian	Filipino  No Performance Color Less than 11 Students - Data 2
Hispanic  Red 12.1 Increased +0.4 961	Two or More Races  No Performance Color Less than 11 Students - Data 4	Pacific Islander	White  No Performance Color Less than 11 Students - Data 5

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	11.4	12.2

Conclusions based on this data:

1. Our suspension rate has maintained at 11.4% from last year.
2. Our special education students suspension rate has decreased by 2.5% from last year student cohort.

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

Increase student achievement and other pupil outcomes to prepare all students for college, career and citizenship in the 21st Century.

Goal 1

Increase student achievement and other pupil outcomes to prepare all students for high school, college, career and citizenship in the 21st Century.

Identified Need

Increase academic rigor in student's work in core content areas (Math, ELA, ELD,. Increase the number of students using high levels of academic language in all content areas. Increase student academic outcomes in the area of ELA, math, and ELL based on data from CAASPP results, IABs, ELPAC, and common assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome 2019-20	Expected Outcome 2020-21
State Priority: 2- Implementation of State standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard. CA Dashboard Reflection Tool rating scale: 1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability. I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale. I) Professional Development: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 2 Science NGSS: 2 History- Social Science: 2 II. Instructional Materials: ELA CCSS: 3	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale. I) Professional Development: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 3 History- Social Science: 2 II. Instructional Materials: ELA CCSS: 4

Metric/Indicator	Baseline/Actual Outcome 2019-20	Expected Outcome 2020-21
<p>II. Instructional Materials: Rate in making instructional materials that are aligned to CCSS and/or curriculum frameworks identified in all classrooms where the subject is taught.</p> <p>III. Progress Implementing Policies/Programs: Rate progress in implementing policies or programs to support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs, teacher pairing).</p> <p>IV. Rate the School's progress in Implementing standards for CTE/Health/PE/VAPA/World Language.</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff as a whole:</p> <p>B) Identifying professional learning needs for individual teachers and staff:</p> <p>C) Providing support for teachers on standards they have not mastered:</p>	<p>ELD (Aligned to ELA Standards): 3 Math CCSS:3 Science NGSS: 3 History- Social Science: 3</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 2 Science NGSS: 2 History- Social Science: 1</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 3 Health Education: 3 PE: 4 VAPA:2 World Lang:2</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 2</p> <p>B) Identifying professional learning needs for individual teachers and staff: 2</p> <p>C) Providing support for teachers on standards they have not mastered:2</p> <p>VI. EL Access to Common Core and ELD standards: 2</p>	<p>ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 3_ ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 3 History- Social Science: 2</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 3 Health Education: 3 PE: 4 VAPA:3 World Lang: 2</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 3</p> <p>B) Identifying professional learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered: 3</p> <p>VI. EL Access to Common Core and ELD standards: 3</p>

Metric/Indicator	Baseline/Actual Outcome 2019-20	Expected Outcome 2020-21
VI. EL access to Common Core and ELD Standards.		
<p>State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC assessments (3-8) met or exceeded percentages & placement on CA 5 by 5 Grid)</p> <p>D. EL progress (% of EL students improving 1 CELDT Proficiency Level)</p> <p>E. EL reclassification</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. 2018-19 SBAC:</p> <p>Percentage of students meeting or exceeding standards on SBAC for:</p> <ul style="list-style-type: none"> • <p>ELA:</p> <p>All Students: 33.37%</p> <p>English Learners: 3.1%</p> <p>Socioeconomically Disadvantaged: 31.6%</p> <p>Hispanic/Latino: 33.4%</p> <p>Students with disabilities: 5.77%</p> <p>Percentage of students meeting or exceeding standards on SBAC for:</p> <p>MATH:</p> <p>All Students: 23.11%</p> <p>English Learners: 1.2%</p> <p>Socioeconomically Disadvantaged: 21.6%</p> <p>Hispanic/Latino: 23.2%</p> <p>Students with disabilities: 1.9%</p> <p>D. EL progress:</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA:</p> <p>All Students: 45%</p> <p>English Learners: 12 %</p> <p>Socioeconomically Disadvantaged: 40 %</p> <p>Hispanic/Latino: 45%</p> <p>Students with disabilities: 15%</p> <p>Percentage of students meeting or exceeding standards on SBAC for:</p> <p>MATH:</p> <p>All Students: 35%</p> <p>English Learners: 10%</p> <p>Socioeconomically Disadvantaged: 30 %</p> <p>Hispanic/Latino: 35%</p> <p>Students with disabilities: 10%</p> <p>D. EL progress:</p> <p>ELPAC Scores for English Learner Progress:</p> <p>Level 4 - Well Developed: 15 %</p> <p>Level 3 - Moderately Developed: 41%</p> <p>Level 2 - Somewhat Developed: 32%</p>

Metric/Indicator	Baseline/Actual Outcome 2019-20	Expected Outcome 2020-21
	<p>2018-19 ELPAC Baseline Scores for English Learner Progress:</p> <p>Level 4 - Well Developed: 6.59%</p> <p>Level 3 - Moderately Developed: 36.53%</p> <p>Level 2 - Somewhat Developed: 38.92%</p> <p>Level 1 - Beginning Stage: 17.96%</p> <p>E. EL reclassification: 34.2%</p>	<p>Level 1 - Beginning Stage: 12%</p> <p>E. EL reclassification: %</p>
<p>State Priority: 7-Course Access</p> <p>A. A broad course of study: CTE Pathway Completion</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5by5 Grid</p>	<p>7 - Course Access</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC:</p> <p>2018-19 Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -49.3 Change: Maintained Points change: +1.7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -89.4 Change: Increased Points change: +8.1</p> <p>2) English Learners:</p> <p>ELA Color: Red</p>	<p>7 - Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid:</p> <p>1) All students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -27.1 Change: Increase Points change: +22.2</p> <p>Math Color: Orange Status: Low Distance/points from 3: -42.2 Change: Increase Points change: +47.2</p> <p>2) English Learners:</p>

Metric/Indicator	Baseline/Actual Outcome 2019-20	Expected Outcome 2020-21
	<p>Status: Very Low Distance/points from 3: -74.4 Change: Maintained Points Change: +0.4</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -120.1 Change: Maintained Points change: +0.2</p> <p>3) Socioeconomically Disadvantaged:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -54.4 Change: Maintained Points change: +1.6</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -95.8 Change: Increased Points change: +6.3</p> <p>4) Hispanic/Latino:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -49.1 Change: Maintained Points change: +2.0</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -89.5 Change: Increased Points change: +8.2</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p>	<p>ELA Color: Yellow Status: Low Distance/points from 3: -39.6 Change: Increase Points Change: +34.8</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -57.7 Change: Increase Points change: +62.4</p> <p>3) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -29.6 Change: Increase Points change: +24.8</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -45.4 Change: Increase Points change: +50.4</p> <p>4) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -27.1 Change: Increase Points change: +22</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -42.3 Change: Increase Points change: +47.2</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p>

Metric/Indicator	Baseline/Actual Outcome 2019-20	Expected Outcome 2020-21
C. Programs/Services developed and provided to individuals with exceptional needs: Percentage of students meeting or exceeding standards on SBAC or CAA	<p>1) Students with disabilities:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -143.8 Change: Maintained Points change: +1.6</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -207 Change: Declined Points change: -4.6</p>	<p>1) Students with disabilities:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -74.4 Change: Increase Points change: +69.4</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -101.0 Change: Increase Points change: +106</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Online Google Classroom academic tutoring/Intervention/Mentoring for English Language Arts to support ELA at-risk students.

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)

1000.00

Source(s)

Title I 3010

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Online Google Classroom academic tutoring/Intervention/Mentoring for Math to support for Math at-risk students

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)

1500.00

Source(s)

Title I 3010

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

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

All students

Strategy/Activity

Online Google Classroom academic tutoring/Intervention/Mentoring for English Language Learners to support for English Learner at-risk students

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)

1500.00

Source(s)

Title I 3010

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

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

All Students

Strategy/Activity

Certificated sub release, stipends for instructional coaching and time for data-driven collaboration in department release days to increase student outcomes and achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,500.00

Source(s)

Title I 3010

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Online Software Programs such as Newslea but not limited to, in order to provide academic supports and resources for students in Google Classrooms and Online Digital Learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,500.00

Source(s)

Title I 3010

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development training and conferences including registration, travel, substitute coverage, and mileage such as AVID pathway training but not limited to in order to improve instruction and delivery.

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)

4,000.00

Source(s)

LCFF Supplemental/Concentration 0701

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Contracts and Professional Services such as but not limited to Riverside County Office of Education and other local professional development services for certificated staff to provide support/coaching in the areas of instructional strategies, lesson study, and online programs,

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)

5,500.00

Source(s)

Title I 3010

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students and Parents

Strategy/Activity

Back to School/Grade level Parent Nights/Open House/Parent Conferences for content area and parent outreach help by 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)

5,000.00

Source(s)

LCFF Supplemental/Concentration 0701

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students and Parents

Strategy/Activity

District Copy Center for Home to School Communication (Parent Engagement)

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)

2,000.00

Source(s)

Title I 3010

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Books, Classroom Library, (novels, reading materials, books) and other reference materials for students to increase literacy access in classrooms and for teachers to create innovative and novel lessons.

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)

4,677.00

Source(s)

Title I 3010

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology supplies to provide support in classrooms with resources for delivery of instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000.00

Source(s)

Title I 3010

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional materials and researched based programs such as but not limited to math and English to improve student comprehension in writing, critical thinking, problem-solving, organization, literacy and reading strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,500.00

Source(s)

Title I 3010

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional resources(such as curriculum guides, instructional books, materials, supplemental supports) to improve instruction and create engaging activities and lessons.

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)

2,000.00

Title I 3010

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional materials to support instructional researched based programs for English Language Learners.

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)

1000.00

Title I 3010

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students and Parents

Strategy/Activity

Workshop materials for Parent Center to improve parent outreach.

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)

1200.00

Title I 3010

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students and Parents

Strategy/Activity

Materials and online resources for parent workshops to provide opportunities in improving student and parent engagement.

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)

1070.00

Source(s)

Title I 3010

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.

The following activities were effective in meeting our student achievement goals and outcomes:

- * Teacher collaboration time provided during extra service hours
- * Professional development workshops on early release Wednesday
- * Purchasing of supplemental instructional materials for Math and ELA
- * Use of AVID strategies school-wide in all classrooms

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

Before school tutoring was not as effective due to lack of consistent student participation due to transportation delays, too early of a start time, not in alignment with a tutoring program. Homework help and data reflected that students who attended tutoring remained at grade or continued to fail. No support for English Language Learners.

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.

Modifications based on evaluation results shows that to increase student outcomes offer online google classroom tutoring, teachers will receive training through instructional coaches and tutoring google classrooms will be established to monitor lessons and student outcomes.

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

Improve conditions of learning in a fiscally solvent and operationally efficient manner.

Goal 2

Maintain a safe and clean learning environment for students and staff

Identified Need

Overall cleanliness and maintenance of restrooms are necessary.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome 2019-20	Expected Outcome 2020-21
State Priority: 1. Basic Services	1.Basic Services	1.Basic Services
A. Access to Curriculum- Aligned Instructional Materials: Williams Report	A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency	A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency
B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating	B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Fall 2019 FIT Report results: Overall: Rated Good with 90.21% Restrooms: Rated Poor with 74.11%	B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Good with 95 % Restrooms: Rated Good with 95%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Equipment and supplies in order to maintain, improve classroom and enhance the overall campus environment.

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)

1200.00

Source(s)

LCFF Supplemental/Concentration 0701

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.

The following activities were effective in meeting our student goals and outcomes:

- Purchasing of supplies and equipment to improve classroom delivery of instruction.

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

Continued maintenance of school equipment improves outcomes in student learning as teachers have the necessary tools to be most effective in the delivery of their instruction.

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.

Modifications based on teacher needs and to increase student outcomes, we must offer opportunity to supplement or maintain equipment and supplies to produce effective learning environments.

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

Increase engagement and collaboration among students, parents, staff and community members.

Goal 3

Increase engagement and collaboration among students, parents, staff and community members.

Identified Need

Based on the California Dashboard Data, Building Community and a Positive School Climate/Culture is needed:

Suspension rates for All Students:

Suspension Color: Orange

Status: High

Percentage: 11.4%

Change: Maintained

Percentage change: 0%

School Attendance rate: 96.8%

Chronic Absenteeism rate for All Students:

Chronic Absenteeism Color: Yellow

Status: High

Percentage: 13.7%

Change: Decline

Percentage change: -1.8%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome 2019-20	Expected Outcome 2020-21
State Priority:3- Parental Involvement A) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span):	3- Parental Involvement A) Administer Parent Survey in grade 7 for at least 100 families.	3- Parental Involvement A) Administer Parent Survey in grade 7 for at least 150 families.

Metric/Indicator	Baseline/Actual Outcome 2019-20	Expected Outcome 2020-21
<p>B) Seeking input from parents in decision making:</p> <p>3) Promoting Parental Participation:</p>	<p>B) Seeking input from parents in decision making: We have met quorum for at least 6 times a year for the following parent committees: SSC and ELAC.</p> <p>3) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.</p>	<p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SSC, ELAC.</p> <p>C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets</p>
<p>State Priority: 5-Pupil Engagement</p> <p>A. School Attendance</p> <p>B. Chronic Absenteeism</p> <p>C. Middle School Dropout Rate:</p>	<p>5-Pupil Engagement</p> <p>A. School Attendance rate: 96.8%</p> <p>B. Chronic Absenteeism rate:</p> <p>All Students: Chronic Absenteeism Color: Yellow Status: high Percentage: 13.7% Change: decline Percentage change: -1.8%</p> <p>English Learners: Chronic Absenteeism Color: Orange Status: High Percentage: 14.2% Change: Maintained Percentage change: -0.1%</p> <p>Socio-economically Disadvantaged: Chronic Absenteeism Color: Yellow Status: High Percentage: 14.6% Change: Decline</p>	<p>5-Pupil Engagement</p> <p>A. School Attendance rate: 97.8%</p> <p>B. Chronic Absenteeism rate:</p> <p>All Students: Chronic Absenteeism Color: Green Status: Medium Percentage: 8.0% Change: Decline Percentage change: -5.7%</p> <p>English Learners: Chronic Absenteeism Color: Green Status: Medium Percentage: 8.0% Change: Decline Percentage change: -6.2%</p> <p>Socio-economically Disadvantaged: Chronic Absenteeism Color: Green Status: Medium Percentage: 8.0%</p>

Metric/Indicator	Baseline/Actual Outcome 2019-20	Expected Outcome 2020-21
	<p>Percentage change: -1.4%</p> <p>Hispanic: Chronic Absenteeism Color: Yellow Status: High Percentage: 13.7% Change: Declined Percentage change: -1.8%</p> <p>Students with Disabilities: Chronic Absenteeism Color: Red Status: Very High Percentage: 22% Change: increased Percentage change: 5.5%</p> <p>C. Middle School Dropout rate: 0%</p>	<p>Change: Decline Percentage change: -6.6%</p> <p>Hispanic: Chronic Absenteeism Color: Yellow Status: Medium Percentage: 8.0% Change: Decline Percentage change: -5.7%</p> <p>Students with Disabilities: Chronic Absenteeism Color: Yellow Status: High Percentage: 14.0% Change: decline Percentage change: -8.0%</p> <p>C. Middle School Dropout rate: 0%</p>
<p>6-School Climate</p> <p>A. Pupil suspension rate</p> <p>B. Pupil expulsion rate</p> <p>C. California Healthy Kids School Survey</p>	<p>6-School Climate</p> <p>A. Pupil suspension rate: %11.4 2017-18 CA School Dashboard Data:</p> <p>All Students: Suspension Color: Orange Status: Very High Percentage: 11.4% Change: Maintained Percentage change: 0.0%</p> <p>English Learners: Suspension Color: Orange Status: Very High Percentage: 11.9% Change: Increased Percentage change: 2.0%</p> <p>Socio-economically Disadvantaged:</p>	<p>6-School Climate</p> <p>A. Pupil suspension rate: 5%</p> <p>All Students: Suspension Color: Yellow Status: High Percentage: 5.0% Change: Decline Percentage change: -6.4%</p> <p>English Learners: Suspension Color: Yellow Status: High Percentage: 5.0% Change: Decline Percentage change: -6.9%</p> <p>Socio-economically Disadvantaged: Suspension Color: orange Status: middle</p>

Metric/Indicator	Baseline/Actual Outcome 2019-20	Expected Outcome 2020-21
	<p>Suspension Color: Red Status: Very High Percentage: 12.5% Change: Increased Percentage change: 0.9%</p> <p>Hispanic: Suspension Color: Orange Status: Very High Percentage: 11.7% Change: Increased Percentage change: 0.4%</p> <p>Students with Disabilities: Suspension Color: Orange Status: Very High Percentage: 21.5% Change: Declined Percentage change: -2.5%</p> <p>B. Number of expulsions: 3</p> <p>C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.</p>	<p>Percentage: 5% Change: decline Percentage change: -7.5%</p> <p>Hispanic: Suspension Color: Yellow Status: High Percentage: 5.0% Change: Decline Percentage change: -6.7%</p> <p>Students with Disabilities: Suspension Color: Yellow Status: Very High Percentage: 10% Change: Decline Percentage change: -11.5%</p> <p>B. Number of expulsions: 1</p> <p>C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Promote Positive School Climate, PBIS materials and supplies.

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)

4,652.00

Source(s)

LCFF Supplemental/Concentration 0701

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students and Parents

Strategy/Activity

Safety supervisor who will promote a safe environment and provide positive outreach communication between students and parents.

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)

3,000.00

Source(s)

LCFF Supplemental/Concentration 0701

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PBIS software, such as but not limited to Star Student contract and online resources to promote rewards system and improve a positive school environment.

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)

3,200.00

Source(s)

LCFF Supplemental/Concentration 0701

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Certificated sub release time, extra service hours to support with school climate and culture (Joven Nobel, Xinatchli, Restorative Justice)

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)

2,500.0

LCFF Supplemental/Concentration 0701

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Transportation services cost and sub release time for teachers to take students on field trips/curricular trips to promote college and career climate for all students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,500.00

LCFF Supplemental/Concentration 0701

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Professional services for teachers to support PBIS, Restorative Justice and Social Emotional Learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,000.00

LCFF Supplemental/Concentration 0701

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Pay for certificated sub release time, stipends, extra service to teachers, and necessary intervention materials for planning and collaboration of PBIS implementation school wide (Positive Behavior Intervention System) along with Cultural awareness and sensitivity presentations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	LCFF Supplemental/Concentration 0701

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.

All expenditures were implemented for the 2018-19 SPSA. An addendum was added with description of changes per input from SSC and Site Leadership for immediate academic support for our at-risk 8th grade students.

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

Funding allocated for Summer Bridge Program was reallocated to provide teachers with professional development and planning.

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.

Expenditures were strategically identified to meet our student outcomes.

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 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome 2019-20	Expected Outcome 2020-21
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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 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome 2019-20	Expected Outcome 2020-21
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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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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$70,999.00

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
LCFF Supplemental/Concentration 0701	\$33,052.00
Title I 3010	\$37,947.00

Subtotal of state or local funds included for this school: \$70,999.00

Total of federal, state, and/or local funds for this school: \$70,999.00

School Site Council Membership

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

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

Name of Members	Role
Tara McGugian	Principal
John Loe	Classroom Teacher
Andrea Moffitt	Classroom Teacher
Angela Dallosta	Classroom Teacher
Amelia DeLara	Other School Staff
Estella Salazar	Parent or Community Member
Humberto Ruiz	Parent or Community Member
Minerva Ochoa	Parent or Community Member
Adela Garcia	Parent or Community Member
Kathy Romero	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: Parent ELAC Member

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 .

Attested:

Principal, Tara McGuigan on
SSC Chairperson, Sara Sanchez on

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](#)

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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 **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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