

# 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
La Honda STEAM Academy	6045629	October 13, 2022	October 25, 2022

## School Profile

La Honda STEAM Academy is committed to providing a strong instructional program for all students to ensure excellence in education. The school operates on a traditional calendar. La Honda’s STEAM academy nurtures curious, independent learners who demonstrate success through collaborative, challenging project-based learning. La Honda encourages collaboration and communication to discover solutions, provides opportunities for creativity and academic success for all students, and supports all students in their unique abilities, interests, and inspirations.

La Honda STEAM Academy is one of the nine elementary schools in Lompoc Unified School District in northern Santa Barbara County in a rural community 150 miles northwest of Los Angeles with a population of approximately 48,000. Additionally, the district has two middle schools, two comprehensive high schools, one alternative education facility, a continuation high school, an adult education facility, and several Santa Barbara County supervised preschools.

### School Safety:

The La Honda’s School Safety Plan reflects our dedication to maintain a safe, clean, and orderly campus. The School Safety Plan is reviewed regularly with stakeholders to ensure compliance and revisions as needed.

La Honda’s STEAM Academy is a school-wide Title I school, therefore all services and all planning for student improvement includes all Title I students.

### The Title I services currently provided includes:

- Intervention in small groups in reading, grades kindergarten through third.
- Professional development for all teachers and staff to improve student achievement.
- Supplemental materials, supplies, technology to support reading and mathematics achievement.
- Implementation of Tier II, technology based interventions for grades TK-6.
- Provide parent workshops, meetings, and conferences to help increase and promote effective parental involvement.

### Additional Programs Provided:

La Honda offers a prekindergarten classroom. La Honda has two mild/moderate Specialized Academic Instruction classrooms, along with two additional Special Education teachers to provide push-in and pull-out model Specialized Academic Instruction to students with IEPs. There is also a school psychologist and speech pathologist available at La Honda. La Honda STEAM Academy also part-time employees: a bilingual/home school liaison, a library technician, two bilingual para educators, one Pre-Kindergarten para-educator, Special Education para-educators, two food services workers, five noon duty aides, a school nurse, a health clerk, a literacy specialist teacher, a shared school social worker, and a social-emotional counselor. Counseling services are also offered to those needing additional supports.

### Expenditures/Services Offered:

The Lompoc Unified School District expends money to provide for educational services including transportation, health screening, instructional material, and maintenance of the facility. The following resources and special programs are offered in addition to the regular program:

Title I – La Honda is a School-Wide Title I school  
LCFF  
English Language Development  
Literacy Specialist for K-3rd grade students  
After School Education Safety (ASES) program (TK-6)

### Instructional Minutes/Instruction/ Teacher Mentoring:

Grade level instructional minutes met and exceed California Department of Education (CDE) requirements. Our Bilingual Instructional Paraeducators, guided by classroom teachers, provide small group instruction to students in grades Pre-Kindergarten through sixth. Elevo coaches are used in PreK-3rd grades to create small group instruction. Students are also provided intervention and acceleration with software such as: Lexia, IXL, and Joy School English. Heggerty is also used as an additional ELA tool in grades K-3rd.

### School Plan Alignment:

The La Honda Single Plan for Student Achievement is aligned with the District's goals as stated in the LCAP. Under each section of planned improvements in La Honda's SPSA, the district LCAP goal is stated along with the corresponding SPSA goal.

### Site Leadership Team:

A leadership team is comprised of a group of teachers representing grade levels and departments. These teachers are responsible for school decision making regarding student achievement and professional development. The leadership team meets to discuss school needs as needed.

Site PBIS (Positive Behavior Interventions and Supports) Team: A variety of staff members meet monthly to discuss the academic, social-emotional, and behavioral needs of all students. La Honda is dedicated to providing positive interactions for all students through a system of shared beliefs that allows the positives to be focused on, and explicit teaching and reteaching of expectations and social skills for students that need additional interventions and supports. La Honda also has

additional support for outside counseling services through CADA and FSA. La Honda also has a dedicated social-emotional counselor assigned to the site full time. A School Social Worker is available to support families.

#### Early Release Days:

Every Wednesday is an Early Release day for Professional Learning Communities and staff development. Teachers meet in grade levels to discuss curriculum, lesson pacing, student data, and lesson plans. Ten other minimum days are scheduled for parent-teacher conferences. Once a month the LUSD provides professional development for teachers which encompasses needs in common core state standards, interventions, instructional strategies, and technology. Teachers are participating in Professional Development for the 2022-2023 school year, focused on increasing student's achievement in English Language Arts and data analysis.

#### School Facilities

##### Technology:

La Honda is a 1:1 technology school. TK-2nd grade students have access to iPads, grades 3-6 have access to Chromebooks. The devices are used for interventions and for increased skill development with technology. Accelerated Reader software is used school wide to provide assessments and incentives for students to increase and improve on their individual reading skills. Classrooms have a document camera, an LCD projector, and smart screen TVs, that are being used daily as a curriculum tool. The school also has a Maker's Space with two 3-D printers, a vinyl press, robotics, and a video production lab.

##### Student Clubs:

La Honda offers Student Council to grades 4-6, led by La Honda teachers. This is an opportunity to work on leadership skills, planning of school-wide events, and spirit days. Upper grade students also have an opportunity to participate in STEAM after school clubs, led by La Honda teachers. Other after school clubs are offered by La Honda teachers.

##### PE:

Students in TK-3rd grade have PE opportunities with coaches that support both social-emotional learning and physical activities. Students in grades 4-6 have multiple PE opportunities throughout the week that focuses on team sports, sportsmanship, and physical fitness.

##### Library:

Eleven thousand books are currently available for checkout in the La Honda library. The books include a wide variety of grade level reading genres. Battle of the Books is also encouraged for students in grades 4-6, and the school sponsors all interested students. Each year Battle of the Books titles change, and La Honda purchases the titles for students to borrow as needed. Battle of the Books is led by an upper grade teacher.

##### School Garden:

La Honda works with Explore Ecology to support students in learning through hands-on science activities. Classrooms have weekly opportunities to engage in outdoor lessons guided by a garden specialist.

Our staff looks at the whole child. We monitor safety, attendance, discipline, achievement, and

parent involvement. Using data from surveys that are given to all stakeholders, we are committed to fostering health and a life style that promotes positive self-esteem, while also teaching to proficiency in reading comprehension, communication, math computation, and reasoning. We are respectful of the rights and feelings of others, willing to assume responsibility for our actions, and capable of problem solving in a variety of real life situations.

Family, School, District and Community resources available to assist students: We offer parent conferences twice yearly to help parents clearly understand what their children are learning in school and encourage the parents to support their children's learning at home. Parent-teacher conferences can also occur any time a parent requests a meeting. Additional opportunities for families include: SSC, ELAC, and PTA.

## 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

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.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, and English learners. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Lompoc Unified School District's LCAP goals and to the specific purposes of each funding program.

# 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 Healthy Kids Survey is given every other year to 5th grade students. The District Office will have the results of the study for individual schools, as well as the district as a whole. An empathy survey of the staff, School Site Council and English Language Learner Committee was conducted. The results will be used to assist in the planning of the Single Plan for Student Achievement.

## Classroom Observations

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

Classrooms are observed by administration on a regular basis. Based on the information gathered during observations and through data analysis, staff concluded that students needed to be involved in more listening and speaking opportunities. It was also determined that there a focus needs to be placed on hands on math concepts that create number sense. In addition the continued need to focus on ELA standards including but not limited phonics and phonemic awareness. Also indicated was the need for have after-school tutoring and clubs. Frequent classroom assessments, both formal and informal, are being conducted on a regular basis to determine student levels and areas of intervention and enrichment needs. All classrooms utilize District adopted curriculum and technology to ensure equitable access to all students.

## 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)

NWEA MAP, CAASPP, classroom, and ELPAC results are used to place at-risk and English Language Learner students in small groups for instruction and monitor English Learner progress. The results of these assessments are used to created targeted interventions with in the classroom, groups with the Literacy Specialist, bilingual instructional assistant and afterschool tutoring groups, as well as assign academic technology programs that would best support students and families. The annual ELPAC results are used to create student groups based on homogeneous language for daily designated English Language Development. The NWEA MAP assessments for Math and English language arts , as well as Illuminate assessments, are used yearly to monitor growth and progress. CAASPP interim assessments are used in grades 3-6 to inform instruction related to elaborated written responses. CAASPP summative testing provides annual indicators of progress towards benchmark skills.

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

NWEA ELA and Math assessment, Illuminate ELA data and classroom assessment data are analyzed during weekly PLC meetings. Staff identifies what is working and what next steps would be to duplicate the success. All students are being monitored for growth and academic progress.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of staff at La Honda STEAM Academy meet the requirements for being highly qualified. We currently do not have a PE teacher for grades 4-6.

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

La Honda has adequate credentialed teachers and access to instructional materials.

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

Both the ELA and Math materials adopted are aligned to California Common Core State Standards. Teachers are offered Professional Development to plan and adjust for student levels of achievement.

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

A Literacy Specialist will be working with K-3 students during the 2022-2023 school year to focus on foundational reading skills. The groups are created based on student assessment data, and frequent data analysis occurs to ensure that students are working towards growth in ELA.

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

Teacher collaboration occurs each Wednesday for approximately 2 hours. Teachers are able to meet vertically and agendas/minutes are shared with one another. One Wednesday each month is dedicated for district Professional Development meetings with a focus on English Language Arts academic achievement and instructional strategies.

## Teaching and Learning

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

McGraw Hill My Math, McGraw Hill Wonders, Illustrative Math and Study Sync, and Twig Science are the adopted programs.

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

The State guidelines for instructional minutes for reading/language arts, mathematics, and PE are adhered to by each teacher. Schedules with times when the various subject matter are turned in to the administration at the beginning of the year.

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

Intervention opportunities are provided through grouping, use of instructional aides, small-group intervention instruction provided by the classroom teacher, after school tutoring, and grade-level collaboration. Assessment data is used to determine which students are in need of intervention and enrichment. After school tutors provide additional intervention based on individual needs and assessment data. Teachers collaborate with the after school tutors to ensure intervention needs as being addressed.

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

McGraw Hill is used for math and language arts. English Language Development materials from McGraw Hill will be used for designated ELD and integrated ELD. TWIG is used for science.

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

McGraw Hill Wonders and McGraw Hill My Math have been adopted and are on the SBE-adopted materials list.

## Opportunity and Equal Educational Access

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

Struggling students are provided small group instruction, after school tutoring, and individualized assistance by the classroom instructor. A reading specialist is also available to assist lower grade students with reading foundational skills.

Evidence-based educational practices to raise student achievement

John Hattie's work is also being used to identify highly effected instructional practices for raising student achievement.

Steve Ventura's Teacher Clarity and the use of learning targets has been incorporated in all grade levels to help break down the standards, and create success criteria to measure student proficiency.

Social-emotional wellness is a primary focus and Second Steps curriculum is used to meet those needs. Students are also provided incentive opportunities through PBIS to maintain engagement and positive interactions.

## Parental Engagement

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

CADA, as well as FSA, provide school based counseling services. La Honda also has a fulltime social-emotional counselor to assist students and staff with implementation of PBIS and Second Step curriculum. La Honda also has a School Social Worker that can help families connect to outside resources. In addition, YMCA ASES provides school tutoring and child care. Students who are under achieving are also invited to participate in tutoring after hours. Title I funds provide for a bilingual community liaison, and materials for hands-on learning opportunities to increase the achievement of struggling 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)

School Site Council, English Language Advisory Committee, PBIS Teams, and Site Leadership provided input into the Single Plan for Student Achievement. The groups meet regularly and evaluate progress and provided suggestions for how to modify current practices to increase student achievement.

## Funding

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

Bilingual instructional aides and bilingual community liaison positions are funded through categorical programs. In addition, STEAM programs are funded through categorical funding to provide hands-on learning opportunities for students.

Fiscal support (EPC)

Fiscal support allowed for the purchase of various materials to meet the needs of all students; classroom furniture, robotics, professional development for all staff.

## **Educational Partner Involvement**

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

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

Stakeholder groups were consulted as part of the planning process for the SPSA/Annual Review including:

- School Site Council (October 2022)
- Leadership Team (October 2022)
- ELAC (October 2022)
- Staff during PLC and meetings from August 2022- October 2022

Each group met April-May 2022, to discuss updates, such as the Title I carryover and the use of additional funding to support intervention programs.

In April and May, the Site Leadership Team and then staff looked at the preliminary budget. We reviewed all the previous goals for the school year and discussed if they were achieved and to what degree. We also discussed this year's proposed expenditures and planned programs/services. Our final SSC and ELAC meetings in May of 2022 were to discuss the preliminary SPSA, including planned improvements as well as the annual review of the current year's goals. School Site Council will continue to meet throughout the 2022-2023 school year to review expenditures and data.

## **Resource Inequities**

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

Chronic absenteeism and excessive tardiness is an area of concern for some students. La Honda is working with the school counselor, community liaison, school social worker, and PBIS teams to improve attendance for at-risk students. There is also a lack of permanent Special Education para-educators and lack of personnel, especially bilingual para-educators to meet the needs for small groups instruction to ensure differentiated instructions. A lack of substitutes causes Literacy Specialist and PE teacher to be pulled to be substitutes for a General Education classroom. We currently do not have a PE teacher for grades 4-6th. Our Literacy Specialist is currently subbing in a subbing long term in a classroom.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	0.20%	0		1
African American	0.58%	0.4%	0.61%	3	2	3
Asian	2.52%	2.5%	2.63%	13	12	13
Filipino	0.19%	%	0.20%	1		1
Hispanic/Latino	86.41%	84.9%	84.65%	445	416	419
Pacific Islander	0.39%	0.4%	0.20%	2	2	1
White	7.96%	10.0%	9.29%	41	49	46
Multiple/No Response	1.94%	1.8%	2.22%	10	9	11
<b>Total Enrollment</b>				515	490	495

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	104	82	75
Grade 1	70	77	71
Grade 2	70	64	84
Grade 3	72	68	70
Grade 4	67	70	60
Grade 5	64	65	71
Grade 6	68	64	64
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
<b>Total Enrollment</b>	515	490	495

### Conclusions based on this data:

1. Enrollment has stayed relatively the same over the last two years.

2. There has been an increase in 2nd grade enrollment.
3. There has been a decrease in Kindergarten enrollment of he last 3 years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	145	131	128	28.2%	26.70%	25.9%
Fluent English Proficient (FEP)	109	89	76	21.2%	18.20%	15.4%
Reclassified Fluent English Proficient (RFEP)	16	9		10.5%	6.9%	

### Conclusions based on this data:

1. The number of our R-FEP students decreased.
2. Total percentage of EL learners slightly decreased.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	71	71	71	71	0	70	71	0	70	100	0.0	98.6
Grade 4	68	73	58	66	0	58	66	0	58	97.1	0.0	100.0
Grade 5	68	63	69	66	0	69	66	0	69	97.1	0.0	100.0
Grade 6	81	63	68	80	0	68	80	0	68	98.8	0.0	100.0
All Grades	288	270	266	283	0	265	283	0	265	98.3	0.0	99.6

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2398.		2375.	18.31		14.29	19.72		14.29	21.13		20.00	40.85		51.43
Grade 4	2384.		2377.	6.06		1.72	12.12		5.17	19.70		25.86	62.12		67.24
Grade 5	2444.		2422.	1.52		7.25	21.21		13.04	31.82		11.59	45.45		68.12
Grade 6	2474.		2465.	3.75		8.82	23.75		16.18	27.50		25.00	45.00		50.00
All Grades	N/A	N/A	N/A	7.42		8.30	19.43		12.45	25.09		20.38	48.06		58.87

### 2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	19.72		15.71	42.25		50.00	38.03		34.29
Grade 4	6.06		3.45	42.42		53.45	51.52		43.10
Grade 5	7.58		10.14	53.03		46.38	39.39		43.48
Grade 6	7.50		11.76	41.25		51.47	51.25		36.76
All Grades	10.25		10.57	44.52		50.19	45.23		39.25

### 2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.68		7.14	42.25		48.57	45.07		44.29
Grade 4	3.03		1.72	37.88		41.38	59.09		56.90
Grade 5	1.52		4.35	54.55		39.13	43.94		56.52
Grade 6	7.50		8.82	50.00		42.65	42.50		48.53
All Grades	6.36		5.66	46.29		43.02	47.35		51.32

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.68		5.71	64.79		58.57	22.54		35.71
Grade 4	7.58		0.00	48.48		63.79	43.94		36.21
Grade 5	3.03		7.25	68.18		75.36	28.79		17.39
Grade 6	5.00		5.88	61.25		58.82	33.75		35.29
All Grades	7.07		4.91	60.78		64.15	32.16		30.94

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.94		10.00	36.62		55.71	39.44		34.29
Grade 4	6.06		1.72	34.85		63.79	59.09		34.48
Grade 5	6.06		4.35	42.42		60.87	51.52		34.78
Grade 6	12.50		14.71	50.00		54.41	37.50		30.88
All Grades	12.37		7.92	41.34		58.49	46.29		33.58

2019-20 Data:

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

**Conclusions based on this data:**

1. The students who met or exceeded the overall ELA standards has drastically dropped in Grade 3-5 compared to pre-pandemic.
2. The students who met or exceeded the overall ELA standards maintained in Grade 6 compared to pre-pandemic.
3. Overall students score higher in ELA than Math.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	71	71	71	71	0	70	71	0	70	100	0.0	98.6
Grade 4	68	73	58	68	0	58	68	0	58	100	0.0	100.0
Grade 5	68	63	69	67	0	69	67	0	69	98.5	0.0	100.0
Grade 6	81	63	68	81	0	68	81	0	68	100	0.0	100.0
All Grades	288	270	266	287	0	265	287	0	265	99.7	0.0	99.6

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2415.		2365.	8.45		5.71	42.25		12.86	16.90		30.00	32.39		51.43
Grade 4	2408.		2379.	5.88		0.00	14.71		8.62	23.53		17.24	55.88		74.14
Grade 5	2431.		2394.	1.49		0.00	8.96		5.80	22.39		17.39	67.16		76.81
Grade 6	2448.		2428.	2.47		0.00	12.35		14.71	24.69		20.59	60.49		64.71
All Grades	N/A	N/A	N/A	4.53		1.51	19.51		10.57	21.95		21.51	54.01		66.42

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	22.54		7.14	42.25		42.86	35.21		50.00
Grade 4	11.76		0.00	17.65		18.97	70.59		81.03
Grade 5	4.48		0.00	19.40		20.29	76.12		79.71
Grade 6	8.64		5.88	25.93		30.88	65.43		63.24
All Grades	11.85		3.40	26.48		28.68	61.67		67.92

### 2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.68		8.57	56.34		35.71	30.99		55.71
Grade 4	13.24		0.00	29.41		36.21	57.35		63.79
Grade 5	4.48		1.45	29.85		36.23	65.67		62.32
Grade 6	1.23		1.47	34.57		39.71	64.20		58.82
All Grades	7.67		3.02	37.63		36.98	54.70		60.00

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.13		4.29	47.89		57.14	30.99		38.57
Grade 4	8.82		1.72	32.35		39.66	58.82		58.62
Grade 5	1.49		0.00	38.81		36.23	59.70		63.77
Grade 6	0.00		0.00	38.27		58.82	61.73		41.18
All Grades	7.67		1.51	39.37		48.30	52.96		50.19

2019-20 Data:

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

**Conclusions based on this data:**

1. The students who met or exceeded the overall Math standards has drastically dropped in Grade 3-5 compared to pre-pandemic.
2. The students who met or exceeded the overall Math standards has remained relatively the same in Grade 6 compared to pre-pandemic.
3. Overall students score lower in Math than language arts.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	1400.1	1416.0	1387.3	1414.9	1433.1	1395.3	1365.4	1375.7	1368.8	37	25	20
<b>1</b>	1423.9	1443.9	1409.2	1431.8	1457.8	1433.7	1415.4	1429.7	1384.3	23	16	19
<b>2</b>	1446.5	1448.7	1455.8	1453.9	1460.2	1458.9	1438.7	1436.7	1452.2	21	23	17
<b>3</b>	1457.9	1468.5	1473.7	1455.6	1474.2	1484.7	1459.6	1462.4	1462.2	15	22	22
<b>4</b>	1461.5	1466.7	1482.9	1454.6	1465.6	1490.4	1467.8	1467.3	1474.8	23	19	15
<b>5</b>	1509.3	*	1484.2	1510.2	*	1478.4	1507.7	*	1489.5	15	10	17
<b>6</b>	*	1480.4	1489.0	*	1470.2	1481.0	*	1490.0	1496.6	7	13	11
<b>All Grades</b>										141	128	121

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	5.41	4.00	5.00	32.43	44.00	30.00	48.65	48.00	40.00	13.51	4.00	25.00	37	25	20
<b>1</b>	0.00	6.25	0.00	17.39	31.25	15.79	65.22	43.75	42.11	17.39	18.75	42.11	23	16	19
<b>2</b>	0.00	4.35	0.00	9.52	34.78	35.29	80.95	34.78	52.94	9.52	26.09	11.76	21	23	17
<b>3</b>	0.00	4.55	4.55	0.00	22.73	31.82	80.00	45.45	40.91	20.00	27.27	22.73	15	22	22
<b>4</b>	0.00	0.00	6.67	17.39	15.79	26.67	43.48	52.63	40.00	39.13	31.58	26.67	23	19	15
<b>5</b>	6.67	*	5.88	46.67	*	23.53	33.33	*	52.94	13.33	*	17.65	15	*	17
<b>6</b>	*	0.00	0.00	*	7.69	18.18	*	61.54	54.55	*	30.77	27.27	*	13	11
<b>All Grades</b>	2.13	3.13	3.31	23.40	28.13	26.45	55.32	46.09	45.45	19.15	22.66	24.79	141	128	121

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	13.51	12.00	10.00	35.14	44.00	30.00	40.54	40.00	35.00	10.81	4.00	25.00	37	25	20
<b>1</b>	4.35	25.00	5.26	43.48	25.00	21.05	39.13	43.75	47.37	13.04	6.25	26.32	23	16	19
<b>2</b>	0.00	8.70	17.65	47.62	39.13	29.41	42.86	39.13	35.29	9.52	13.04	17.65	21	23	17
<b>3</b>	0.00	13.64	27.27	40.00	40.91	36.36	46.67	36.36	27.27	13.33	9.09	9.09	15	22	22
<b>4</b>	8.70	0.00	20.00	34.78	57.89	40.00	26.09	15.79	33.33	30.43	26.32	6.67	23	19	15
<b>5</b>	46.67	*	11.76	40.00	*	52.94	0.00	*	17.65	13.33	*	17.65	15	*	17
<b>6</b>	*	0.00	0.00	*	46.15	54.55	*	30.77	27.27	*	23.08	18.18	*	13	11
<b>All Grades</b>	12.06	10.16	14.05	39.01	42.19	36.36	33.33	35.16	32.23	15.60	12.50	17.36	141	128	121

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	2.70	0.00	5.00	13.51	20.00	20.00	62.16	68.00	55.00	21.62	12.00	20.00	37	25	20
<b>1</b>	0.00	6.25	0.00	4.35	25.00	5.26	47.83	31.25	21.05	47.83	37.50	73.68	23	16	19
<b>2</b>	0.00	0.00	0.00	4.76	34.78	17.65	66.67	17.39	47.06	28.57	47.83	35.29	21	23	17
<b>3</b>	0.00	0.00	0.00	0.00	9.09	18.18	53.33	36.36	31.82	46.67	54.55	50.00	15	22	22
<b>4</b>	0.00	0.00	0.00	0.00	5.26	13.33	34.78	36.84	33.33	65.22	57.89	53.33	23	19	15
<b>5</b>	0.00	*	0.00	13.33	*	17.65	53.33	*	35.29	33.33	*	47.06	15	*	17
<b>6</b>	*	0.00	0.00	*	0.00	0.00	*	46.15	45.45	*	53.85	54.55	*	13	11
<b>All Grades</b>	0.71	0.78	0.83	7.09	17.19	14.05	53.90	38.28	38.02	38.30	43.75	47.11	141	128	121

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	18.92	20.00	10.00	67.57	76.00	60.00	13.51	4.00	30.00	37	25	20
<b>1</b>	17.39	50.00	26.32	73.91	50.00	57.89	8.70	0.00	15.79	23	16	19
<b>2</b>	4.76	13.04	35.29	85.71	73.91	58.82	9.52	13.04	5.88	21	23	17
<b>3</b>	6.67	13.64	31.82	53.33	68.18	59.09	40.00	18.18	9.09	15	22	22
<b>4</b>	0.00	26.32	20.00	47.83	57.89	73.33	52.17	15.79	6.67	23	19	15
<b>5</b>	20.00	*	5.88	66.67	*	58.82	13.33	*	35.29	15	*	17
<b>6</b>	*	7.69	0.00	*	61.54	72.73	*	30.77	27.27	*	13	11
<b>All Grades</b>	12.06	21.09	19.83	65.25	64.06	61.98	22.70	14.84	18.18	141	128	121

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	10.81	4.00	25.00	70.27	72.00	40.00	18.92	24.00	35.00	37	25	20
<b>1</b>	4.35	6.25	5.26	78.26	62.50	63.16	17.39	31.25	31.58	23	16	19
<b>2</b>	0.00	13.04	5.88	90.48	73.91	70.59	9.52	13.04	23.53	21	23	17
<b>3</b>	20.00	36.36	40.91	60.00	40.91	36.36	20.00	22.73	22.73	15	22	22
<b>4</b>	30.43	10.53	26.67	43.48	63.16	66.67	26.09	26.32	6.67	23	19	15
<b>5</b>	66.67	*	52.94	26.67	*	29.41	6.67	*	17.65	15	*	17
<b>6</b>	*	15.38	18.18	*	61.54	72.73	*	23.08	9.09	*	13	11
<b>All Grades</b>	19.86	15.63	25.62	62.41	62.50	52.07	17.73	21.88	22.31	141	128	121

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	2.70	0.00	5.00	86.49	92.00	70.00	10.81	8.00	25.00	37	25	20
<b>1</b>	4.35	12.50	0.00	34.78	37.50	21.05	60.87	50.00	78.95	23	16	19
<b>2</b>	0.00	13.04	5.88	52.38	43.48	58.82	47.62	43.48	35.29	21	23	17
<b>3</b>	0.00	0.00	0.00	13.33	31.82	40.91	86.67	68.18	59.09	15	22	22
<b>4</b>	0.00	0.00	6.67	21.74	31.58	33.33	78.26	68.42	60.00	23	19	15
<b>5</b>	6.67	*	5.88	60.00	*	47.06	33.33	*	47.06	15	*	17
<b>6</b>	*	0.00	0.00	*	7.69	27.27	*	92.31	72.73	*	13	11
<b>All Grades</b>	2.13	3.91	3.31	48.23	45.31	43.80	49.65	50.78	52.89	141	128	121

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	18.92	8.00	21.05	43.24	64.00	52.63	37.84	28.00	26.32	37	25	19
<b>1</b>	0.00	6.25	0.00	52.17	56.25	57.89	47.83	37.50	42.11	23	16	19
<b>2</b>	0.00	4.35	0.00	71.43	52.17	70.59	28.57	43.48	29.41	21	23	17
<b>3</b>	0.00	0.00	4.55	73.33	45.45	68.18	26.67	54.55	27.27	15	22	22
<b>4</b>	0.00	0.00	0.00	65.22	50.00	60.00	34.78	50.00	40.00	23	18	15
<b>5</b>	13.33	*	0.00	60.00	*	58.82	26.67	*	41.18	15	*	17
<b>6</b>	*	0.00	0.00	*	76.92	81.82	*	23.08	18.18	*	13	11
<b>All Grades</b>	6.38	3.15	4.17	58.87	55.91	63.33	34.75	40.94	32.50	141	127	120

2019-20 Data:

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

**Conclusions based on this data:**

1. The rate of reclassification has decreased.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>495</b>	<b>82.6</b>	<b>25.9</b>	<b>3.4</b>
Total Number of Students enrolled in La Honda STEAM Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	128	25.9
Foster Youth	17	3.4
Homeless	40	8.1
Socioeconomically Disadvantaged	409	82.6
Students with Disabilities	87	17.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6
American Indian	1	0.2
Asian	13	2.6
Filipino	1	0.2
Hispanic	419	84.6
Two or More Races	11	2.2
Pacific Islander	1	0.2
White	46	9.3

**Conclusions based on this data:**

1. The majority of students are Hispanic.
2. There is a high number of students that are socioeconomically disadvantaged.
3. There is a high number of English Learners, homeless students, and socio-economically disadvantaged students.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b> <p>Very Low</p>	<b>Chronic Absenteeism</b> <p>Very High</p>	<b>Suspension Rate</b> <p>Medium</p>
<b>Mathematics</b> <p>Very Low</p>		
<b>English Learner Progress</b> <p>Very Low</p>		

#### Conclusions based on this data:

- 1.

# School and Student Performance Data

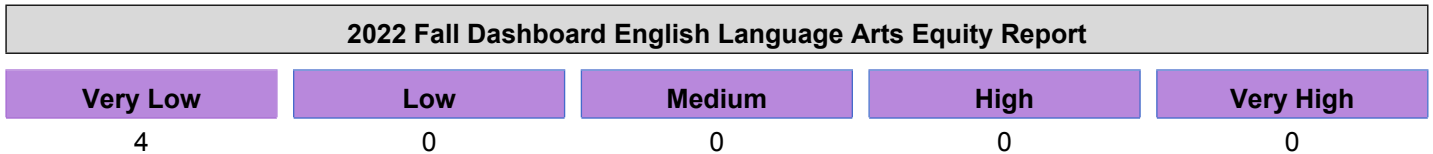
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

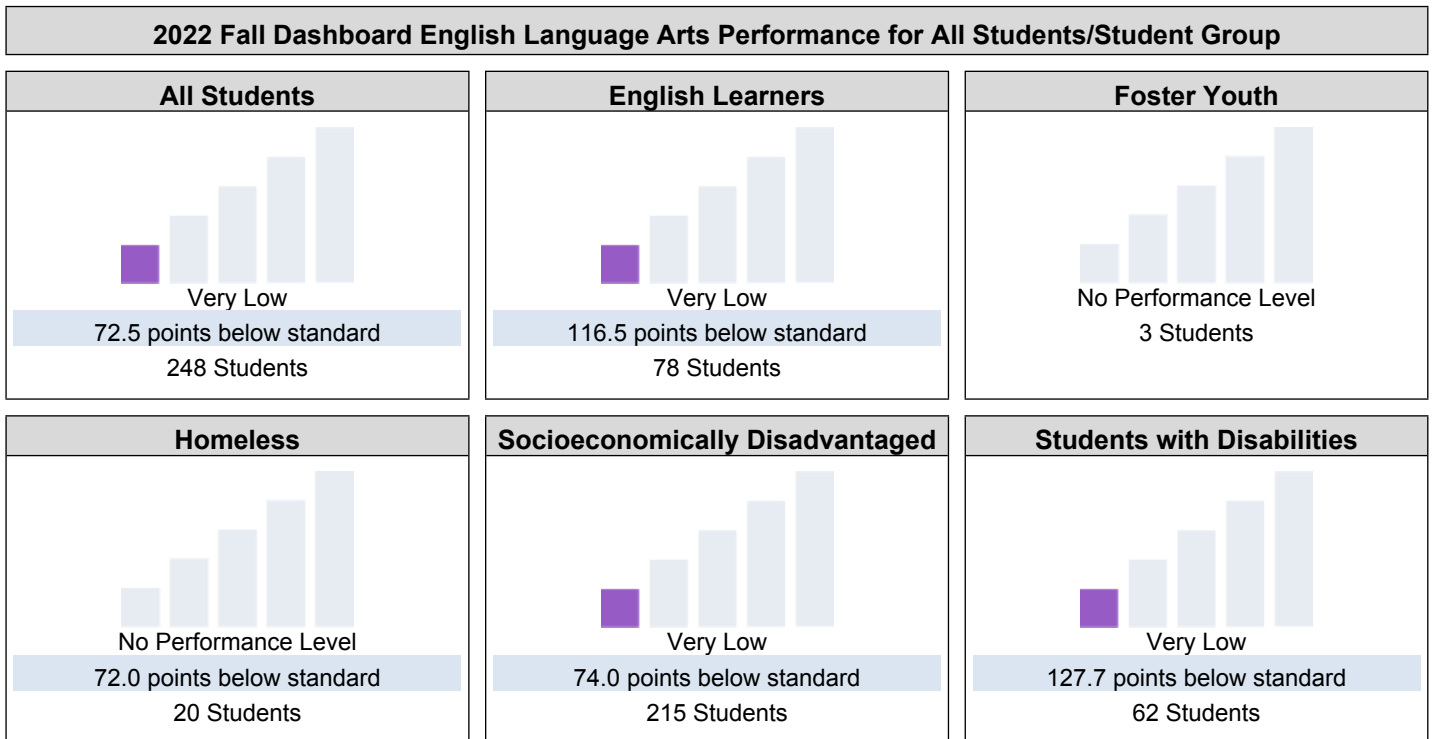
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

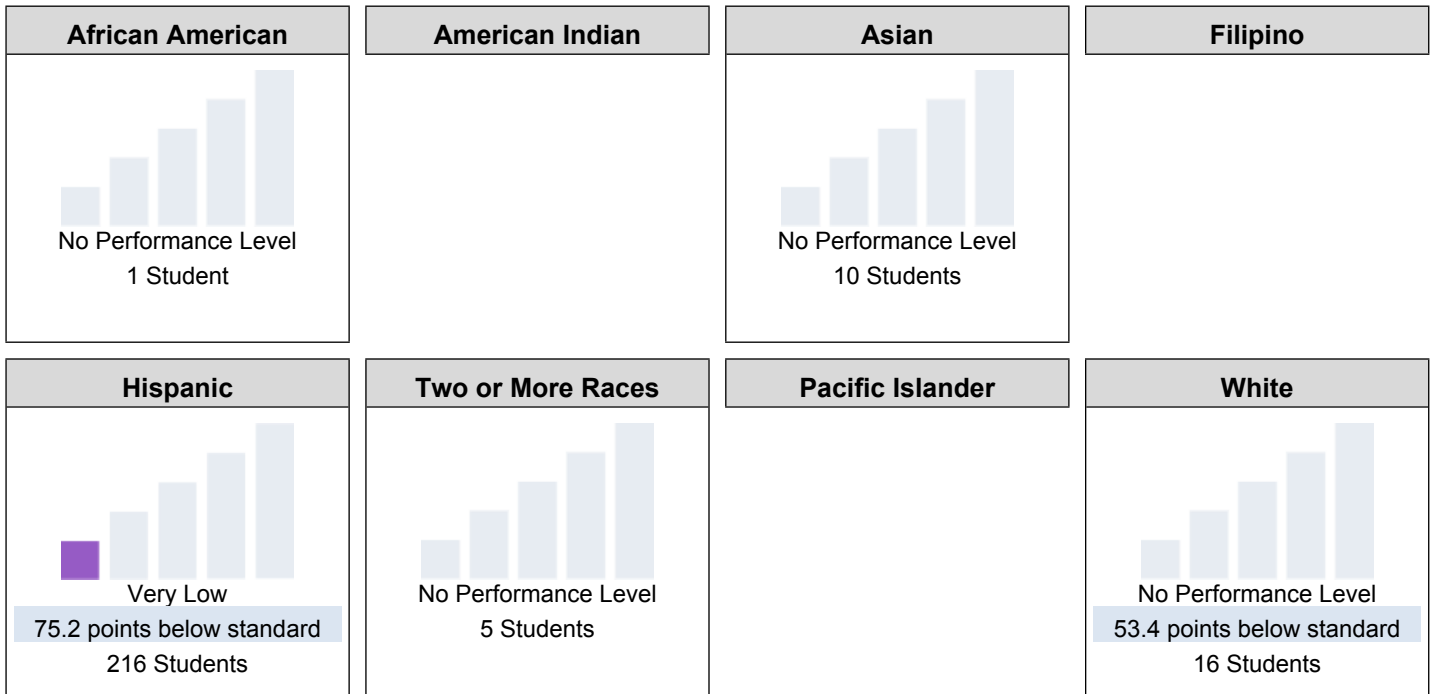


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
119.1 points below standard 56 Students	109.9 points below standard 22 Students	68.1 points below standard 119 Students

**Conclusions based on this data:**

1.

# School and Student Performance Data

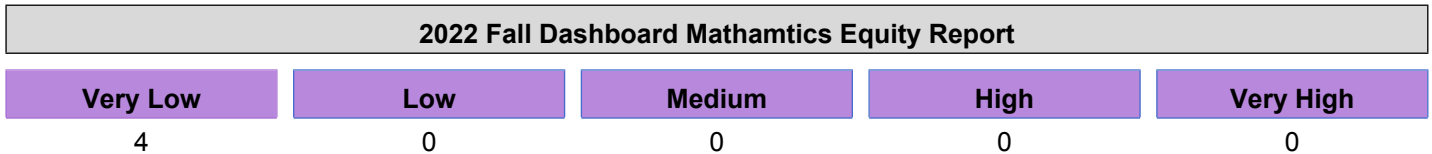
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

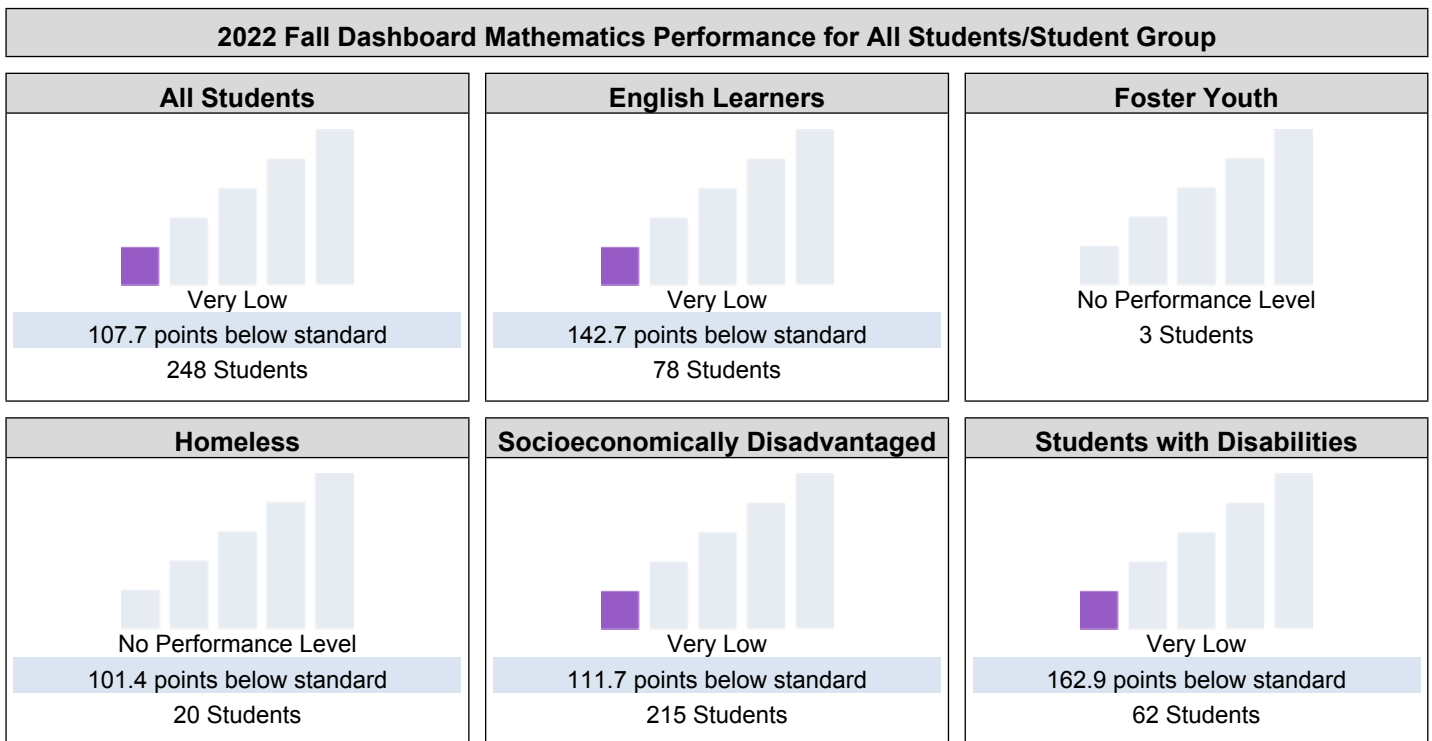
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



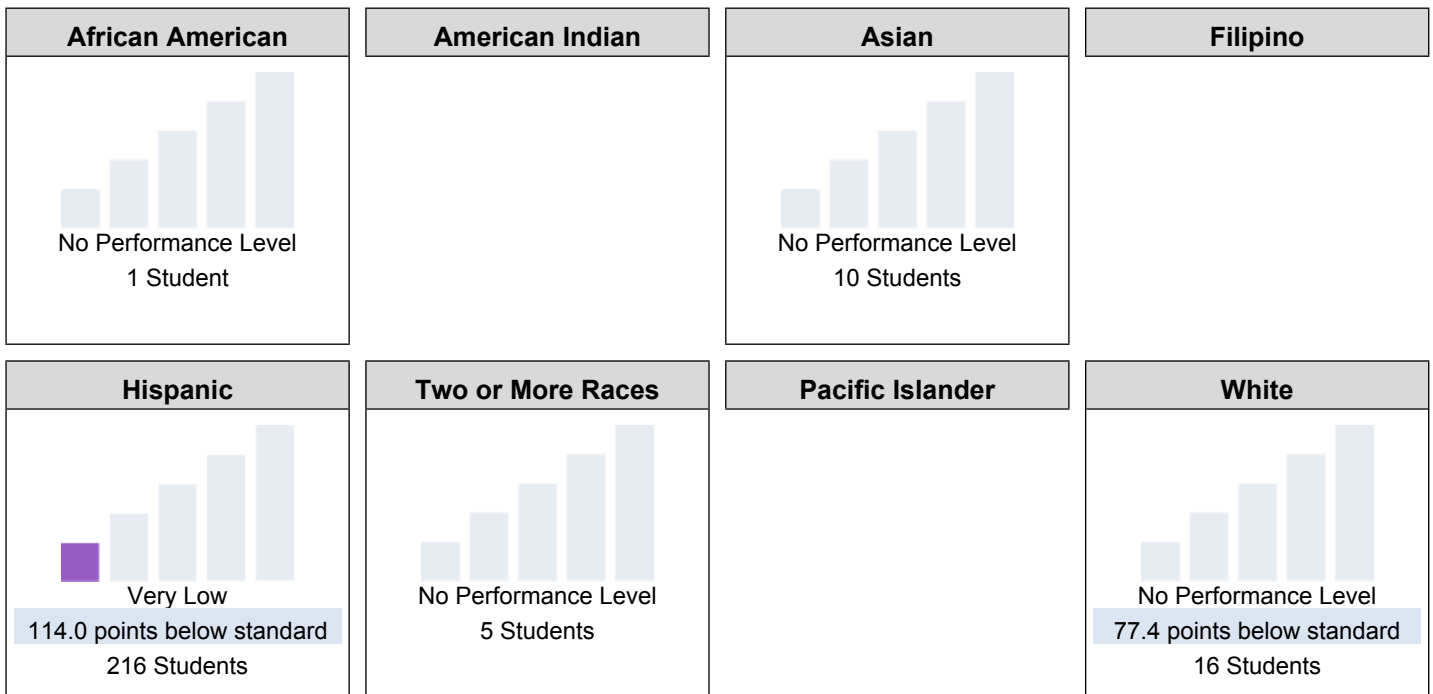
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard Mathematics Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

**2022 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
137.4 points below standard 56 Students	156.2 points below standard 22 Students	95.6 points below standard 119 Students

**Conclusions based on this data:**

1.

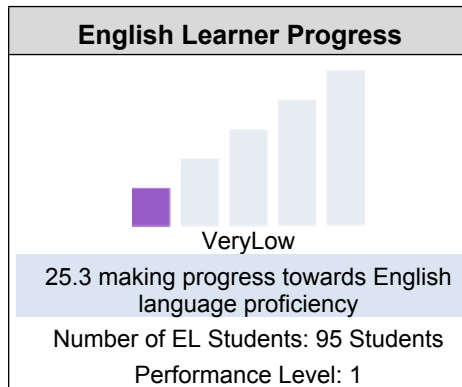
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 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.

### 2022 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
32.6%	42.1%	0.0%	25.3%

Conclusions based on this data:

- 1.

# School and Student Performance Data

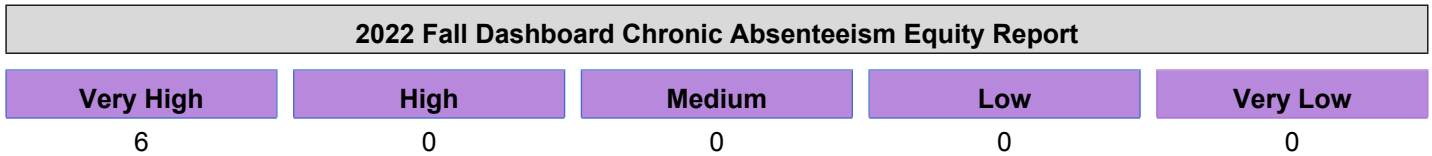
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

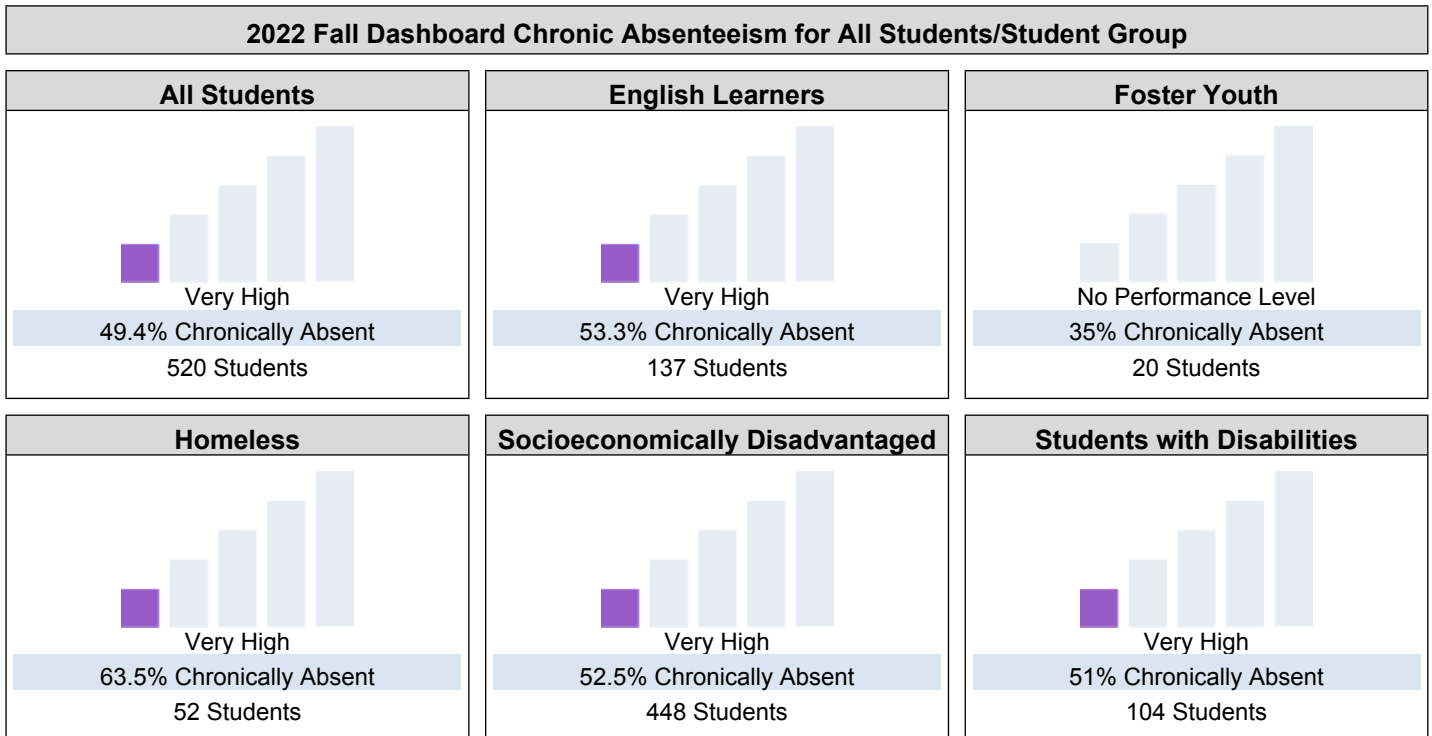
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



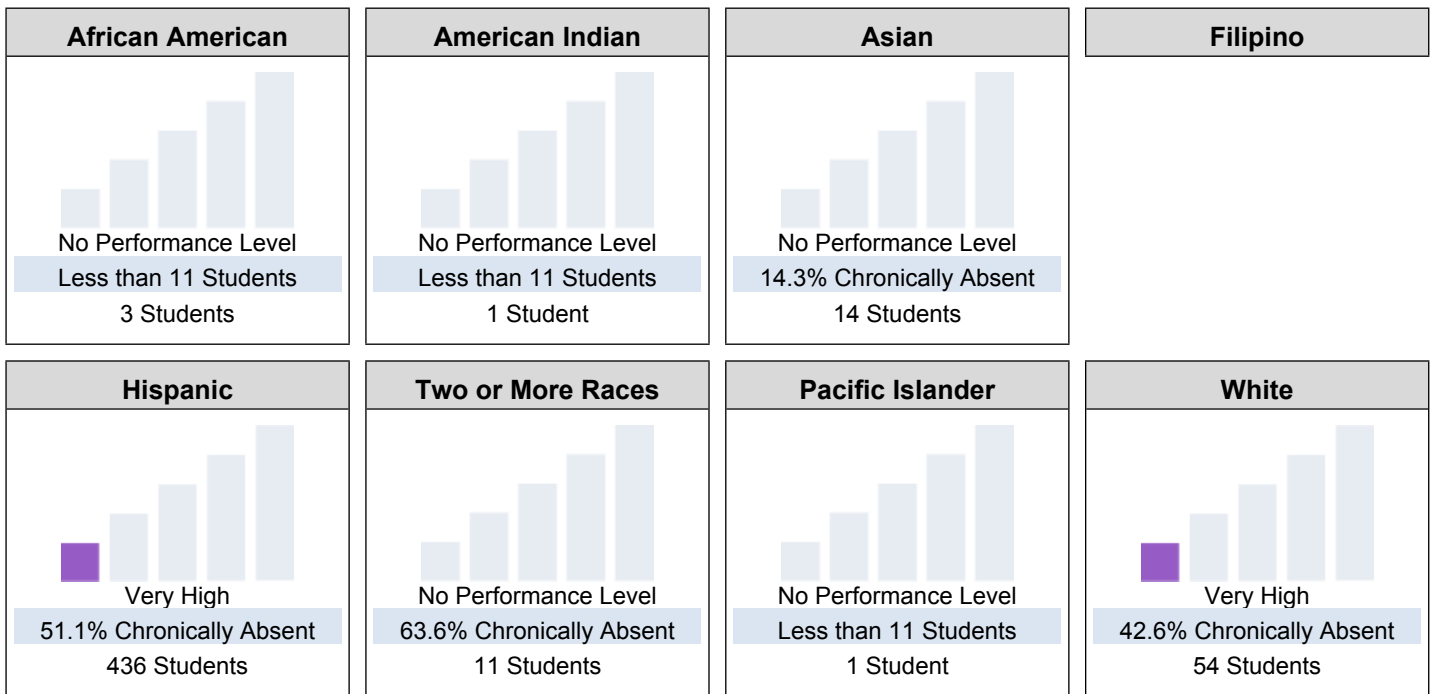
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

- 1.

# School and Student Performance Data

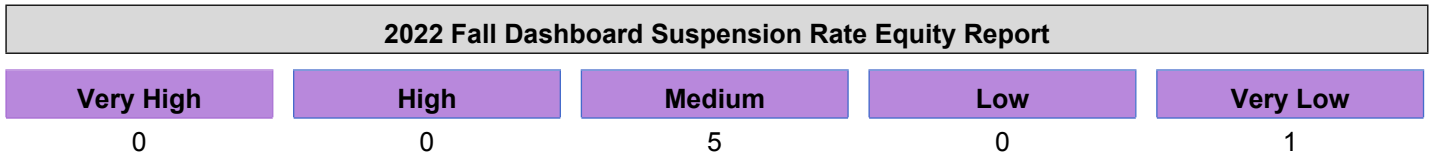
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

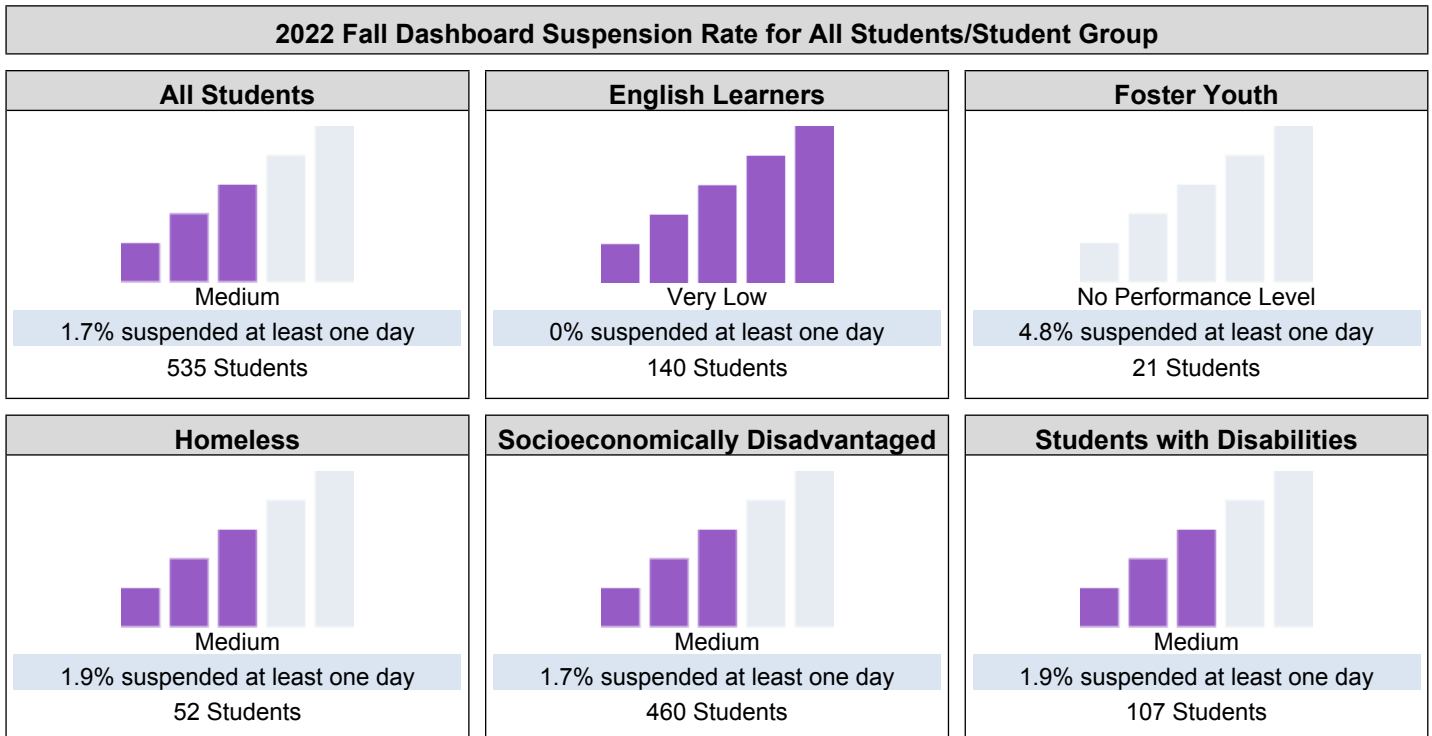
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



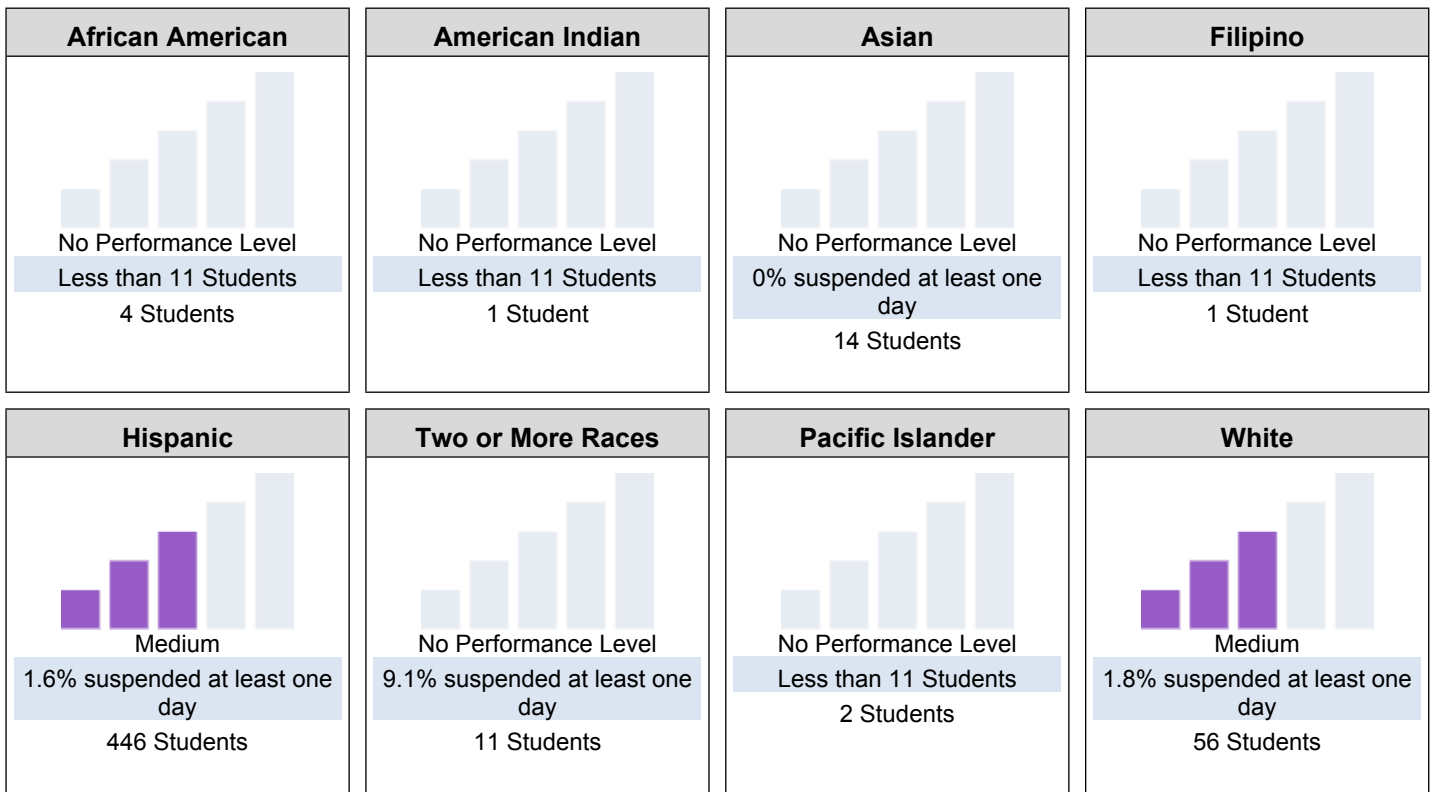
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

- 1.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal #1: ACADEMIC ACHIEVEMENT & INSTRUCTION: Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards.

## Goal 1

During the 2022-2023 School year, the school will show a 5% increase in meeting and exceeding proficiency for all students, including identified subgroups(English Language Learners, Socioeconomically Disadvantaged, and foster youth), in both ELA, Math, English Learner Reclassification.

## Identified Need

All Students need to increase growth in ELA, Math, and English Language Learner will also show gains on the ELPAC.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Illuminate ELA Assessments	Ongoing teacher and LUSD Common Formative assessments Literacy Specialist performance data for reading foundation skills intervention	Overall increase of 10% by year's end data in ELA reading, as measured by LUSD common formative assessments for each student.
NWEA MAP ELA and Math Assessments	Ongoing teacher and LUSD Common Formative assessments	Overall increase of student achievement by year's end data in NWEA MAP ELA and Math Assessments; more than 50% of all students will achieve their projected achievement goals by the end of 2022-2023 school year.
ELPAC Assessments	ELPAC Reclassification rates from 2021-2022 school year 120 English Language Learners Grades PK-6	Overall ELPAC Reclassification rates from the 2022-2023 school year to be 15% or higher of all EL learners.
CAASPP ELA Overall Data	20.75% met or exceeded ELA standards on SBAC	25.75% met or exceeded in overall ELA standards on SBAC

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Each identified subgroups(English Language Learners, Socioeconomically Disadvantaged, and foster youth) will increase by 5% in ELA	
CAASPP Math Overall Data	12.08% met or exceeded Math Standards on SBAC  Each identified subgroups(English Language Learners, Socioeconomically Disadvantaged, and foster youth) will increase by 5% in Math	17.08% met or exceeded in overall Math Standards on SBAC

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

#### Strategy/Activity

Use Common Core Standards, discuss instructional practices, and select supplemental materials to plan small group instruction to meet individual student needs in order for target groups to meet or exceed grade level standards.

#### 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.

### Strategy/Activity 2

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

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

All students including EL, SED and at risk students.

#### Strategy/Activity

Throughout the year, review multiple measures data from supplemental programs along with class assessments, district assessments, NWEA, and grades Consider SST, other adjustments, pay for roving subs as needed to carry out meetings to address at risk student populations.

**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.

	None Specified
2000	LCFF - Supplemental

**Strategy/Activity 3**

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

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

All students including EL, SED and at risk students.

Strategy/Activity

Intervention programs: Implement evidenced based reading and math intervention programs and instructional practices that target the individual needs of students. These include but are not limited to grades K-3 Literacy Specialist (District funded); Lexia reading program, Heggerty (K-3rd); Lexia English, IXL, Starfall. Ongoing monitoring of student progress will be a component. On-going Professional Development will be offered for staff throughout the school year as well as continued PLC meetings for teachers to discuss the Common Core Standards, instructional strategies, planning of instruction and data review.

Small group instruction will also be provided (PK-6) to focus instruction on specific needs to ensure that students make progress toward meeting and exceeding standards as well as reclassification for EL students. includes Bilingual Instructional Assistant primary language support for English Learners at the Beginning and Early Intermediate Level.

**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.

3015	LCFF - Supplemental
12069	Title I

**Strategy/Activity 4**

**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.

None Specified

### Strategy/Activity 5

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

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

All students

Strategy/Activity

Provide general materials/supplies and technology devices

#### 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.

18424

Title I

1332

Title I Part A: Parent Involvement

8144

LCFF - Supplemental

### Strategy/Activity 6

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

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

EL Learners

Strategy/Activity

Conduct ELAC meetings to ensure stakeholder involvement regarding EL progress, SPSA expenditures, attendance , and school 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.

### Strategy/Activity 7

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

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

All students including EL, SED and at risk students

Strategy/Activity

Support common core implementation by purchasing fiction and non-fiction books for classroom and library use including SEL, cultural diverse and those relevant to student academic achievement. Purchase books and/or supplies needed to fully implement all LA curricula and Battle of the Books.

### 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.

4000	Title I
6000	LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

La Honda increased our R-FEP rate from Strategy 1 and 2 were fully implemented, including having common formative assessments in math and ELA, beginning in the 2021 school year. Strategy 3 was partially implemented. The principal, district, and county administration conducted ongoing classroom visitations and used an observation tool to gather data about the rigor of instruction. Strategy 4 was fully implemented and more gardening bins were purchased through a grant.

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

N/A

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.

See overall implementation above for intended changes (by strategy).

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal #2: COMMUNICATION: Promote positive, effective communication among our community, District, students, staff and educational partners.

## Goal 2

Effective communication among students, staff, community and stakeholders will be promoted and increased by 5% during the 2022-2023 school year through various means of communication as evidenced by increased responses and participation in surveys and events at the school. 80% of parents will attend at least one parent teacher conference and community outreach activity.

## Identified Need

As evidenced by attendance data, parent participation in school-sponsored events, there is a need for additional family support and communication for our elementary students. Better participation in SSC and ELAC.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Dashboard	2021-2022 Attendance Data on Dashboard	Decreased chronic absenteeism for struggling students  Increased attendance for all students
Parent Conference Attendance	Prior Year conference Attendance	5% increase in previous year
Back to School Night Attendance	Prior Year Sign in sheet	5% increase in previous year
Open House Attendance	Prior Year Sign in sheet	5% increase in previous year
Parent Meetings	40% of all parent Meetings (ELAC and SSC) had a quorum.	90% of all Parent meetings (ELAC and SSC) will have a quorum

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

Increased acknowledgement of improved and positive attendance; PBIS incentives/student store 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.

7000

Title I

5000

LCFF - Supplemental

### 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

Use S'more to create a monthly parent bulletin, "Dolphin Dive," to communicate the academic and social emotion focus of the month, opportunities available for students and parents, and events happening at the school.

### 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.

145

Title I Part A: Parent Involvement

### 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

SSC elected parents and staff will attend School Site Council (SSC) meetings, including training sessions about the role of SSC members, assessments, and data. The SSC will approve the Single plan for Student Achievement, SPSA. ELAC parents and staff will attend English Learners Advisory Committee (ELAC) meetings, including district sessions for DELAC members to learn more about programs available including assessments, data and attendance.

### 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.

### 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**

Parent Teacher Conferences will be held each fall to provide a clear outline of each student's academic progress toward grade level standards and interventions. Spring conferences will be scheduled with all PK-3 students and with those below level in 4-6. The other 4-6 students will be contacted via phone or letter to indicate progress. Translators will be made available for all parents as needed for conferences.

**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.

1000

LCFF - Supplemental

**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**

Family nights and Award assemblies will be scheduled and the necessary support and supplies will be provided for the students, parents and community. These nights include, but are not limited to Family Literacy Night, Curricular nights, STEAM activities, Back to school Night, Open House, and all award and incentive programs. Translators will also be provided for these events.

**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.

6000

LCFF - Supplemental

6000

Title I

**Strategy/Activity 6**

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

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

All Stakeholders

**Strategy/Activity**

The community Liaison will connect families with school, encourage attendance at parent events, and refer to district programs and/or community organizations to facilitate and support parental involvement. The school will make every effort to provide and disseminate information related to school/district, parent programs, parent meetings, and committee meetings in a form and language that parents understand through the use of our Bilingual Instructional Assistant/Liaison.



The school will use various means to provide parents with timely information such as letters, newsletters, flyers, handouts, phone calls, home visits, and informational meetings. The Parent Square system will be used to ensure that all parents receive all oral information and reminders about school events, parent meetings, and student activities by phone, text, and email.

### **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.

22807

LCFF - Supplemental

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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

### **ANALYSIS**

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

SSC and ELAC attendance were low and 60% of meetings did not have a quorum. Back to School night was heavily attended by parents and community members.

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

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.

More Family events will be held in the evening for parent attendance. A newsletter will go home monthly outlining upcoming events.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal #3: CULTURE / SAFETY - Provide a safe and respectful learning environment where each student, parent/guardian, and staff member is valued.

## Goal 3

During the 2022-2023 school year, all students will participate in Positive Behavioral Interventions and Supports (PBIS) and Second Step SEL Lessons to create a positive school climate where students are safe to learn and develop problem-solving skills. Students will be encouraged to come to school daily, on-time ready to learn while being respectful, responsible, and safe in everything they do. Good behavior, school pride and spirit will be emphasized and incentives will be given. There will be an increased focus on communicating and educating families on the importance of on task learning and daily attendance to decrease truancy, chronic absenteeism and excessively excused absences by 5% as well as decrease in the suspension rate by 1%. Outside counseling services will be offered to students that are considered Tier 2 or 3 based on social-emotional needs. In order to continue to improve safety and a positive climate, more cameras will be added in other locations.

## Identified Need

As evidenced by needs assessment results, parent feedback, counseling referrals, teacher referrals, PBIS data and SST/IEP data there is a need for targeted counseling services for the students social-emotional well being and life skills. Safety of the staff and students is a priority. Additional security cameras will allow for behaviors to be monitored in all areas as well as provide general security for the campus after hours and during non-instructional time.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduced negative behaviors	CA Dashboard for suspension data	Suspension rate will decrease by 1%
Truancy, chronic absenteeism, and excessively excused absences rates	Average daily attendance rates review of CA Dashboard data for Chronic Absenteeism rates	Truancy, chronic absenteeism, and excessively excused absences rates will decrease by 5%.

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

Tier 1 and Tier2/3 teams will be formed to continue implementation of the PBIS model and framework at the school site. Incentives will be purchased to support the framework.

### **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.

## **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

All students will participate in monthly safety drills including the bus evacuation, fire drills, and California Great Shakeout.

### **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.

## **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

Activities and lessons, such as awards assemblies, behavior walkthroughs, Second Step and other SEL lessons, will occur throughout the year to support the PBIS frame work. Student council will be created and used to help encourage positive behavior and student spirit.

### **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.

## **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**

Provide outside counseling through FSA and CADA.

**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.

20000 Title I

6511 LCFF - Supplemental

**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**

An additional four cameras will be installed around campus to improve safety.

**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.

**Strategy/Activity 6**

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

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

Chronically Absent and Tardy Students

**Strategy/Activity**

PBIS Tier 2/3 team along with the School Social Worker and Bilingual Liaison will reach out to parents/guardians to encourage regular on-time attendance.

**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.

# Annual Review

## SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

Overall implementation of strategies/activities were successful

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

N/A

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.

N/A

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 1: ACADEMIC ACHIEVEMENT & INSTRUCTION - Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards, to include professional development and capacity building for teachers and staff.

## Goal 4

Development of STEAM as a core part of the instruction at La Honda for all grade levels and all students.

## Identified Need

All students of La Honda STEAM Academy should be participating in a consistent and comprehensive curriculum in which technology, math, science, art and engineering are integrated. Science instruction should align with NGSS and provide a scope and sequence of skills. All teachers need to follow the scope and sequence plan for instructional planning to ensure that students have adequate access to STEAM related activities. The 5th grade science scores will increase by 5% in the 2022-2023 school year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All teachers on MakerSpace schedule; ensuring that they are delivering their part of the scope and sequence across the grade levels.	MakerSpace is currently being utilized by 10 teachers. MakerSpace will be a required part of the instructional day for all students.	100% of teachers will be using the MakerSpace at least monthly for STEAM lessons.  Upper grade classrooms will begin MakerSpace lessons, and incorporate activities for lower grade students.
CAST Scores for 5th Grade Students	8.70% of all 5th graders met or exceeded standards on the CAST.	14% of all 5th grade students will meet or exceed the standards on the CAST.

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

Expand STEAM instructional programs to enhance student learning by having grade levels teach a scope and sequence of expected skills. These skills will integrate real world, authentic learning experiences and project based learning opportunities, including fieldtrips and assemblies focused on NGSS standards and the STEAM Scope and Sequence. Students will be offered additional STEAM activities to support NGSS standards and STEAM practices. Afterschool STEAM Clubs will be led by La Honda teachers. Additional materials may be purchased for the STEAM Clubs.

### **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.

2159

LCFF - Supplemental

7000

Title I

### **Strategy/Activity 2**

#### **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.

None Specified

### **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

Provide Next Generation Science Standards through collaboration with Explore Ecology. The garden works as an instrument for inclusion for all students and has helped to build community on campus while supporting their interests and curiosity of the natural world. Explore Ecology allows high flexibility in our garden program and encourages the garden educator to communicate with all teachers in order to connect the lessons presented in the garden back to the classroom curriculum. Garden education naturally lends itself to integrating Next Generation Science Standards into each visit to the garden by demonstrating the interconnectedness of the earth's ecosystems, life cycles, water and water conservation, nutrition and food chains, biological diversity, and so many more topics for each grade level. The garden is an outdoor classroom that supports place based education and provides many opportunities for integrating topics from various subjects for the students to explore. From creating maps, to tracking and measuring growth on charts and writing narratives to explain the observations made, students are able to use the garden as their living laboratory right on the school campus.

### 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.

6500

Title I

### 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

Offer training to new teachers in NGSS, Project based learning and/or STEAM instruction in elementary schools.

### 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.

6000

Title I

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

A scope and sequence was developed but the consistency of teachers instructing the content was not demonstrated. 4-6 Grade teacher participated in a STEAM expo at Lompoc Highschool.

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

N/A

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.



A master schedule for all subjects will be reviewed to ensure the fidelity of the STEAM scope and sequence is taught. Review of the STEAM standards, project based learning and the training of new teachers in the areas of STEAM.

# 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	\$151,106
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$151,106.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	86993	0.00
LCFF - Supplemental	62636	0.00
Supplemental/Concentration		
Title I Part A: Parent Involvement	1477	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	62,636.00
Title I	86,993.00
Title I Part A: Parent Involvement	1,477.00

# 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
Lesley Davis	Principal
George Levin	Classroom Teacher
Julia Hoover	Classroom Teacher
Adriana Enriquez-Ibarra	Classroom Teacher
Christal Mares	Parent or Community Member
Samantha Castillo Esparza	Parent or Community Member
Christopher Medeiros	Parent or Community Member
Sara Linderholm	Parent or Community Member
Margaret Abbott	Other School Staff
Maleni Alvarado	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**

State Compensatory Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/13/2022.

Attested:



Principal, Lesley Davis on 10/13/2022



SSC Chairperson, Samantha Hernandez on 10/13/2022

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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



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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

Developed by the California Department of Education, January 2019