School Year: **2022-23**

Hapgood Elementary School

Single Plan for Student Achievement 2022-2023

Lompoc Unified School District

A Resource for the School Site Council

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
Arthur Hapgood Elementary	42 69229 6045561	October 6, 2022	October 26, 2022

School Profile

Arthur Hapgood Elementary School values an instructional program that challenges all students academically. Every aspect of the Hapgood program is designed from research-based models and supported by highly qualified teachers. Our dedicated staff can and will instruct with high expectations while providing support to meet the academic needs of each of our students.

Students at Hapgood Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The school utilizes the Positive Behavior Interventions and Supports (PBIS) program, which encourages students to come to school ready to learn and become problem solvers with a schoolwide focus of (SOAR):

- (S) Self-Control,
- (O) On-Task,
- (A) Achievement and
- (R) Respect

The program emphasizes positive incentives for good behavior. Hapgood Elementary School also relies on the PBIS program to instill a cooperative atmosphere at school.

It is noted that Hapgood Elementry School and buildings are situated on the traditional, ancestral, and unceded territory of the Chumash people.

Student Population
Hapgood is located in northern Santa Barbara County in a rural community 150 miles northwest of Los Angles with a population of approximately 48,000. Our current enrollment is 672 students. According to our School Accountability Report Card, Hapgood's student population is 79 % Hispanic, 13% White, 2% Asian, 3% African American, 1% Filipino and 2% of our students are two or more ethnicities. 41% of Hapgood's students are English learners (EL), and 85% are socioeconomically disadvantaged. (SED)

School Safety
The Hapgood School Safety Plan reflects our dedication to maintaining a safe, clean, and orderly campus. Many of the goals in the SPSA reflect the goals in the School Safety Plan.

Program Improvement
Hapgood Elementary School is a school-wide Title I school, therefore all services and all planning for student improvement include all Title I students. The Title I services currently provided includes:

1. Intervention in small groups in reading and math in grades kindergarten through sixth.
2. Accountability for all textbooks and materials adopted by the Lompoc Unified School District.
3. Professional development for all teachers and staff to improve student achievement.
4. Supplemental materials, supplies, and technology to support reading and mathematics achievement.
5. Implementation of Tier ll, technology-based interventions for grades K-6, and Intervention Teacher for students in the DI program.

Additional Programs Provided
The LUSD Language Academy Program is located at Hapgood. The LUSD Language Academy Program thrives with a 90:10 immersion model. With this model, 90% of instruction is taught in Spanish and 10% in English in Kindergarten and first grade, instruction in English increases each

year until 50% of instruction is in English and Spanish by fifth grade. Classes are comprised of 1/3 native Spanish speakers, 1/3 native English speakers and 1/3 of students who are bilingual. In the Fall of 2012, the first Dual Immersion cohort formed two Kindergarten classes. For the 2013-2014 school year, there were two first grade classes and two Kindergarten classes. For the 2014- 2015 school year, there were two second grade classes, two first grade classes and three Kindergarten classes. For 2015-2016 school year there were three Kindergarten classes, three first grade classes and two second grade classes and two third grade classes. For the 2016-2017 school year, there were three Kindergarten classes, three first grade classes, two second grade classes, two third grade class and two fourth grade classes. For the 2017-18 school year, there were three Kindergarten classes, two first grade classes, one first and second grade combination class, two second grade classes, two third grade classes, two fourth grade classes and one fifth grade class. With the continued support of our LUSD School Board, in our 2022-2023 school year, three Kindergarten classes, three first grade classes, two second grade classes, one second/third-grade combination class, two third grade classes, two fourth grade, one fifth grade class, one fifth and sixth-grade combination class and one sixth grade class that will benefit from our Dual Immersion Program. This program is creating beautifully bilingual, bi-literate, and culturally competent students who will be able to adapt and thrive in our rapidly changing global society.

Hapgood offers one Universal Pre-Kindergarten classroom.

Hapgood also offers special education services to those students who qualify and have an active IEP. We are transitioning to a Learning Center Model program to meet the needs of our scholars who receive special education services.

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.

Instructional Minutes/Instruction/Teacher Mentoring
Grade level instructional minutes met and exceed the California Department of Education (CDE) requirements. Our Instructional Assistants, guided by classroom teachers, as well as Support Teachers, provide small group instruction to students in grades kindergarten through third grade. Students are also provided intervention with intervention software such as: LEXIA and Reading Plus. Our Physical Education Teacher provides 4th - 6th teachers with 80 minutes of preparation time a week as well as opportunities for small group instruction in K-3.

School Plan Alignment
The Hapgood Single Plan for Student Achievement is aligned with the District's goals as stated in the LCAP as well as the goals of the Board of Education. Under each section of planned improvements in Hapgood's SPSA, the district LCAP goal is stated along with the corresponding SPSA goal.

Hapgood Leadership
The Hapgood Leadership Team is comprised of a group of teachers representing grade level spans and programs. These teachers are responsible for school decision-making regarding student achievement and professional development. The leadership team meets monthly.

ELD Leadership Representative
One ELD Leadership Representative from Hapgood meets with District ELD Leadership Team to help implement and make decisions regarding the implementation of the District-wide English Language Development Program.

Minimum Days
Every Wednesday is a minimum day for Professional Learning Communities and staff development. Ten other minimum days are scheduled for parent-teacher conferences.

School Facilities
Computers -There is a 1:1 ratio for all students TK - 6th.

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.

Hapgood Elementary School is a school-wide Title I school, therefore all services and all planning for student improvement include all Title I students. The Title I services currently provided includes:

- Intervention in small groups in reading and math in grades kindergarten through sixth
- Accountability for all textbooks and materials adopted by the Lompoc Unified School District.
- Professional development for all teachers and staff to improve student achievement.
- Supplemental materials, supplies, and technology to support reading and mathematics achievement.
- Implementation of Tier ll, technology-based interventions for grades K-6, and a Reading Intervention Teacher for students.
- School-based counseling

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).

Hapgood uses a variety of surveys to inform our practice, strategies, and academic goals: Student Data Inquiries, Language Arts and Math Practices Surveys, California Healthy Kids Survey, and Safety Plan Survey. The surveys indicate that our scholars need to increase growth in Language Arts, Math, and the ELPAC, and our teachers need training in order to provide effective instructional support. Additionally, there is a continued need for positive behavior interventions and support. Students are encouraged to come to school ready to learn and become problem solvers with a school-wide focus on being safe with Self-Control, On-Task, Achievement, and Respect (SOAR).

Classroom Observations

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

There are a variety of observations that occur throughout the school year. These observation include Mini - Observations and Formal Observation. Mini-Observations are brief (5-12 minutes), frequent, unannounced classroom visits with face to face and written feedback to the teacher. Formal Observations also take place that include a pre-conference with the teacher, a designated day and time for the lesson being observed and a post conference discussion with more in-depth written feedback.

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)

Hapgood uses a variety of summative and formative assessments to modify instruction and improve student achievement. Summative assessments include CAASPP, CAA, NGSS-CAST, ELPAC, CSA, NWEA, research projects. Formative assessments include classroom observations, checks for understanding, weekly tests, writing assignments, journal entries, strategic questioning, Think-Pair-Share, Classroom Polls, Number Talks, Exit/Admit Tickets.

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

Hapgood staff monitor student progress on curriculum-embedded assessments by using data gathered from summative and formative assessments to modify institution and improve student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of Hapgood teachers meet State requirements for Highly Qualified Staff.

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

Our teachers receive professional development throughout the year that target our State Board approved curriculum.

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

All staff development is aligned to content standards, monitoring of students performance and professional needs.

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

District Educational Technology Media Specialists support all teachers.

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

Teachers meet weekly during Professional Learning Communities meetings that focus on grade level, vertical alignment and district wide needs.

Teaching and Learning

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

Hapgood uses standards based curriculum that aligns with California Common Core Standards which is implemented with fidelity to provide students with meaningful, real-world experiences.

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

All grade levels at Hapgood meet or exceed the recommended instructional mintues for reading/language arts and mathematics.

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

Teachers provide different parts of the day for strategic intervention sessions with struggling students.

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

All students are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects that they may use at home, All textbooks and instructional materials used are aligned with the California State Content Standards and Frameworks. Instructional materials for grades K-6 are selected from the state's most recent list of standards-based materials. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available

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

Hapgood provides high-quality curriculum and instruction that aligns with California Common Core Standards in a supportive and effective learning environment that enables students to meet the state standards.

Opportunity and Equal Educational Access

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

School Wide Title I, English Learner, Special Education services are provided in order to enable underperforming students to meet standards.

Evidence-based educational practices to raise student achievement

There are five key elements that are major determinants of an effective and successful school program. The following determinates align to the Single Plan for Student Achievement (SPSA) with the Local Control Accountability Plan (LCAP):

- Use of standards based curriculum that aligns with California Common Core Standards which is implemented with fidelity to provide students with meaningful, real-world experiences.
- Use of research based instruction strategies that maximize effectiveness of student-teacher and student-student interactions.
- Use of standards-based formative assessments which enables effective student progress monitoring and help to guide instructional pedagogy.
- Use of technology to support and encourage effective teaching and learning.
- Use of grade level Professional Learning Communities (PLC's) which meet regularly to analyze student achievement and best practices to ensure all students achieve adequate yearly progress.

Parental Engagement

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

Hapgood also offers special education services to those students who qualify and have an active IEP. Currently there is one classroom for Resource students and two classrooms for Learning Handicapped 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)

Parents and the community are very supportive of the educational program at Hapgood Elementary School. Parents are always welcome to volunteer, participate in school events, including Back-to-School night, Parent Teacher Conferences, Open House, STEAM Night, Art Night, Dia del Los Muertos, The Hapgood Parent Teacher Association (PTA) is very active and works tirelessly to provide programs and activities for our students, such as book fairs, family game nights, field trips, assemblies, school enhancement, and school beautification. Parents are also involved in our School Site Council, English Learners Advisory Committee, District English Learners Advisory Committee, and Wellness Committee.

Funding

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

Hapgood Elementary School 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:
1. Intervention in small groups in reading and math in grades kindergarten through third.
2. Accountability for all textbooks and materials adopted by the Lompoc Unified School District.
3. Accountability for all students who are considered at risk to ensure that parents are notified if their students are not achieving adequate growth which includes a description of the school's plan for the student.
4. Professional development for all teachers and staff to improve student achievement.
5. Supplemental materials, supplies, technology to support reading and mathematics achievement.
6. Implementation of Tier II, technology based interventions for grades K-6.

Fiscal support (EPC)

Hapgood students benefit from the following fiscal support: Local Control Funding Formula (LCFF) Base/Supplemental/Concentration, Special Education, Title I and English Learner funding.

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

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

- School Site Council (October 2022) - The SPSA process, and role of SSC was explained. Data on subgroup enrollment, ELA, Math, and the ELPAC was shared. SPSA goals were identified and strategies/activities to accomplish those goals were discussed. Categorical budget items were identified and explained to accomplish those goals.
- Leadership Team (October 2022) - Data on subgroup enrollment, ELA, Math, and the ELPAC was shared. SPSA goals were identified and strategies/activities to accomplish those goals were discussed. Categorical budget items were identified and explained to accomplish those goals.
- ELAC (October 2022) - The SPSA process, and the role of ELAC was explained. Data on subgroup enrollment, ELA, Math, and the ELPAC was shared especially focusing on the impact on English Learners. SPSA goals were identified and strategies/activities to accomplish those goals were discussed. Categorical budget items were identified and explained to accomplish those goals.
- Staff during PLC and meetings from August-October 2022 - Data on subgroup enrollment, ELA, Math, and the ELPAC was shared. SPSA goals were identified and strategies/activities to accomplish those goals were discussed. Categorical budget items were identified and explained to accomplish those goals.

Resource Inequities

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

Due to the COVID-19 Pandemic, we have had several Chromebooks and chargers lost or destroyed. We will also have over 100 Chromebooks expiring at the end of this school year. We will need to allocate funds in order to update and replenish our online learning devices. The shortage of credentialed and classified staff has also had a negative impact on student achievement, especially with our most "at-promise" students. Vacancies include Two Special Education Teachers (Mild-Mod), 1 Speech and Language Pathologist, 1 Literacy Specialist for the Traditional English Track students, 2 Bilingual Para professionals, and 2 Child Supervision-Aides.

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	0.44%	0.7%	0.44%	3	5	3
African American	1.9%	1.8%	1.03%	13	12	7
Asian	0.73%	0.4%	0.15%	5	3	1
Filipino	0.29%	0.4%	0.44%	2	3	3
Hispanic/Latino	82.8%	84.5%	86.75%	568	573	589
Pacific Islander	0%	0.2%	%	0	1	
White	10.5%	9.0%	8.98%	72	61	61
Multiple/No Response	3.35%	3.0%	2.21%	23	20	15
			Total Enrollment	686	678	679

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	132	115	132
Grade 1	104	111	97
Grade 2	88	94	103
Grade3	91	89	92
Grade 4	90	87	89
Grade 5	99	83	82
Grade 6	82	99	84
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	686	678	679

Conclusions based on this data:

1. Student enrollment continues to increase by 59 students over this three year range.

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	193	197	205	28.1%	29.10%	30.2%
Fluent English Proficient (FEP)	99	93	91	14.4%	13.70%	13.4%
Reclassified Fluent English Proficient (RFEP)	34	22		16.7%	11.2%	

Conclusions based on this data:

1. There is an increase in Fluent English Proficient students from 43 in 17-18 to 99 in 19-20.
2. The percent of Reclassified Fluent English Proficient students increased from 14.5% in 17-18 to 16.7% in 19-20.
3. There is a decrease in the % of English Learners from 40.8% in 16-17 to 30.6% in 18-19.

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	90	87	94	89	0	90	89	0	90	98.9	0.0	95.7
Grade 4	95	86	90	93	0	88	93	0	88	97.9	0.0	97.8
Grade 5	87	84	82	86	0	80	86	0	80	98.9	0.0	97.6
Grade 6	83	97	85	81	0	83	81	0	83	97.6	0.0	97.6
All Grades	355	354	351	349	0	341	349	0	341	98.3	0.0	97.2

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	2375.		2353.	7.87		2.22	20.22		18.89	29.21		21.11	42.70		57.78
Grade 4	2426.		2413.	11.83		7.95	20.43		19.32	19.35		21.59	48.39		51.14
Grade 5	2493.		2417.	19.77		10.00	26.74		12.50	20.93		11.25	32.56		66.25
Grade 6	2503.		2457.	7.41		3.61	37.04		21.69	25.93		24.10	29.63		50.60
All Grades	N/A	N/A	N/A	11.75		5.87	25.79		18.18	23.78		19.65	38.68		56.30

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.24		6.74	39.33		60.67	49.44		32.58
Grade 4	12.90		5.75	38.71		57.47	48.39		36.78
Grade 5	22.09		11.25	34.88		57.50	43.02		31.25
Grade 6	14.81		4.82	46.91		51.81	38.27		43.37
All Grades	15.19		7.08	39.83		56.93	44.99		35.99

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	7.87		3.41	47.19		43.18	44.94		53.41
Grade 4	8.60		9.20	58.06		54.02	33.33		36.78
Grade 5	20.93		6.25	58.14		36.25	20.93		57.50
Grade 6	14.81		7.23	53.09		45.78	32.10		46.99
All Grades	12.89		6.51	54.15		44.97	32.95		48.52

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	12.36		4.49	53.93		66.29	33.71		29.21
Grade 4	12.90		5.75	59.14		66.67	27.96		27.59
Grade 5	19.77		6.25	53.49		58.75	26.74		35.00
Grade 6	16.05		6.02	54.32		71.08	29.63		22.89
All Grades	15.19		5.60	55.30		65.78	29.51		28.61

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	10.11		3.33	46.07		54.44	43.82		42.22
Grade 4	11.83		4.55	55.91		70.45	32.26		25.00
Grade 5	24.42		3.75	41.86		43.75	33.72		52.50
Grade 6	18.52		7.23	56.79		53.01	24.69		39.76
All Grades	16.05		4.69	50.14		55.72	33.81		39.59

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

Conclusions based on this data:

1. Overall, in the past three years span, there is an increasing percentage of students meeting or exceeding English Language Arts/Literacy Standards from 35.52% in 2016 to 37.25% in 2019.
2. Overall, in the past three years span, there is a decreasing percentage of students not meeting or nearly meeting English Language Arts/Literacy Standards from 65% in 2016 to 60.56% in 2018.

3. Although the percent of students achieving below standard continues to decrease in Reading, Writing and Research Inquiry, Reading is our target area with 36.65% of students below standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	90	87	96	90	0	92	90	0	92	100	0.0	95.8
Grade 4	95	86	90	94	0	87	94	0	87	98.9	0.0	96.7
Grade 5	87	84	82	85	0	77	85	0	77	97.7	0.0	93.9
Grade 6	83	97	85	82	0	83	82	0	83	98.8	0.0	97.6
All Grades	355	354	353	351	0	339	351	0	339	98.9	0.0	96.0

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2385.		2362.	10.00		2.17	17.78		17.39	26.67		18.48	45.56		61.96
Grade 4	2429.		2412.	2.13		3.45	22.34		14.94	34.04		33.33	41.49		48.28
Grade 5	2473.		2419.	15.29		5.19	15.29		7.79	25.88		19.48	43.53		67.53
Grade 6	2475.		2457.	8.54		9.64	12.20		14.46	32.93		20.48	46.34		55.42
All Grades	N/A	N/A	N/A	8.83		5.01	17.09		13.86	29.91		23.01	44.16		58.11

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	13.33		3.26	30.00		34.78	56.67		61.96
Grade 4	5.32		4.60	36.17		43.68	58.51		51.72
Grade 5	24.71		3.90	18.82		27.27	56.47		68.83
Grade 6	12.20		9.64	34.15		33.73	53.66		56.63
All Grades	13.68		5.31	29.91		35.10	56.41		59.59

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

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	13.33		8.70	46.67		30.43	40.00		60.87
Grade 4	5.32		3.45	50.00		45.98	44.68		50.57
Grade 5	11.76		3.90	47.06		44.16	41.18		51.95
Grade 6	4.88		4.82	41.46		48.19	53.66		46.99
All Grades	8.83		5.31	46.44		41.89	44.73		52.80

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	13.33		5.43	42.22		59.78	44.44		34.78
Grade 4	5.32		3.45	46.81		58.62	47.87		37.93
Grade 5	14.12		5.19	40.00		45.45	45.88		49.35
Grade 6	9.76		13.25	46.34		46.99	43.90		39.76
All Grades	10.54		6.78	43.87		53.10	45.58		40.12

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. Mean score averages show increase in 17-18 to 18-19. In addition, mean scales for 18-19 show gradual increase as grade levels increase.
2. Overall math student percentages meeting and exceeding standard have steadily increased showing 4.86 student percentage growth over the past three years.
3. Concepts and Procedures is lowest math cluster with over 56% of students below standard

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
K	1423.7	1401.4	1402.0	1436.6	1421.6	1416.1	1393.8	1353.9	1368.7	52	37	54
1	1420.1	1422.3	1403.9	1435.8	1437.9	1430.1	1403.9	1406.1	1377.1	25	34	29
2	1446.2	1460.6	1449.1	1456.0	1474.5	1457.2	1435.8	1446.2	1440.6	20	33	35
3	1465.3	1461.6	1468.8	1473.5	1451.0	1469.8	1456.5	1471.8	1467.2	28	23	32
4	1503.4	1463.9	1484.8	1504.9	1459.6	1473.6	1501.4	1467.7	1495.4	22	21	24
5	1534.8	1485.7	1508.5	1532.5	1483.2	1506.7	1536.5	1487.8	1509.8	22	19	16
6	*	1514.1	1493.8	*	1504.9	1479.0	*	1522.8	1507.9	7	15	18
All Grades										176	182	208

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
K	7.69	16.22	3.70	46.15	29.73	31.48	38.46	24.32	44.44	7.69	29.73	20.37	52	37	54
1	0.00	0.00	0.00	20.00	20.59	6.90	48.00	55.88	41.38	32.00	23.53	51.72	25	34	29
2	0.00	6.06	0.00	30.00	36.36	34.29	40.00	36.36	42.86	30.00	21.21	22.86	20	33	35
3	3.57	4.35	9.38	17.86	30.43	15.63	42.86	26.09	50.00	35.71	39.13	25.00	28	23	32
4	4.55	0.00	8.33	50.00	22.22	41.67	36.36	33.33	16.67	9.09	44.44	33.33	22	18	24
5	18.18	5.56	18.75	63.64	22.22	25.00	18.18	44.44	25.00	0.00	27.78	31.25	22	18	16
6	*	14.29	11.11	*	35.71	16.67	*	28.57	38.89	*	21.43	33.33	*	14	18
All Grades	6.25	6.78	5.77	38.64	28.25	25.48	37.50	36.16	39.42	17.61	28.81	29.33	176	177	208

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
K	17.31	13.51	12.96	50.00	45.95	35.19	21.15	18.92	35.19	11.54	21.62	16.67	52	37	54
1	4.00	5.88	0.00	44.00	47.06	34.48	36.00	29.41	41.38	16.00	17.65	24.14	25	34	29
2	10.00	21.21	5.71	40.00	45.45	51.43	40.00	21.21	28.57	10.00	12.12	14.29	20	33	35
3	17.86	13.04	15.63	35.71	39.13	28.13	28.57	8.70	31.25	17.86	39.13	25.00	28	23	32
4	50.00	22.22	29.17	27.27	5.56	25.00	9.09	44.44	25.00	13.64	27.78	20.83	22	18	24
5	59.09	11.11	31.25	27.27	55.56	31.25	13.64	11.11	12.50	0.00	22.22	25.00	22	18	16
6	*	28.57	22.22	*	28.57	16.67	*	28.57	33.33	*	14.29	27.78	*	14	18
All Grades	23.86	15.25	14.42	40.91	40.68	33.65	23.30	22.60	31.25	11.93	21.47	20.67	176	177	208

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
K	3.85	5.41	0.00	23.08	16.22	24.07	63.46	37.84	51.85	9.62	40.54	24.07	52	37	54
1	0.00	2.94	0.00	4.00	8.82	13.79	44.00	35.29	17.24	52.00	52.94	68.97	25	34	29
2	0.00	3.03	0.00	20.00	33.33	17.14	20.00	30.30	42.86	60.00	33.33	40.00	20	33	35
3	0.00	4.35	0.00	3.57	4.35	12.50	39.29	52.17	46.88	57.14	39.13	40.63	28	23	32
4	0.00	0.00	0.00	27.27	5.56	37.50	45.45	44.44	29.17	27.27	50.00	33.33	22	18	24
5	0.00	0.00	0.00	31.82	5.56	31.25	68.18	38.89	31.25	0.00	55.56	37.50	22	18	16
6	*	7.14	5.56	*	35.71	11.11	*	28.57	44.44	*	28.57	38.89	*	14	18
All Grades	1.14	3.39	0.48	19.32	15.82	20.67	48.86	37.85	39.90	30.68	42.94	38.94	176	177	208

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
K	13.46	16.22	18.52	84.62	67.57	66.67	1.92	16.22	14.81	52	37	54
1	36.00	17.65	10.34	56.00	73.53	79.31	8.00	8.82	10.34	25	34	29
2	15.00	15.15	11.43	65.00	66.67	80.00	20.00	18.18	8.57	20	33	35
3	14.29	17.39	21.88	46.43	47.83	37.50	39.29	34.78	40.63	28	23	32
4	36.36	27.78	58.33	45.45	50.00	25.00	18.18	22.22	16.67	22	18	24
5	9.09	5.56	12.50	86.36	66.67	62.50	4.55	27.78	25.00	22	18	16
6	*	35.71	16.67	*	57.14	38.89	*	7.14	44.44	*	14	18
All Grades	19.32	18.08	20.67	67.05	63.28	58.65	13.64	18.64	20.67	176	177	208

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
K	11.54	16.22	14.81	71.15	48.65	59.26	17.31	35.14	25.93	52	37	54
1	0.00	8.82	0.00	68.00	70.59	55.17	32.00	20.59	44.83	25	34	29
2	20.00	21.21	14.29	75.00	72.73	62.86	5.00	6.06	22.86	20	33	35
3	42.86	21.74	28.13	46.43	39.13	46.88	10.71	39.13	25.00	28	23	32
4	59.09	16.67	25.00	27.27	38.89	41.67	13.64	44.44	33.33	22	18	24
5	68.18	38.89	37.50	27.27	44.44	31.25	4.55	16.67	31.25	22	18	16
6	*	21.43	22.22	*	57.14	55.56	*	21.43	22.22	*	14	18
All Grades	30.11	19.21	18.27	55.11	55.37	52.88	14.77	25.42	28.85	176	177	208

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
K	1.92	2.70	0.00	94.23	64.86	77.78	3.85	32.43	22.22	52	37	54
1	0.00	5.88	6.90	64.00	50.00	20.69	36.00	44.12	72.41	25	34	29
2	0.00	12.12	2.86	55.00	60.61	62.86	45.00	27.27	34.29	20	33	35
3	0.00	8.70	0.00	21.43	34.78	50.00	78.57	56.52	50.00	28	23	32
4	0.00	0.00	8.33	50.00	38.89	50.00	50.00	61.11	41.67	22	18	24
5	9.09	0.00	12.50	81.82	50.00	50.00	9.09	50.00	37.50	22	18	16
6	*	14.29	5.56	*	35.71	38.89	*	50.00	55.56	*	14	18
All Grades	1.70	6.21	3.85	65.34	50.85	54.33	32.95	42.94	41.83	176	177	208

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
K	26.92	18.92	14.81	53.85	37.84	59.26	19.23	43.24	25.93	52	37	54
1	0.00	0.00	0.00	60.00	32.26	34.48	40.00	67.74	65.52	25	31	29
2	5.00	6.67	0.00	30.00	50.00	54.29	65.00	43.33	45.71	20	30	35
3	0.00	4.35	3.13	64.29	52.17	75.00	35.71	43.48	21.88	28	23	32
4	4.55	0.00	4.17	81.82	50.00	66.67	13.64	50.00	29.17	22	18	24
5	13.64	0.00	6.25	86.36	61.11	68.75	0.00	38.89	25.00	22	18	16
6	*	7.14	0.00	*	85.71	72.22	*	7.14	27.78	*	14	18
All Grades	11.36	6.43	5.29	62.50	48.54	60.10	26.14	45.03	34.62	176	171	208

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. Scale Score Means show steady increase in scores as the grades progress.

2. Most students are at level 3 overall for 18-19. Written Language is predominately in level 2 however. Writing is our area of focus.

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**
679	**75.4**	**30.2**	**0.9**
Total Number of Students enrolled in Arthur Hapgood Elementary.	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	205	30.2
Foster Youth	6	0.9
Homeless	21	3.1
Socioeconomically Disadvantaged	512	75.4
Students with Disabilities	99	14.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.0
American Indian	3	0.4
Asian	1	0.1
Filipino	3	0.4
Hispanic	589	86.7
Two or More Races	15	2.2
Pacific Islander		
White	61	9.0

Conclusions based on this data:

1. Significant groups include: 81.7 % of our students fall under the Socioeconomically Disadvantaged grouping; 30.6% English Learners; 12.9% are students with Disabilities; 6.6 % Homeless

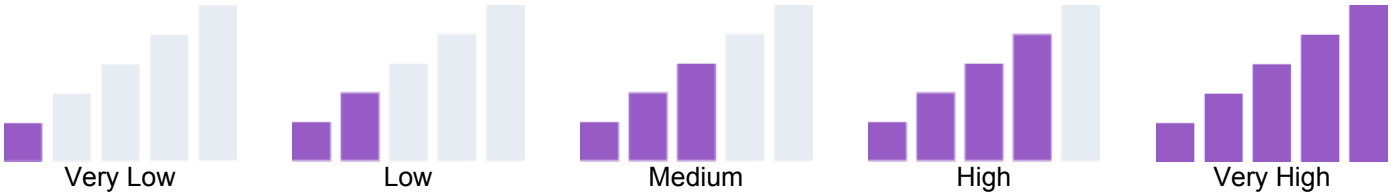
2. Our largest ethnic group is Hispanic followed by White, Two or More Races, African American, Asian and American Indian.

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
English Language Arts	Chronic Absenteeism	Suspension Rate
Very Low	Very High	Very Low
Mathematics		
Low		
English Learner Progress		
VeryLow		

Conclusions based on this data:

1. ELA, Math, Suspension and Chronic Absenteeism are in the Orange.
2. Our focus continues to provide support and growth in ELA, Math.

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.

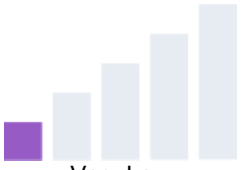
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
4	0	0	0	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
71.8 points below standard	98.8 points below standard	4 Students
320 Students	130 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
10 Students	91.7 points below standard	143.0 points below standard
	244 Students	67 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 7 Students	No Performance Level 3 Students	No Performance Level 1 Student	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 83.4 points below standard 273 Students	No Performance Level 9 Students		No Performance Level 3.5 points below standard 29 Students

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**
115.4 points below standard 71 Students	78.9 points below standard 59 Students	52.9 points below standard 162 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.

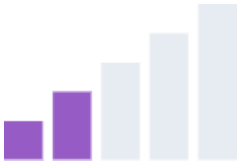
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	1	0	0	0

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 for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Very Low	No Performance Level
85.6 points below standard	105.4 points below standard	4 Students
316 Students	127 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	Very Low
10 Students	102.3 points below standard	152.4 points below standard
	240 Students	67 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 7 Students	No Performance Level 3 Students	No Performance Level 1 Student	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 92.6 points below standard 269 Students	No Performance Level 10 Students		No Performance Level 42.0 points below standard 29 Students

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**
123.1 points below standard 71 Students	85.7 points below standard 57 Students	75.9 points below standard 161 Students

Conclusions based on this data:

1.

School and Student Performance Data

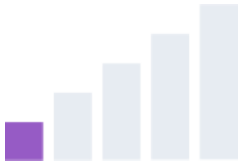
Academic Performance
English Learner Progress

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

English Learner Progress



VeryLow

33.1 making progress towards English language proficiency

Number of EL Students: 145 Students

Performance Level: 1

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
28.3%	38.6%	0.0%	33.1%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

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.

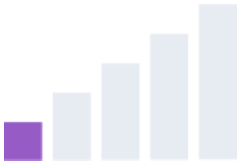
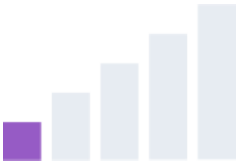
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
42.1% Chronically Absent	40% Chronically Absent	Less than 11 Students
727 Students	235 Students	8 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
54.8% Chronically Absent	43.8% Chronically Absent	47.5% Chronically Absent
42 Students	568 Students	122 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
8 Students	3 Students	1 Student	3 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level		Very High
43.8% Chronically Absent	29.2% Chronically Absent		30.6% Chronically Absent
626 Students	24 Students		62 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation 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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

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.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	2	0	4

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.4% suspended at least one day	0% suspended at least one day	Less than 11 Students
748 Students	240 Students	9 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Medium	Very Low	Medium
2.3% suspended at least one day	0.5% suspended at least one day	2.4% suspended at least one day
44 Students	581 Students	125 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
8 Students	3 Students	1 Student	3 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	No Performance Level		Very Low
0.3% suspended at least one day	0% suspended at least one day		0% suspended at least one day
643 Students	24 Students		66 Students

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

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 1

During the 2022-2023 school year, Hapgood will show a 5% average increase in the number of students meeting or above, in ELA, Math, and ELPAC on the CAASPP assessments and build teacher capacity to help meet this goal.

During the 2022-2023 school year,
98% of teachers will complete professional development at least once a month on Common Minimum Days,
98% of teachers will participate in grade-level collaboration meetings weekly (3 times per month on average)
l00% of school administrators will complete professional development once a month at Principal Leadership meetings.

Identified Need

Students need to increase growth in Language Arts, Math, and gains on ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Data - CAASPP ELA	18-19 Dashboard Data indicates a 9.9 point increase overall in ELA.	5% increase in ELA overall scores for All students including EL, SED at risk students.
Dashboard Data - CAASPP Math	18-19 Dashboard Data indicates a 12.4% point increase overall in Math.	5% increase in ELA overall scores for All students including EL, SED at risk students.
ELPAC	18-19 overall SS	5% increase in 2022-2023 overall average SS
Reading	18-19 Reading SS Average: 362	5% increase in 2022-2023 overall average SS
Math	18-19 Math SS Average: 542	5% increase in 2022-2023 overall average SS
Reclassification of English Learners	10/28/20 - 198 English Learners	RFEP 15% of EL Students
Staff Attendance at Staff Meeting & PLC	92% Staff attendance	98% Staff Attendance

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 including EL, SED and "At Promise" students.

Strategy/Activity

1. A. Use Common Core Standards, discuss instructional practices, and select supplemental materials to plan direct 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.

22,468	Title I
48,625	LCFF Supp/Con

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 Promise" students.

Strategy/Activity

1 B. Grade level teams will administer common grade level assessments throughout the school year in both Math and ELA, and then meet together to review and discuss data to inform instructional decisions.

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 including EL, SED and "At Promise" students.

Strategy/Activity

I C. Use August data to place students in intervention/acceleration groups and programs. Monitor weekly and at trimester for expected progress, usage and guide instruction. (In class intervention, before school, afterschool 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 4

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 Promise" students.

Strategy/Activity

1 D. At grading periods review multiple measures data from supplemental programs along with class assessments, district assessments, NWEA, and grades Consider SST, other adjustments, pay for roving subs or ELEVO times as needed to carry out meetings to address "at promise" student progress.

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.

10,000	Title I

Strategy/Activity 5

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 Promise" students.

Strategy/Activity

1E. Provide small group instruction (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 Paraprofessional primary language support for English Learners at the Beginning and Early Intermediate levels, and Reading intervention teachers to support struggling 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.

2,008	Title I
12,985	LCFF Supp/Con

Strategy/Activity 6

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 Promise" students are eligible to participate.

Strategy/Activity

1F Prepare students to participate in Battle of the Books, Math Superbowl and performances

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.

170	LCFF Supp/Con
4,000	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students including EL, SED and "At Promise" students.

Strategy/Activity

1 G. Support common core implementation by purchasing non-fiction books and books containing informational text for the library. Purchase books and/or supplies needed to fully implement all LA curricula Purchase books for the library to support the curriculum, in English and Spanish. Continue to increase the relevance of the Library Collection for student academic achievement.

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

5,000	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students including EL, SED and "At Promise" students.

Strategy/Activity

1.H. Staff and administration participate in state, county, district, and site staff development opportunities to support SPSA goals and action steps

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.

10,000	Title I

Strategy/Activity 9

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 Promise" students.

Strategy/Activity

1. I. Staff will engage in Professional Learning Communities (PLC) processes to analyze data and develop lessons to meet CCSS. weekly, grade-level teams will meet to develop pacing, lessons, and assessments aligned to CCSS to monitor the progress of students. Vertical articulation between grade levels/programs will occur once a month to determine depth and complexity within learning standards. Grade-level teams will calibrate and score assessments and plan intervention & enrichment steps weekly based on data acquired from scoring assessments.

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

Strategy/Activity 10

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 Promise" students.

Strategy/Activity

1. J. Purchase and use software and hardware for all students to support Common Core Standards, provide intervention and acceleration of grade level skills.

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.

10,000	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.

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.

- During 20221-2022, due to the lack of substitutes, the Traditional & Dual Immersion Reading Intervention Specialists were sometimes pulled from their assignments.
- Some costs of technology were more than expected.

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.

Hire more substitutes, so that intervention groups can continue consistently

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

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

Families and Schools are an important partnership. When we work together, students success is more likely. We want to strengthen this partnership and create an environment to increase.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall Parent Teacher Confernece	2019-2020: 350 parents/guardians attended	2021-2022: 386 parents/guardians attend
Open House	2019-2020: Cancelled due to COVID 19 Pandemic	2021-2022: 386 parents/guardians attend
Back To School Night	2019-2020: 345	2021-2022: 386 parents/guardians attend
Spring Parent Teacher Conference	2019-2020: parents/guardians attended	2021-2022: 386 parents/guardians attend

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 including EL, SED and at risk students.

Strategy/Activity

2 A Parents and staff will attend School Site Council meetings, including training sessions about the role of SSC members, assessments, and data. The SSC will approve the Single Plan for Student Achievement, SPSA.

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

2 B Parents and staff on English Learners Advisory Committee will attend five ELAC meetings, including district sessions for DELAC members to learn and give recommendations about EL, School programs and SPSA and other Parent 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.

218	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 including EL, SED and at risk students.

Strategy/Activity

2 C Hold parent teacher conferences each fall to provide a clear outline of each student's academic progress toward grade level standards and interventions; spring conferences will be scheduled, as necessary; otherwise, contact will be by phone or letter. Staff to translate to increase parent involvement

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.

1624	Title I Part A: Parent Involvement

Strategy/Activity 4

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

2 D Provide support and necessary supplies for student, parent and community events specifically family nights, Science Night, Literacy Night, Back to School Night, Open House and all award and incentive 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 5

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

2 E Encourage all parents to participate in decisions related to the education of their children by offering parent meetings, making recommendations, allowing volunteering at schools, encouraging participation in their children's class, observing and chaperoning classroom activities.

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)

All students including EL, SED and at risk students.

Strategy/Activity

2 F Bilingual home/school 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 and foster youth.

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.

3500	LCFF Supp/Con

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

2 G The school will 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 Home School Liaison. lA-bilingual will assist with communication from the classroom.

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 implementaion of stategies/activites were successfull.

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

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

Goal 3

Create a positive school climate by improving the appearance and operational safety of the school, and supporting positive student and staff behaviors through the Positive Behavior Interventions and Supports (PBIS) program to support positive student behavior.

Students are encouraged to come to school ready to learn and become problem solvers with a school-wide focus on being safe with Self-Control, On-Task, Achievement, and Respect (SOAR). The program emphasizes positive incentives for good behavior.

Identified Need

There is a continued need for positive behavior and support. Although suspensions have decreased, daily minor behaviors distract and impact learning for all students, hence the need for our school wide Positive Behavior Interventions and Supports (PBIS) program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	0 Suspensions	0 Suspensions

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 including EL, SED and "At Promise" students.

Strategy/Activity

3A. Provide quantity and quality supervision for all student activities. Review coverage, and add more hours as needed. Provide schedules and training. Offer Child Supervision training for positive and safe supervision of students, before school and during recess in both English and Spanish.

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.

9588	LCFF Supp/Con

10,000	Title I

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

3B. The PBIS program continues to be implemented at the school with daily eagle tickets, weekly drawings of tickets, or PBIS Eagle Store, to reinforce student behavior. The PBIS Team Tier 1 meets monthly to review data to coordinate positive discipline for Tier I School-Wide instruction. The PBIS Team Tier 2 & 3 meets weekly to review data for focused individual support Daily reinforcement of behavior with Eagle Ticket given out to students for positive behavior.

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.

4,500	LCFF Supp/Con

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 Promise" students.

Strategy/Activity

3C. Schoolwide weekly Second Step lessons that are shared during morning announcements and reinforced by teachers. Ongoing.

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 including EL, SED and "At Promise" students.

Strategy/Activity

3D. The administration, administrative assistant, and custodian will review the needed school maintenance, weekly and review the events of the upcoming weeks to ensure that the school is safe, equipped, and ready for the event.

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 5

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 Promise" students.

Strategy/Activity

3E. Provide for safety of staff and students. Update School Safety Plan/Safe School Plan by December.

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)

All students including EL, SED and "At Promise" students.

Strategy/Activity

3F. The administration to attend district safety meetings and implement procedures and safeguards as designed by the district.

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 Promise" students.

Strategy/Activity

3G. Participate in monthly safety and evacuation drill for all students and staff.

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

Strategy/Activity 8

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 "At Promise" students.

Strategy/Activity

3H. Offer training that explores methods of improving student achievement, class management, school climate, school safety and/ or anti-bullying, and counseling

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.

35,000	Title I

Strategy/Activity 9

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 Promise" students.

Strategy/Activity

3I. Monitor and purchase P.E. and playground equipment to enhance cooperation, physical strength and overall health.

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 implementaion of stategies/activites were successfull.

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

Many of our computers are ending in their cycle so they must be replaced.

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.

Changes were not made.

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	$123,518
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$189,686.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	108,476	0.00
LCFF Supp/Con	79,368	0.00
Title I Part A: Parent Involvement	1,842	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supp/Con	79,368.00
Title I	108,476.00
Title I Part A: Parent Involvement	1,842.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Carmen Chavez	Principal
Margarita Campos	Classroom Teacher
Maria Garica Cacique	Classroom Teacher
Rosalia Trejo	Other School Staff
Adriana Uribe	Parent or Community Member
Cenaida Garcia	Parent or Community Member
Angelica Garcia	Parent or Community Member
Carolyn Taylor	Parent or Community Member
John Colon	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/7/22.

Attested:

Principal, Carmen Chavez on 10/7/22

SSC Chairperson, Carolyn Taylor on 10/7/22

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.

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

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

Purpose and Description

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

Purpose

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

Description

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

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 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.

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/guidanceuseseinvestment.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/guidanceuseseinvestment.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