

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Toro Health Science Academy	43 69583 6109375	May 23, 2024	June 18, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by El Toro Health Science Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by El Toro Health Science Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This School Plan for Student Achievement (SPSA) represents our school's allocation of resources towards unique school-level needs as determined by our review of student outcome data and stakeholder input. This needs assessment is further analyzed to determine the root causes that inform the actions laid out in this plan. Activities are monitored for effectiveness through various metrics, and plans are adjusted to ensure that actions demonstrate the desired outcome.

The SPSA continues to be organized under three goals aligned with the district's LCAP. The action categories under each goal are also aligned to the LCAP, enabling cross-referencing between various plans. A Multi-Tiered System of Support structures the actions to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for various programs and services and an infrastructure that encourages professional learning about program effectiveness in meeting common goals. These goals are:

1.0 Academics: Through equitable, inclusive access, advance college, career, and civic readiness for all students

- 1.1 Elementary School: Improve literacy and math proficiency for all elementary students with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.2 Middle School: Build community and a supportive learning environment for all students by providing an equitable, rigorous, and culturally responsive curriculum for middle school academic success with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.3 High School: Implement and support the transition from middle to high school to increase on-track graduation rates, college and career preparation, CTE completion, and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success.
- 1.4 English Learners: Facilitate English learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students.
- 1.5 Inclusive Practices: Foster a culture of inclusivity and equity to improve access to educational opportunities for all students, including students identified with diverse backgrounds, abilities, and needs.

2.0 Family and Community Engagement: Promote family and community engagement and participation in the education process for all students

3.0 School Climate and Culture: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

- 3.1 Attend to Social-Emotional Learning and Development: Within the three-year cycle of this plan, develop whole-child wellness centers at the two middle and two high school schools, K-8 and elementary sites, and our alternative high school to improve timely student and community access to our growing inventory of social-emotional and school-linked services. Provide social-emotional learning strategies and practices intentionally designed, assessed, and monitored for student outcomes within multi-tiered support systems. Build a community of practice in collaboration with staff and students to establish culturally responsive and inclusive school-wide equity practices that create the conditions for belonging, safe learning environments, and meaningful learning experiences by June 2027.

Additional school-level goals and priorities include focusing on three areas: increasing language arts proficiency, math proficiency, and positive behavior intervention support.

Educational Partner Involvement

How, when, and with whom did El Toro Health Science Academy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school consulted with the School Site Council, the English Learner Advisory Committee, and the Home School and Community Club every month to review the site plan's components and solicit input from each group of educational partners (parents, classified staff, and certificated teachers).

Home & School Club and School Site Council comprise any parent in the school community whose officers are elected based on their bylaws. Home & School Club meets on Tuesday nights starting at 6:30 p.m. (9/10/2024, 10/8/2024, 11/12/2024, 12/10/2024, 1/14/2025, 2/11/2025, 3/11/2025, 4/8/2025, 5/13/2025) School Site Council meets on Thursday afternoons starting at 2:45 p.m. (8/27/2024, 9/24/2024, 10/29/2024, 11/12/2024, 1/29/2025, 2/25/2025, 3/25/2025, 4/29/2025, 5/20/2025)

The English Learner Advisory Committee includes parents whose students are identified as English Learners at our site. The English Learner Advisory Committee meets on Wednesday afternoons starting at 12:00 p.m. (8/28/2024, 9/25/2024, 10/30/2024, 11/13/2024, 1/29/2025, 2/26/2025, 3/26/2025, 4/30/2025, 5/21/2025)

The principal also met with teachers to discuss El Toro's plan, notably how the school site will support learners at all levels to continue their growth to grade-level proficiency and beyond grade-level proficiency.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

El Toro Health Science Academy serves an average percentage of students identified as socioeconomically disadvantaged (SED). Last year and this year, 40% of students qualified for free and reduced lunch. While socio-economic status does not always correlate with student achievement, many students need extra support in their core academic classes.

The data collected from multiple sources, like iReady, Literably, and Fountas & Pinnell, shows that students have progressed in proficiency. The growth rate, however, has not always met the expected growth determined by the norm population. To that end, El Toro has been using an extensive tiered set of reading support. Students are assessed for their independent and instructional reading levels starting in the classroom. They are given "just right books" to read in their guided reading groups and during their independent reading time. Students who require more support are assessed for their specific reading needs and assigned to additional, more intensive reading groups. Using the Literably and Fountas & Pinnell scores and the notes from the assessments, students might be given an additional balanced literacy class and a reading intervention class (time with an adult to practice reading and comprehending text). El Toro monitors all students' progress and frequently changes these groups as students progress through the foundational skill sets. We taught the students the features of a graphic novel and emphasized the importance of making inferences from scene to scene. Students were given a slide deck of activities they worked on in small groups. They analyzed and wrote about the main characters, plot points, new vocabulary, and overall themes of the stories. As the year progressed, students would choose their books and be paired with others who wanted to read the same book. Students were enthusiastic about these books and asked us to buy the following books in the series so they could also read them.

As we assess students at the end of the year and in the fall, we will revisit what we learned about students' reading needs this year. We anticipate a high degree of need in the kindergarten and first grades, as we suspect many students relied heavily on adult cueing to complete their work. Our team will continue to assess students' needs and strategically add small group opportunities in Tier 1 and Tier 2 instruction at all levels, but especially in those grades.

Looking at students' growth in math, we see a different pattern. Students showed growth across the grade spans, and third through fifth-grade students did meet the growth targets set by the iReady test to reach grade-level proficiency. Teachers have been studying ways to implement growth mindset mathematics lessons to help students tap into their natural number sense to develop their mathematical fluency. Teachers have been focusing on formative and summative assessments in mathematics to hone their teaching points to the needs of their students. Based on the results from the iReady math assessments, students were referred to a math intervention teacher to help bridge the support needed to

aid students in the math skills needed for their grade level. Additionally, teachers will bring student artifacts to Professional Learning Communities meetings to discuss student progress and plan their teaching choices' next steps.

The SSC and the ELAC parents recommended keeping the reading support, continuing the emphasis on writing, and deepening the work around student mathematics instruction. El Toro Health Science Academy teachers and staff are committed to meeting these goals. We will continue focusing on formative and summative assessments as our teachers continue focusing on our Professional Learning Communities model.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the 2023 California School Dashboard, El Toro Health Science Academy had two overall areas that were in the "Orange" performance area and that was English Language Arts and Mathematics.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Based on the 2023 California School Dashboard, El Toro Health Science Academy only had one student population (Students who identify as students with disabilities) who was two or more performance levels below "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Based on our i-Ready English Language Arts and Mathematics scores we are showing a slight need in reading and mathematics to get the students who are two or more years behind (English Language Arts 8% and Mathematics 10%) closer to grade level.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for El Toro Health Science Academy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.23%	0.21%	0.22%	1	1	1
African American	1.59%	1.03%	1.52%	7	5	7
Asian	6.35%	5.57%	6.28%	28	27	29
Filipino	2.27%	2.47%	2.60%	10	12	12
Hispanic/Latino	49.21%	50.72%	50.65%	217	246	234
Pacific Islander	%	0%	%	0	0	
White	26.53%	27.22%	25.76%	117	132	119
Multiple/No Response	7.94%	8.45%	8.23%	35	41	38
Total Enrollment				441	485	462

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	85	107	67
Grade 1	84	65	66
Grade 2	77	87	60
Grade3	72	76	79
Grade 4	70	70	74
Grade 5	53	80	68
Total Enrollment	441	485	462

Conclusions based on this data:

1. Overall attendance has been increasing steadily except for a decrease during the 2021-2022 school year at El Toro Health Science Academy.
2. El Toro has significantly more students that start in Kindergarten than finish in 5th grade over the 2020-2023 school years at El Toro Health Science Academy.
3. The percentage of students who identify as Hispanic /Latino has increased slightly each year from 2020-2023.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	66	71	64	14.5%	15.0%	13.9%
Fluent English Proficient (FEP)	28	28	25	6.2%	6.3%	5.4%
Reclassified Fluent English Proficient (RFEP)	3	6		5.9%	4.5%	

Conclusions based on this data:

1. The number of students identified as Fluent English Proficient at El Toro Health Science Academy has remained consistent over the 2019-2022 school years.
2. The percentage of students identified as English Learners at El Toro Health Science Academy has remained consistent over the 2020-2023 school years.
3. The number of students who were Reclassified as English Proficient grew by double from 2021-2022 to 2022-2023.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	71	75	0	71	75	0	71	75	0.0	100.0	100.0
Grade 4	52	72	70	0	71	68	0	71	68	0.0	98.6	97.1
Grade 5	64	55	79	0	55	78	0	55	78	0.0	100.0	98.7
All Grades	191	198	224	0	197	221	0	197	221	0.0	99.5	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2401.	2384.		18.31	17.33		28.17	17.33		18.31	16.00		35.21	49.33
Grade 4		2450.	2463.		19.72	30.88		18.31	19.12		28.17	17.65		33.80	32.35
Grade 5		2502.	2491.		20.00	23.08		32.73	21.79		21.82	24.36		25.45	30.77
All Grades	N/A	N/A	N/A		19.29	23.53		25.89	19.46		22.84	19.46		31.98	37.56

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.72	12.00		54.93	62.67		25.35	25.33
Grade 4		16.90	23.53		60.56	61.76		22.54	14.71
Grade 5		12.73	17.95		72.73	55.13		14.55	26.92
All Grades		16.75	17.65		61.93	59.73		21.32	22.62

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.27	9.33		53.52	44.00		35.21	46.67
Grade 4		18.31	13.24		57.75	57.35		23.94	29.41
Grade 5		16.36	21.79		67.27	55.13		16.36	23.08
All Grades		15.23	14.93		58.88	52.04		25.89	33.03

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.27	8.00		70.42	74.67		18.31	17.33
Grade 4		11.27	11.76		70.42	72.06		18.31	16.18
Grade 5		14.55	15.38		76.36	66.67		9.09	17.95
All Grades		12.18	11.76		72.08	71.04		15.74	17.19

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.45	10.67		63.38	50.67		28.17	38.67
Grade 4		7.04	10.29		76.06	70.59		16.90	19.12
Grade 5		20.00	19.23		54.55	60.26		25.45	20.51
All Grades		11.17	13.57		65.48	60.18		23.35	26.24

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Conclusions based on this data:

1. In Overall Achievement, the percentage of students who exceeded standard grew by over 4% from 2021-2022 to 2022-2023 at El Toro Health Science Academy.
2. In Reading, The percentages in standard nearly standard, and below standard stayed consisted from 2021-2022 to 2022-2023 at El Toro Health Science Academy.
3. In Writing, the percentage of students who were below standard grew over 7% from 2021-2022 to 2022-2023 at El Toro Health Science Academy.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	71	75	0	71	74	0	71	74	0.0	100.0	98.7
Grade 4	52	72	70	0	72	68	0	72	68	0.0	100.0	97.1
Grade 5	64	55	79	0	55	78	0	55	78	0.0	100.0	98.7
All Grades	191	198	224	0	198	220	0	198	220	0.0	100.0	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2410.	2403.		15.49	9.46		25.35	28.38		23.94	22.97		35.21	39.19
Grade 4		2462.	2462.		18.06	10.29		20.83	30.88		34.72	39.71		26.39	19.12
Grade 5		2474.	2475.		18.18	10.26		10.91	14.10		27.27	32.05		43.64	43.59
All Grades	N/A	N/A	N/A		17.17	10.00		19.70	24.09		28.79	31.36		34.34	34.55

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.54	17.57		39.44	55.41		38.03	27.03
Grade 4		22.22	19.12		44.44	52.94		33.33	27.94
Grade 5		20.00	10.26		29.09	39.74		50.91	50.00
All Grades		21.72	15.45		38.38	49.09		39.90	35.45

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.54	12.16		46.48	51.35		30.99	36.49
Grade 4		16.67	16.18		54.17	52.94		29.17	30.88
Grade 5		9.09	10.26		63.64	56.41		27.27	33.33
All Grades		16.67	12.73		54.04	53.64		29.29	33.64

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.27	12.16		64.79	60.81		23.94	27.03
Grade 4		19.44	11.76		54.17	67.65		26.39	20.59
Grade 5		12.73	10.26		60.00	64.10		27.27	25.64
All Grades		14.65	11.36		59.60	64.09		25.76	24.55

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In Overall Achievement, the percentage of students at or near standards grew by over 4% from the 2021-2022 to 2022-2023 school years at El Toro Health Science Academy.
2. In Problem Solving, the percentage of students at or near standards stayed consistent from the 2021-2022 to 2022-2023 school years at El Toro Health Science Academy.
3. In Communicating Reasoning, the percentage of students at or near standards grew by over 4% from the 2021-2022 to 2022-2023 school years at El Toro Health Science Academy.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1412.1	1393.7	1445.0	1422.9	1402.4	1437.6	1386.2	1373.0	1462.3	19	15	15
1	1464.3	*	*	1468.0	*	*	1460.3	*	*	12	10	7
2	1477.3	1469.8	*	1477.2	1485.0	*	1476.7	1454.1	*	19	12	7
3	1470.4	1481.0	1465.6	1476.0	1498.1	1467.6	1464.3	1463.3	1463.5	11	15	11
4	*	*	1545.9	*	*	1568.3	*	*	1523.0	7	10	12
5	*	*	1505.3	*	*	1514.3	*	*	1495.9	7	10	15
All Grades										75	72	67

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.53	6.67	33.33	21.05	26.67	26.67	57.89	40.00	13.33	10.53	26.67	26.67	19	15	15
1	16.67	*	*	0.00	*	*	75.00	*	*	8.33	*	*	12	*	*
2	5.26	16.67	*	52.63	41.67	*	42.11	33.33	*	0.00	8.33	*	19	12	*
3	0.00	6.67	9.09	18.18	40.00	0.00	63.64	46.67	63.64	18.18	6.67	27.27	11	15	11
4	*	*	50.00	*	*	33.33	*	*	16.67	*	*	0.00	*	*	12
5	*	*	20.00	*	*	26.67	*	*	46.67	*	*	6.67	*	*	15
All Grades	6.67	8.33	22.39	30.67	36.11	25.37	54.67	41.67	37.31	8.00	13.89	14.93	75	72	67

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.53	20.00	40.00	36.84	20.00	20.00	42.11	33.33	13.33	10.53	26.67	26.67	19	15	15
1	16.67	*	*	25.00	*	*	50.00	*	*	8.33	*	*	12	*	*
2	10.53	33.33	*	52.63	41.67	*	31.58	16.67	*	5.26	8.33	*	19	12	*
3	9.09	40.00	18.18	63.64	33.33	36.36	18.18	20.00	36.36	9.09	6.67	9.09	11	15	11
4	*	*	50.00	*	*	50.00	*	*	0.00	*	*	0.00	*	*	12
5	*	*	33.33	*	*	46.67	*	*	13.33	*	*	6.67	*	*	15
All Grades	13.33	23.61	28.36	48.00	43.06	38.81	32.00	22.22	20.90	6.67	11.11	11.94	75	72	67

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.26	6.67	26.67	15.79	26.67	26.67	57.89	40.00	33.33	21.05	26.67	13.33	19	15	15
1	8.33	*	*	16.67	*	*	66.67	*	*	8.33	*	*	12	*	*
2	0.00	8.33	*	47.37	25.00	*	31.58	58.33	*	21.05	8.33	*	19	12	*
3	0.00	0.00	0.00	9.09	13.33	9.09	54.55	73.33	45.45	36.36	13.33	45.45	11	15	11
4	*	*	0.00	*	*	41.67	*	*	50.00	*	*	8.33	*	*	12
5	*	*	6.67	*	*	20.00	*	*	33.33	*	*	40.00	*	*	15
All Grades	2.67	4.17	7.46	21.33	19.44	20.90	54.67	52.78	41.79	21.33	23.61	29.85	75	72	67

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Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	10.53	13.33	33.33	84.21	66.67	33.33	5.26	20.00	33.33	19	15	15	
1	25.00	*	*	58.33	*	*	16.67	*	*	12	*	*	
2	21.05	0.00	*	68.42	83.33	*	10.53	16.67	*	19	12	*	
3	18.18	26.67	9.09	45.45	60.00	27.27	36.36	13.33	63.64	11	15	11	
4	*	*	50.00	*	*	50.00	*	*	0.00	*	*	12	
5	*	*	13.33	*	*	73.33	*	*	13.33	*	*	15	
All Grades	20.00	13.89	22.39	66.67	75.00	53.73	13.33	11.11	23.88	75	72	67	

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.53	26.67	33.33	63.16	33.33	33.33	26.32	40.00	33.33	19	15	15
1	16.67	*	*	66.67	*	*	16.67	*	*	12	*	*
2	21.05	41.67	*	68.42	50.00	*	10.53	8.33	*	19	12	*
3	45.45	60.00	45.45	54.55	33.33	36.36	0.00	6.67	18.18	11	15	11
4	*	*	91.67	*	*	8.33	*	*	0.00	*	*	12
5	*	*	66.67	*	*	26.67	*	*	6.67	*	*	15
All Grades	24.00	40.28	49.25	62.67	43.06	34.33	13.33	16.67	16.42	75	72	67

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.26	6.67	26.67	78.95	66.67	60.00	15.79	26.67	13.33	19	15	15
1	16.67	*	*	66.67	*	*	16.67	*	*	12	*	*
2	10.53	8.33	*	63.16	75.00	*	26.32	16.67	*	19	12	*
3	0.00	0.00	9.09	45.45	46.67	9.09	54.55	53.33	81.82	11	15	11
4	*	*	0.00	*	*	83.33	*	*	16.67	*	*	12
5	*	*	13.33	*	*	40.00	*	*	46.67	*	*	15
All Grades	6.67	6.94	11.94	65.33	55.56	49.25	28.00	37.50	38.81	75	72	67

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.26	20.00	53.33	42.11	33.33	26.67	52.63	46.67	20.00	19	15	15
1	16.67	*	*	58.33	*	*	25.00	*	*	12	*	*
2	10.53	16.67	*	73.68	66.67	*	15.79	16.67	*	19	12	*
3	0.00	6.67	0.00	63.64	86.67	72.73	36.36	6.67	27.27	11	15	11
4	*	*	8.33	*	*	91.67	*	*	0.00	*	*	12
5	*	*	26.67	*	*	53.33	*	*	20.00	*	*	15
All Grades	6.67	13.89	19.40	64.00	62.50	62.69	29.33	23.61	17.91	75	72	67

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In Overall Language, the percentage of students who identify as English Learners scored at a level 4 grew by over 14% from the 2021-2022 to 2022-2023 school years at El Toro Health Science Academy.
2. In Oral Language, the percentage of students who identify as English Learners scored at a level 4 grew by over 4% from the 2021-2022 to 2022-2023 school years at El Toro Health Science Academy.
3. In Written Language, the percentage of students who identify as English Learners scored at a level 4 grew by over 3% from the 2021-2022 to 2022-2023 school years at El Toro Health Science Academy.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
485	38.1	14.6	0.4
Total Number of Students enrolled in El Toro Health Science Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	71	14.6
Foster Youth	2	0.4
Homeless	31	6.4
Socioeconomically Disadvantaged	185	38.1
Students with Disabilities	58	12

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1
American Indian	1	0.2
Asian	27	5.6
Filipino	12	2.5
Hispanic	246	50.7
Two or More Races	41	8.5
White	132	27.2

Conclusions based on this data:

1. The percentage of the student population who were socioeconomically disadvantaged was 38.1% (highest) during the 2022-2023 school year at El Toro Health Science Academy.

2. The percentage of the student population who were identified as English Learners was 14.6% (second highest) during the 2022-2023 school year at El Toro Health Science Academy.
3. The highest enrollment by Race/Ethnicity is students identified as Hispanic with 50.7% during the 2022-2023 school year at El Toro Health Science Academy.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Green
Mathematics Orange		
English Learner Progress Green		

Conclusions based on this data:

1. English Learner Progress and Suspension Rate were in the High Performance Range (Green).
2. Chronic Absenteeism was in the Middle Performance Range (Yellow).
3. English Language Arts and Mathematics were in the Low Performance Range (Orange).

School and Student Performance Data

Academic Performance English Language Arts

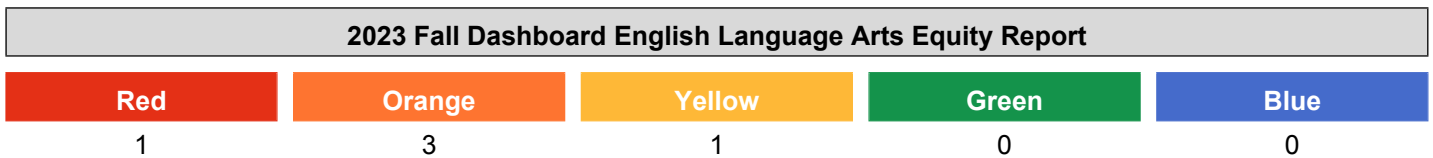
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 21.8 points below standard Decreased -4.9 points 220 Students	English Learners  Orange 67.5 points below standard Decreased Significantly -16.4 points 50 Students	Foster Youth Less than 11 Students 1 Student
Homeless 92 points below standard Decreased Significantly -27.5 points 19 Students	Socioeconomically Disadvantaged  Orange 50.3 points below standard Decreased -4 points 92 Students	Students with Disabilities  Red 77.8 points below standard Decreased -11.5 points 30 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 1 Student	36.5 points above standard Increased Significantly +17.4 points 15 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 54.1 points below standard Decreased -12.2 points 105 Students	5.5 points above standard Increased Significantly +35.7 points 19 Students	 No Performance Color 0 Students	 Yellow 9.6 points above standard Decreased -5 points 61 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
99.1 points below standard Decreased Significantly -18.6 points 37 Students	22.4 points above standard Increased +8.7 points 13 Students	8.8 points below standard Maintained -1.4 points 159 Students

Conclusions based on this data:

- All student groups decreased in percentage in English Language Arts during the 2022-2023 school year at El Toro Health Science academy.
- Students identified as Hispanic fell in the Orange range (54.1 points below standard) in English Language Arts during the 2022-2023 school year at El Toro Health Science Academy.
- Students identified as Reclassified English Learners increased their scores by 22.4 points above standard in English Language Arts during the 2022-2023 school year at El Toro Health Science Academy.

School and Student Performance Data

Academic Performance Mathematics

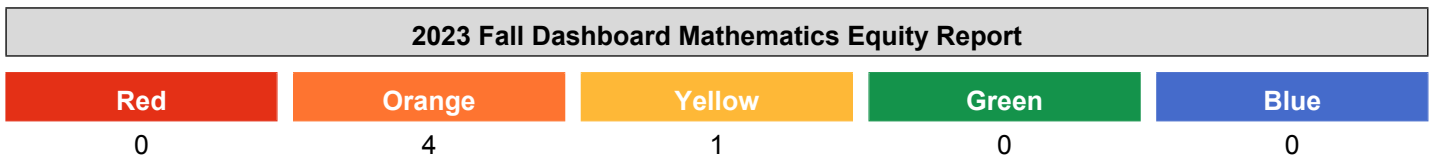
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 36.2 points below standard Decreased -6.6 points 219 Students	English Learners  Orange 68.7 points below standard Maintained -2.3 points 49 Students	Foster Youth Less than 11 Students 1 Student
Homeless 74.8 points below standard Increased Significantly +16 points 19 Students	Socioeconomically Disadvantaged  Orange 60.2 points below standard Maintained +2 points 91 Students	Students with Disabilities  Orange 80.5 points below standard Decreased Significantly -16.3 points 30 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 1 Student	22 points above standard Decreased -4 points 15 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 64.1 points below standard Decreased -5.3 points 104 Students	5.8 points below standard Increased +13.5 points 19 Students	 No Performance Color 0 Students	 Yellow 14 points below standard Decreased Significantly - 18.6 points 61 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.3 points below standard Increased +3.4 points 36 Students	11.8 points below standard Decreased -3.1 points 13 Students	27.3 points below standard Decreased -7.5 points 159 Students

Conclusions based on this data:

1. All students fell in the Orange Range (36.2 points below standard) in Mathematics during the 2022-2023 school year at El Toro Health Science Academy.
2. Students identified as Two or More Races did not have a performance range, but showed growth of 13.5 points in mathematics during the 2022-2023 school year at El Toro Health Science Academy.
3. Students identified as Current English Learners increased by 3.4 points in Mathematics during the 2022-2023 school year at El Toro Health Science Academy.

School and Student Performance Data

Academic Performance English Learner Progress

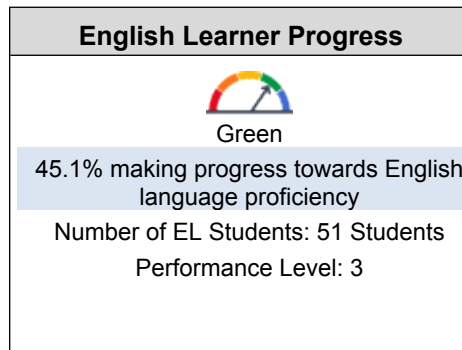
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 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
12	16	0	23

Conclusions based on this data:

1. Students identified as English Learners were in the Green Level (45.1 points above standard) in Academic performance during the 2022-2023 school year at El Toro Health Science Academy.
2. 23.5% of the students identified as English Learners decreased one ELPI Level during the 2022-2023 school year at El Toro Health Science Academy.
3. 45.1% of the students identified as English Learners increased one ELPI Level during the 2022-2023 school year at El Toro Health Science Academy.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 30.2% Chronically Absent Declined Significantly -4.4 494 Students	 Orange 34.7% Chronically Absent Declined -6.7 75 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
40% Chronically Absent Declined -18.6 35 Students	 Yellow 37.6% Chronically Absent Declined Significantly -7.8 197 Students	 Orange 31.3% Chronically Absent Declined -4.1 67 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 1 Student	27.6% Chronically Absent Increased 17.6 29 Students	16.7% Chronically Absent 0 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.8% Chronically Absent Declined Significantly -5.3 251 Students	 Orange 24.2% Chronically Absent Declined -10.2 62 Students	 No Performance Color 0 Students	 Orange 21.1% Chronically Absent Declined -3.9 133 Students

Conclusions based on this data:

1. All Chronic Absenteeism was at a Yellow Level (30.2%) for all students during the 2022-2023 school year at El Toro Health Science Academy.
2. Chronic Absenteeism is highest among our students identified as Homeless (40%) during the 2022-2023 school year at El Toro Health Science Academy.
3. Chronic Absenteeism is highest among our students identified as Hispanic (37.8%) during the 2022-2023 school year at El Toro Health Science Academy.

School and Student Performance Data

Conditions & Climate Suspension Rate

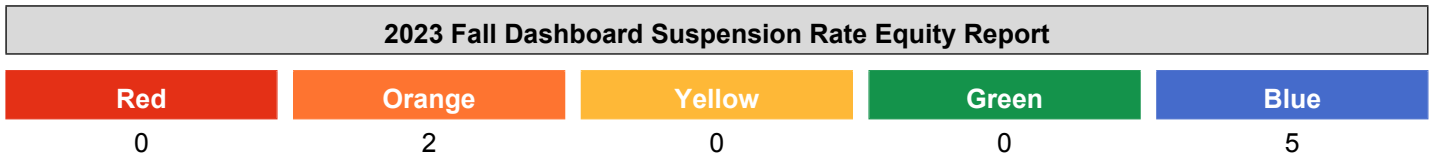
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.6% suspended at least one day</td> </tr> <tr> <td>Maintained 0.2 505 Students</td> </tr> </tbody> </table>	All Students	 Green	0.6% suspended at least one day	Maintained 0.2 505 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Declined -1.3 77 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Declined -1.3 77 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 3 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 3 Students	
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Maintained 0 30 Students	0% suspended at least one day 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.4% suspended at least one day Declined -0.4 257 Students	 Blue 0% suspended at least one day Maintained 0 66 Students	 No Performance Color 0 Students	 Orange 1.5% suspended at least one day Increased 1.5 133 Students

Conclusions based on this data:

1. The suspension rate for All Students at El Toro Health Science Academy was at a Green Level (.6%) during the 2022-2023 school year.
2. Suspension rates are highest among students identified as Students with Disabilities in Student Groups (2.9%) during the 2022-2023 school year at El Toro Health Science Academy.
3. Suspension rates are highest among students identified as White in the Race/Ethnicity area (1.5%) during the 2022-2023 school year at El Toro Health Science Academy.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Readiness

By June 2025, the percentage of all students who score at or above standard on iReady Reading and Math Assessments, including those who are identified with two or more races, will increase by 20%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1.0 Academics Goal for Consideration: Through equitable, inclusive access, advance college, career, and civic readiness for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

On the Winter 2023 assessments, 75% of all students scored One Grade Level or Below as measured by the i-Ready Assessment in Math and 56% of all students scored below grade level as measured by the i-Ready Assessment in Reading.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA	For the Winter Assessment, 5th grade grew 10.0%, 4th grade grew 8.7%, 3rd grade grew 5.0%, 2nd grade grew 19.7%, and 1st grade grew 28.0% to early or above grade level on the iReady Reading Assessment (13.8% Overall).	Students who are at early grade level or above will increase 15% by the Winter Reading Assessment as measured by iReady.
iReady Math	For the Winter Assessment, 5th grade grew 5.0%, 4th grade grew 11.0%, 3rd grade grew 16.0%, 2nd grade grew 11.8%, and 1st grade grew 13.0% to early or above grade level on the iReady Math Assessment (13.4% Overall).	Students who are at early grade level or above will increase 15% by the Winter Math Assessment as measured by iReady.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	By having El Toro Health Science Academy teachers and staff involved in activities with students to prepare them for life outside of	All Students	10,405.68 Lottery

	<p>elementary school. Teachers and staff stipends are in the areas of Yearbook, Safety Patrol, Associated Student Body, Science Camp, and Website Management. Teachers and staff working with El Toro Health Science Academy students on supporting the students' overall safety and additional activities outside of the classroom. This strategy will enhance the relationship between El Toro Health Science students, teachers, and staff by showing students real-world applications of working with others.</p>		<p>1000-1999: Certificated Personnel Salaries Stipends 4,552.49 Title I 1000-1999: Certificated Personnel Salaries Guiding Coalition 2,901.26 Lottery 2000-2999: Classified Personnel Salaries Web Management Stipend</p>
1.3	<p>This will give teachers time to learn about strategies and accommodations for the students while participating in observing other teachers' strategies, learning what supports would work best for their students with an Individual Education Plan (IEP), and breaking down lessons observed at other sites to understand the planning put forth into a lesson. This time out of the classroom will enhance the teaching styles and strategies used to benefit students' learning.</p>	All Students	<p>11,785.57 Lottery 1000-1999: Certificated Personnel Salaries Substitute Teachers for Professional Development Observations, IEP's, and Instructional Rounds</p>
1.4	<p>By using the various supplies needed to teach, El Toro Health Science Academy teachers can expand the ways to teach, assign work, and cater to each student's needs. The supplies purchased will be used in the classroom as everyday school supplies (paper, glue, pencils, markers, etc.) and specialty supplies (art supplies, technology, science materials, etc.). Teachers will use the classroom supplies to help students create projects to enhance their learning. This strategy will enhance and update the technology and supplies used in the classrooms. Education is always changing and updating itself, and El Toro Health Science Academy teachers need the tools to teach the students information in the ways they learn best.</p>	All Students	<p>7,889.99 Lottery 4000-4999: Books And Supplies Office Supplies 8,000.00 Lottery 4000-4999: Books And Supplies Instructional Supplies 2,655.00 Lottery 5800: Professional/Consulting Services And Operating Expenditures Instructional Programs 2,000.00 Title I 4000-4999: Books And Supplies Books & Reference Materials 7,012.67 Title I 4000-4999: Books And Supplies Instructional Supplies 10,456.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Instructional Programs</p>
1.5	<p>This strategy involves the teachers planning together and creating common lesson and unit plans and common formative assessments. Using common formative assessments, teachers can look at the data from these assessments to gauge how well the students retained the curriculum, allowing</p>	Underperforming or disadvantaged students identified as Foster, Homeless, Low Socioeconomic Status, English Learners, and	

	them to reteach as needed. The results from the common formative assessments will also allow the teacher to reflect and learn from other teachers as to how teaching the content will help to grow in teaching. Students will benefit from this goal because it will allow the teachers not to be isolated in their classroom but to expand the classroom realm outside of their classroom and the school. There are no expenditures for this goal since there is allotted time in the teachers' schedule to meet during the preparation period or Professional Learning Team (PLT) meetings throughout the school year.	Students with Disabilities.	
1.6	To continue growing the inclusion program at El Toro Health Science Academy, the school needs to ensure the appropriate amount of support for students identified as having disabilities. An Inclusion classroom is effective when it has the proper amount of support. The need for a paraprofessional in the classroom will be the appropriate amount of support.	Students with Disabilities	38,809.66 LCFF 2000-2999: Classified Personnel Salaries Paraprofessional (Inclusion)
1.7	To allow El Toro Health Science Academy teachers to be successful and have access to the materials they need to copy for the students, keep the students safe when injured, and get the training needed from supplemental programs (new training or a refresher) is vital to the success of El Toro Health Science Academy teachers and students. Teachers must be able to rely on machines when they need items to duplicate for the students. The health clerk needs to purchase safety items due to students' unexpected injuries during the school day. The teachers will need training to help learn or enhance skills throughout the school year. These strategies will help the students learn more effectively and stay safe when injured.	All Students	1,500.00 Lottery 4000-4999: Books And Supplies Health Office Supplies 4,000.00 Lottery 5000-5999: Services And Other Operating Expenditures Maintenance & Repairs for Office Machines 2,500.00 Lottery 5800: Professional/Consulting Services And Operating Expenditures Professional Consulting Services

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

El Toro Health Science Academy continues its practice of teaching math in small groups and provided Targeted/Tier 2 & Intensive/Tier 3 support of math to students not at their expected proficiency level. As El Toro Health Science Academy grows the inclusion program, the need for aide support will be needed to continue to enhance the program.

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

There should not be any major differences between the intended implementation and/or budgeted expenditure. The only major change that may occur is for MHUSD programs that may be cancelled due to a decrease in funding for the 2024-2025 school year.

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

In 2024-2025, El Toro Health Science Academy will continue to focus on academic vocabulary in English Language Arts and Mathematics. The teachers will examine teaching practices by evaluating student artifacts and results from common formative assessments. The teachers will continue collaborative practices using PLTs throughout the school year. Teachers will use collaboration time to look at lessons, units, common formative assessments, rubrics for assessment, and student artifacts to inform teaching. Each grade level cohort will work with the principal and the assistant principal to participate in a year-long plan for professional development. The goal is to help all students create knowledge through practices that leverage assets and encourage teachers to go beyond the standard of proficiency into advanced thinking.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family/Guardian and Community Engagement

The percentage of parents engaged in their child's education will increase by at least 10% as measured by attendance at parent meetings (English Language Advisory Committee, School Site Council, and Home & School Club) by June 2024.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2.0 Family and Community Engagement Goal for Consideration: Promote family and community engagement and participation in the education process for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the 2024 LCAP Survey, 75% of students like going to school. Staff plans to focus on positive relationships with the students to support students enjoying school to support academic success, chronic absenteeism, and future success in middle & high school.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square	New mass messaging communication rates: Student Families Contactable: 99.2% Parents opted to receive emails: 92% Parents opted to receive texts: 10% Email/text success rate: 100%	Increase mass messaging communication rates: Student Families Contactable: 100% Parents opted to receive emails: 95% Parents opted to receive texts: 50% Email/text success rate: 100%
Parent Square	Parent Volunteers 1,730 Volunteer Requests in Parent Square	Parent Volunteers 2,000 Volunteer Requests in Parent Square by June 2025.
Parent Survey	I/Mychild/Students at my school ...want(s) to do well in school. - 94% ...care(s) about my/their school. - 93% ...come(s) to class prepared. - 93% ...have multiple ways to engage in learning in and out. - 77% ...like(s) going to school. - 75%	To improve the engagement of school in and out, by focusing on Positive Behavior Intervention and Supports (PBIS). The school will be creating a student store and offering incentives for students positive behavior.
Parent Survey	Instruction at my/my child's school ...is fun and interesting. - 85% ...is relevant to students' lives. - 79% ...motivates students. 77%	To get more input from the students to involve them in their learning and the types of activities they would like to do. Teachers will be offering their students more choice in their activities

	<p>...includes student voices in decision making for learning. - 75%</p> <p>...includes the experiences of people from diverse backgrounds. - 75%</p> <p>...is rigorous, and inclusive of diverse learners. - 74%</p>	
Parent Survey	<p>My school/My child's school/Our school</p> <p>...wants children to succeed. - 98%</p> <p>...is/are welcoming and inviting - 94%</p> <p>...values student voices and experiences. - 87%</p> <p>...provide(s) a well-rounded curriculum. - 85%</p> <p>...focus(es) on students' character. - 76%</p> <p>...offer(s) challenging classes. - 63%</p>	To get input from the parents and students about why the classes are not challenging enough. Teachers will need to enhance their ability to differentiate their curriculum to the needs of their students.
Parent Surveys	<p>My school/My child's school/Our school</p> <p>...encourage(s) a healthy lifestyle. - 81%</p> <p>...set(s) high expectations for student achievement. - 67%</p> <p>...encourage(s) students to participate in extracurricular activities. - 42%</p> <p>...encourage(s) special education students to participate in extracurricular activities. - 40%</p>	Staff intend to offer more opportunities for students to participate in activities outside of the school day, encourage special education students to participate through an inclusion model, and promote more healthy lifestyle choices in the classroom and the announcements. Staff intend to improve this area on the Hanover School Climate Survey by encouraging a healthy lifestyle to 90% or greater.
Parent Surveys	<p>At (my/my child's) school</p> <p>...students have friends at school. - 99%</p> <p>...students from different cultural background become friends. - 96%</p> <p>...students have a trusted adult to talk to during the day. - 90%</p> <p>...students respect the teachers and staff. - 84%</p> <p>...school rules are consistently addressed. - 80%</p> <p>...school rules are fair. - 75%</p> <p>...all students are treated fairly. - 69%</p>	To work with the staff to ensure that all staff members and students are treated equally. Staff intend to improve in this area on the Hanover School Climate Survey to 95% or greater regarding having a trusted adult on campus.
Parent Surveys	<p>At (my/my child's) school</p> <p>...staff feel safe at school. - 84%</p> <p>...students get along with each other and respect their differences. - 85%</p> <p>...students are comfortable talking to school staff. - 84%</p> <p>...students feel safe at school. - 82%</p> <p>...students understand the consequences for unacceptable behavior. - 79%</p> <p>...students have a voice in building a positive school culture and climate. - 76%</p> <p>...bullying is not a problem. - 38%</p>	To work with the students and staff on how they interact and treat other students with respect through an anti-bullying curriculum. Staff intend to improve in this area on the Hanover School Climate Survey regarding how safe students feel 95% or greater.

<p>Parent Surveys</p>	<p>My school/My child's school/Our school ...prepares students for success. - 90% ...helps students set personal goals. - 84% ...teaches students to communicate effectively. - 83% ...provides opportunities for academic acceleration. - 75% ...prepares students for high school success. - 63% ...prepares students for success in college or career. - 64%</p>	<p>To work on students' ability to communicate with others more effectively, a teacher will teach mindfulness lessons throughout the school year, and Social-Emotional Learning lessons will support this. Staff intend to improve in this area on the Hanover School Climate Survey to 90% or greater.</p>
<p>Parent Surveys</p>	<p>My school/My child's school/Our school ...share(s) data with families about student skill levels. - 89% ...encourage(s) parental involvement. - 84% ...builds personal relationships, respect, and mutual understanding with families. - 77% ...effectively communicate(s) with parents regarding their child's progress. - 74% ...offer(s) parents a say in the decision-making process at the district level. - 67% ...offer(s) parents a say in the decision-making process at my school. - 59% ...align(s) family engagement activities with school improvement goals. - 57% ...listen(s) to families about their children's interests and challenges, then using this information to differentiate instruction. - 57% ...incorporate(s) content from families' home culture into classroom lessons. - 52% ...host(s) high school and college and career readiness workshops so families learn about processes, systems, and programs for student success. - 30% ...host(s) events where effective teaching practices are modeled so families can use them at home with their children. - 29%</p>	<p>Staff intend to host events to promote practices used at the school and support families using similar practices at home. At the beginning of the school year, a survey will be conducted to obtain the information parents need more information about, and we will hold Parent Information Nights. Staff intend to improve in this area on the Hanover School Climate Survey to 95% or greater.</p>
<p>Parent Surveys</p>	<p>What would help parents become more involved in MHUSD? More information on how to support students at home. - 47% More information on involvement opportunities. - 42% More participation opportunities at the school level. - 37%</p>	<p>A survey will be conducted at the beginning of the school year to obtain the parents' preferred times to prevent as many conflicts with parents' schedules as possible. Staff intend to improve in this area on the Hanover School Climate Survey to 35% or lower.</p>

	<p>More convenient times for participation. - 32%</p> <p>More communication between the school and the parents. - 26%</p> <p>Other 26%</p> <p>More participation opportunities at the district level. - 21%</p> <p>More convenient locations for participation. - 11%</p> <p>More communication in our family's primary language. - 5%</p> <p>None of the above - 5%</p>	
Parent Surveys	<p>Which parent or community activities have you participated in this year?</p> <p>Back to school night or open house - 90%</p> <p>Parent-teacher conferences with child's teacher - 90%</p> <p>School or class event, such as play or sports event - 80%</p> <p>Volunteering at my child's school - 55%</p> <p>Home and School Club - 40%</p> <p>School Site Council - 30%</p> <p>Principal Coffee Chats - 20%</p> <p>Family and community forums - 10%</p> <p>Other - 10%</p> <p>Booster committee - 5%</p> <p>English Learner Advisory Committee - 5%</p>	To improve the amount of participation at parent conference meetings. Staff intend to improve in this area on the Hanover School Climate Survey to 80% or greater.
Parent Surveys	<p>I feel that the school and/or district values my participation or input in...</p> <p>Volunteering at my child's school - 90%</p> <p>Parent-teacher conference with my child's teacher - 82%</p> <p>School or class event, such as a play or sports event - 79%</p> <p>Back to school night or open house - 76%</p>	To communicate more effectively the appreciation of attending school events, a survey will be conducted at the beginning of the school year to obtain the parents' preferred times to prevent as many conflicts with parents' schedules as possible. Staff intend to improve in this area on the Hanover School Climate Survey to 90% or greater in all areas.
Parent Surveys	<p>Why didn't you participate in parent activities this year?</p> <p>Scheduling conflicts - 67%</p> <p>Not sure how I can participate - 25%</p> <p>I am satisfied with the school - 8%</p> <p>Language barrier - 8%</p> <p>Not interested - 8%</p> <p>Other - 8%</p>	To get more input from families about the best times to hold events and get the most participation, a survey will be conducted at the beginning of the school year to obtain the parents' preferred times to prevent as many conflicts with parents' schedules as possible. Staff intend to improve in this area on the Hanover School Climate Survey to 60% or lower.
Parent Surveys	<p>Please indicate how much you disagree or agree with the following statements about access (Agree and Strongly Agree)</p> <p>The school keeps me well informed about events and activities. - 94%</p>	To continue to improve communication at the school level and request that teachers inform their parents about the student's progress. A survey will be conducted at the beginning of the school year to determine the parents' preferred mode of communication and

	Teachers keep me well informed about my child's progress. - 72% Teachers/School staff keep me informed about my child's social emotional progress - 59%	use of those means of communication. Staff intend to improve in this area on the Hanover School Climate Survey to 90% or greater in both areas.
Parent Surveys	How do you receive most of your information about your child's school? Communications sent to me from my child's school. - 89% Communication with my child's Teacher(s) - 47% Other - 21% School or district website - 16% Social media - 16% School or district meetings - 11% Newsletters - 11%	Improve the type and frequency of the communication sent to families. A survey will be conducted at the beginning of the school year to determine the parents' preferred communication and use of those means of communication. Staff intend to improve in this area on the Hanover School Climate Survey to 0% for None of the Above.
Parent Surveys	How would you prefer your child's school to provide information to you? Emails - 72% Text messages - 28% Newsletters - 28% Social media - 28% Other - 22% In-person meetings - 17% School or district website - 17% Phone calls - 11% Mail/letters - 6% School or district meetings - 6%	Ensure staff connect with parents in these various outlets to enhance communication about their child. A survey will be conducted at the beginning of the school year to determine the parents' preferred communication and use of those means of communication.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	To increase the number of parents/guardians staff can connect to. Even though staff are in a technology-based environment, not all families have access to the Internet, so staff want to ensure families receive the information they need from the site and will mail essential items to families.	All Students	600.00 Title I 5900: Communications Postage
2.2	To ensure that staff communicate with all families in their primary language. Not all families' primary language is English, so staff have a community liaison who translates into Spanish for families. Staff also have access to a language line that allows us to communicate with families in their primary languages other than English or Spanish. Both of these services are provided by MHUSD, so there is no site cost for this goal.	Students & families whose primary language is not English	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

El Toro Health Science Academy hosts various events with its families and community partners to provide a robust set of daytime and evening activities that allow the students and families to see school as a place where the community learns and plays together. The goal is to be inclusive and to offer a wide array of opportunities for families to connect with the school and for students to have opportunities to grow. El Toro Health Science Academy's yearly school calendar is reviewed by the English Language Advisory Committee, School Site Council, and Home & School Club for suggestions of events to add, modify, or drop. The school keeps records of attendance at the events and uses those records to help inform as to the best times and ways to get more parents, families, and community members involved in events.

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

There should not be any major differences between the intended implementation and/or budgeted expenditure. The only major change that may occur is for MHUSD programs that may be cancelled due to budget cuts made for the upcoming 2024-2025 school year.

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

El Toro Health Science Academy will use stakeholder input from "Chats with the Principal" and from parent surveys to enhance the participation of parents at the English Language Advisory Committee, School Site Council, Home & School Club, as well as other community events. The principal will meet with the Home & School Club officers right after the 2023-2024 school year ends to plan the upcoming 2024-2025 calendar. Included in those events will be opportunities for parents to learn more about social-emotional support for students and families. At the English Advisory Committee, the community liaison and the principal will discuss learning opportunities that the ELAC parents are wanting to know more information about and will schedule those items into the ELAC meetings. Additionally, all schoolwide learning opportunities will be advertised in English and Spanish and will highlight bilingual opportunities available at El Toro Health Science Academy and throughout the district. The Home & School Club president will post upcoming opportunities on the El Toro Facebook page, and the principal will post information through Parent Square and emails sent to all families. El Toro Health Science Academy will also continue to send home information in Friday Folders to ensure that all families have access to the opportunities and news from the school.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement, Social Emotional Learning

Student Engagement & School Climate: The percentage of students identified as Hispanic who are chronically absent will decrease by at least 5% as measured by attendance through Aeries by June 2024.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3.0 School Climate and Culture Goal for Consideration: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

24.9% of students identified as Hispanic are chronically absent from school as measured by attendance through Aeries (this is a decrease of 9.4% from the pervious year)..
Reduce chronic absenteeism and improve student connections to school as measured by chronic absenteeism from the 2024-2025 school year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YTD Attendance	91.07%	Increase the YTD Attendance to 95% or greater
Hanover School Climate Survey	Students feeling safe at school - 91%	Increase the percentage of students feeling safe at school to 95% or greater

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	To support students with Social/Emotional well-being. El Toro Health Science Academy uses the Second Step program that focuses on students' Social/Emotional Learning (SEL), and teachers review the different lessons from that curriculum. The school's special education teacher will also continue mindfulness lessons with the students to promote the overall well-being of students on campus. El Toro Health Science Academy has a YMCA on campus before and after school to work	All Students	No costs incurred

	with the students on their overall well-being and to work on interactions with others. All of these programs are paid for by Morgan Hill Unified School District and do not incur any costs to El Toro Health Science Academy.		
3.2	To increase the positive behaviors on campus, El Toro Health Science Academy is continuing to focus on the Positive Behavior Intervention Support (PBIS) system by having more rewards for students focusing on positive behaviors and actions on campus. The school uses El Toro Tickets as a reward system for different prizes from the student store, events on campus, and teacher rewards in the classrooms. For the 2024-2025 school year, the school will be holding Music Fridays (every week) to promote the positivity on campus. El Toro Health Science Academy will use fundraising and donations to sustain the rewards for the prizes for the student store.	Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

PBIS practices, student engagement, and family engagement opportunities promote an inclusive environment. El Toro Health Science Academy will continue to enhance the culture at the site by increasing what the parents and students are asking for from the 2024 LCAP survey: more events for students and more positive rewards. The school will be planning more events from the feedback at the end of the 2023-2024 school parent meetings (English Language Advisory Committee, School Site Council, Home & School Club) and from Chats with Principals.

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

There should not be any major differences between the intended implementation and/or budgeted expenditure. The only major change that may occur is based on the money raised during fundraising and donations to sustain the prizes for the student store.

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.

El Toro will continue to focus on building and nurturing a positive climate through PBIS standards, fostering a growth mindset, and by engaging students to lead key initiatives for student engagement.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$115,068.32
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$24,621.16

Subtotal of additional federal funds included for this school: \$24,621.16

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

State or Local Programs	Allocation (\$)
LCFF	\$38,809.66
Lottery	\$51,637.50

Subtotal of state or local funds included for this school: \$90,447.16

Total of federal, state, and/or local funds for this school: \$115,068.32

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF	38,809.66
Lottery	51,637.50
Title I	24,621.16

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	26,743.74
2000-2999: Classified Personnel Salaries	41,710.92
4000-4999: Books And Supplies	26,402.66
5000-5999: Services And Other Operating Expenditures	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	15,611.00
5900: Communications	600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF	38,809.66
1000-1999: Certificated Personnel Salaries	Lottery	22,191.25
2000-2999: Classified Personnel Salaries	Lottery	2,901.26
4000-4999: Books And Supplies	Lottery	17,389.99
5000-5999: Services And Other Operating Expenditures	Lottery	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	5,155.00
1000-1999: Certificated Personnel Salaries	Title I	4,552.49

4000-4999: Books And Supplies	Title I	9,012.67
5800: Professional/Consulting Services And Operating Expenditures	Title I	10,456.00
5900: Communications	Title I	600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	114,468.32
Goal 2	600.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
1. Joe Guinane	Principal
2. Kathy Corcoran	Other School Staff
3. Sara Geistdorfer	Classroom Teacher Parent or Community Member
4. Cheryl Van Deventer	Other School Staff
5. Tina Folks	Parent or Community Member
6. Gina Schauerte	Parent or Community Member
7. Virginia Barrera	Other School Staff
8. Sandy Hillesland	Classroom Teacher

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 5/23/2024.

Attested:



Principal, Joe Guinane on 5/23/2024



SSC Chairperson, Tina Folks on 6/6/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

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

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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