School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hollydale School	19648736021414	November 06, 2023	December 12, 2023

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

The goals, strategies, and expenditures outlined in the SPSA support the district's LCAP and ESSA requirements by meeting students' academic, behavioral, and attendance needs for all student groups.

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Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Educational partners were consulted as part of the planning process for SPSA. Parents involved in School Site Council gave input on the SPSA, reviewed goals and strategies, and approved the SPSA. ELAC parents also reviewed the SPSA and advised on school programs. In addition to performance data, LCAP and Title I parent survey results, student engagement data, and attendance data, were shared.
School Site Council Meetings:
September 28, 2022 - Overview of legal responsibilities of SSC, bylaws, and election of officers. Also reviewed 2021-2022 School and Student data regarding academic performance, student engagement, and student attendance. Presented 2021-2022 SPSA 's goals and strategies and funding sources.
October 10 2022 - Reviewed current i-Ready diagnostic data by grade level and developed goals and strategies to support where the areas of greatest needs resulted. Also, reviewed CAASPP data in both ELPAC and SBA. Presented personnel matrix along with site allocations. Proceeded to develop goals and strategies with parents and staff.
November 4, 2022 - Reviewed final draft of the School Plan for Student Achievement that contained three main goals in academic achievement in English language arts, math, and school climate and culture.
February 8, Updated parents on student achievement data from the iReady diagnostic II and analyzed student growth in reading and math. Also presented plan for upcoming CAASPP testing.
April 25, 2023 - Reviewed current SPSA, current school goals, and continued needs assessment. Received input from parents and school staff on school needs. Reviewed ATSI and how we plan to support.
October 16, 2023- Developed and reviewed the SPSA goals and strategies.
October 30, 2023 - Reviewed the SPSA goals and strategies
November 6, 2023 - Reviewed final Draft of SPSA and approved

English Learner Advisory Committee Meetings
September 28, 2022 - Provided training on legal responsibilities of ELAC members and committee, reviewed bylaws, elected officers, and began by reviewing 2021-2022 school data in academic performance, student engagement, and student attendance.
October 18, 2022 - involved our ELAC committee to assist in the development of the new SPSA for the new year. Reviewed current i-Ready diagnostic data by grade level and developed goals and strategies to support where the areas of greatest needs resulted.
December 2, 2022 - Reviewed reclassification criteria for English Learners and how students are supported during the day with integrated ELD and during their designated ELD times.
March 10, 2023 - Reviewed State testing, and components for each grade level for CAASPP (ELPAC and SBA) Looked at data by grade level and previous years' results.
April 25, 2023 - Reviewed current SPSA, current school goals, and continued needs assessment. Received input from parents and school staff on school needs. Reviewed ATSI and how we plan to support.
October 13, 2023 - Reviewed SPSA goals, strategies, and how the goals will support student learning. Provided calendar dates of SSC, ELAC, and DELAC meetings. Solicited parent input for the SPSA
November 3, 2023 - Reviewed final draft of SPSA

Resource Inequities

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

There were some resource inequities resulting from the needs assessment that require Additional Targeted Support and Improvement: level of implementation of initiatives, level of expertise in co-teaching, level of data analysis.

Paramount Unified School District
SPSA Evaluation Template

Template and Instructions

For all SPSA actions, complete Table 1 below.

1. Text of Strategy/Activity - (This will be automatically pulled from your 2022-2023 SPSA in DTS)
2. Implementation:
    1. Choose from one of these
        1. Not Implemented
        2. Partially Implemented
        3. Fully Implemented
3. Effectiveness
    1. Choose from one of these
        1. Not Effective
        2. Somewhat Effective
        3. Very Effective
4. Data to support Effectiveness Claim
    1. What data (qualitative or quantitative) supports your effectiveness claim
    2. If actual data is not yet available, enter the data you plan to use
5. Continue Action?
    1. Choose Yes or No
6. 23-24 SPSA Location - Don’t complete until writing the 2023-2024 SPSA
    1. Goal
    2. S/A #

Table 1
Review of 2022-2023 Strategies/Activities

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
1	1	Instructional coaches and intervention teacher will provide support and guidance for high quality instruction in ELA. They will also provide intervention for students not meeting ELA standards. Coaches will support the school by analyzing student assessment data, planning, implementing staff professional development, providing feedback to teachers, coteaching, and supporting the instructional program. In addition, they will support and mentor teachers in the implementation of district initiatives and school goals.					
1	2	Teachers will receive additional collaboration time to plan lessons, analyze student data, and plan next steps for students who need further					

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		support or challenge opportunities. During these meetings, teachers will identify best instructional practices and create action plans. Additionally, teachers will have the opportunity to attend professional development including conferences to develop new instructional strategies to address student needs.					
1	3	Classroom teachers, instructional coaches, intervention teacher, and classified instructional aides will provide academic interventions to improve student learning. All students will be screened for cycles of interventions using performance data for each intervention cycle. Students performing below grade level expectations will be targeted for intervention. Interventions will occur before, during, or after school for targeted students.					
1	4	Supplemental resources, materials, and programs will be provided to support student learning in ELA. These resources include computers, computer technology, hardware, software, computer programs and applications, library books (digital and paper copies), school assemblies, and field trips. Additional resources, materials, and supplies that support the curriculum and state standards will be purchased to increase student achievement.					
1	5	An intervention teacher will provide academic interventions to student groups to improve academic achievement in phonics, reading fluency, writing, and reading comprehension. Students will be screened and identified for targeted intervention groups that					

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		will change based on benchmark assessments.					
1	6						
1	7						
1	8						
1	9						
1	10						
1	11						
1	12						
1	13						
1	14						
1	15						
1	16						
1	17						
1	18						
1	19						
1	20						
2	1	Instructional coaches and the intervention teacher will provide support and guidance for high quality instruction in math. They will also provide intervention for students not meeting math standards. Coaches will support the school by analyzing student assessment data, planning, implementing staff professional development, providing feedback to teachers, coteaching, and supporting the instructional program. In addition, they will support and mentor teachers in the implementation of district initiatives and school goals.					
2	2	Teachers will receive additional collaboration time to plan lessons, analyze student data, and plan next steps for students who need further support or challenge opportunities. During					

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		these meetings, teachers will identify best instructional practices and create action plans. Additionally, teachers will have the opportunity to attend professional development including conferences to develop new instructional strategies to address student needs.					
2	3	Classroom teachers, instructional coaches, intervention teacher, and classified instructional aides will provide academic interventions to improve student learning. All students will be screened for cycles of interventions using performance data for each intervention cycle. Students performing below grade level expectations will be targeted for intervention. Interventions will occur before, during, or after school for targeted students.					
2	4	Supplemental resources, materials, and programs will be provided to support student learning in math. These resources include computer technology, software, computer programs and applications, manipulatives, Print Shop copies, and other math materials and supplies to increase student achievement.					
2	5	An intervention teacher will provide academic interventions to student groups to improve academic achievement in math concepts, math fluency, problem solving, skills, and strategies. Students will be screened and identified for targeted intervention groups that will change based on benchmark assessments.					
2	6						
2	7						

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
2	8						
2	9						
2	10						
2	11						
2	12						
2	13						
2	14						
2	15						
2	16						
2	17						
2	18						
2	19						
2	20						
3	1	The school's data tech will monitor daily attendance and identify students who are at risk of becoming chronically truant. The counselor will hold attendance intervention meetings with parents on a regular basis to inform parents and students of the importance of daily attendance. Additionally, the counselor will meet with students who are at risk of being chronically absent and set attendance goals.					
3	2	The counselor will provide guidance lessons as part of the Guidance Master Plan to help develop students' social and emotional health. The counselor will provide whole class lessons, small group lessons, behavioral counseling, school-wide activities, and student recognition and incentives to improve students' school connectedness. The counselor will also implement a check in system for chronically absent students.					
3	3	Students will be celebrated for their achievements and					

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		engagement in the instructional program. Monthly events will be held to increase attendance, academic achievement, and student engagement.					
3	4	Parents will be involved in on-going training and meetings to support the instructional program, increase student engagement, attendance, and academic achievement. Services such as translations, resources, refreshments, and messaging services will be provided as needed for each event.					
3	5	N/A					
3	6						
3	7						
3	8						
3	9						
3	10						
3	11						
3	12						
3	13						
3	14						
3	15						
3	16						
3	17						
3	18						
3	19						
3	20						
4	1						
4	2						
4	3						
4	4						
4	5						
4	6						

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
4	7						
4	8						
4	9						
4	10						
4	11						
4	12						
4	13						
4	14						
4	15						
4	16						
4	17						
4	18						
4	19						
4	20						

Based upon this review in Table 1, use Table 2 to answer the prompt:

Briefly describe the overall implementation and overall effectiveness of the strategies/activities in each Goal.

This text will be entered into the “Annual Review” section of your SPSA. Begin the narrative now, and revise as additional data is available. Table 1 will supplement the narrative, so a brief summary is sufficient.

Table 2

Overall Narrative

2022-23 Goal	Description
1	
2	
3	
4	

Based upon this review, and the actual implementation of your SPSA, use Table 3 to answer this prompt

Briefly describe any major differences in what was planned and what occurred in 2022-2023.

Address actions that were planned but didn’t occur, actions that were significantly different than planned, or significant differences between the original budget and actual expenditures, and the impact of the differences on students.

Enter as much information as you can now, and revise as additional information is available. This text will be entered into the “Annual Review” section of your SPSA.

Table 3

Major Differences Between Plan and Execution of the 2022-2023 SPSA

2022-23 Goal	Major differences

1	
2	
3	
4	

Which actions will be changed (modified, combined, expanded, etc.) in the 2023-2024 SPSA? Describe these changes in Table 4.

Do not enter a 2023-2024 Location until you have completed or nearly completed your 2023-2024 SPSA

Table 4
Recommended Modifications Between 2022-2023 and 2023-2024

2022-23 Goal	2022-23 S/A #	Text in 2022-2023 SPSA	Text for 2023-2024 SPSA	23-24 SPSA Location

What new actions, if any, will be added to the 2023-2024 SPSA? Describe these in Table 5

Do not enter a 2023-2024 Location until you have completed or nearly completed your 2023-2024 SPSA

Table 5
Recommended New Actions in 2023-2024

Goal	Strategy/Activity Text	Data that will be used to evaluate the impact	23-24 SPSA Location

Based upon the prior two tables, use Table 6 to describe, in narrative form the following prompt for each goal:

Describe any major changes between 2022-2023 and 2023-2024 that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

This text will be entered into the “Annual Review” section of your SPSA. You may begin entering text now, but should focus on other aspects of the SPSA first and come back to this prompt when the SPSA is nearly complete. Table 4 and Table 5 will supplement the narrative, so you do not need to repeat all details from those tables.

Table 6
Narrative of Changes to 2023-2024 SPSA

2023-24 Goal	Major differences
1	

CE Program Instrument
CE 18: School Site Evaluation of Program Effectiveness
18.0 A school operating a program that requires a SPSA shall carry out the following requirements:
(20 U.S.C. Section 6314[b][3]; 34 CFR Section 200.26[c]; EC sections 64001[i], 64001[g][2][B], 64001[h])
(a) Annually evaluate the implementation of, and results achieved by, the program, using data from the state’s annual assessments and other indicators of academic achievement. (34 CFR Section 200.26[c][1])
(b) Determine whether the 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. (34 CFR Section 200.26[c][2])
(c) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the program.
(34 CFR Section 200.26[c][3])

CDE SPSA Instructions
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 of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.12%	0%	1	1	0
African American	0.7%	1.06%	0.5%	6	9	4
Asian	0.3%	0.47%	0.5%	3	4	4
Filipino	0.3%	0.47%	0.5%	3	4	4
Hispanic/Latino	96.9%	95.75%	96.88%	869	812	777
Pacific Islander	%	%	0%		0	0
White	1.0%	1.18%	1%	9	10	8
Multiple/No Response	0.6%	0.83%	0.5%	5	7	4
			Total Enrollment	897	848	802

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	98	97	84
Grade 1	106	87	74
Grade 2	85	88	87
Grade3	89	75	94
Grade 4	108	78	80
Grade 5	105	84	80
Grade 6	108	113	103
Grade 7	100	121	100
Grade 8	98	105	100
Total Enrollment	897	848	802

Conclusions based on this data:

1. Based on the 2022-2023 student enrollment data by subgroup, the percentage of Hispanic/Latino students is higher than previous years.
2. Based on the 2022-2023 student enrollment, enrollment has decreased by 5% each year since 2020-2021.
3. Based on the 2022 02023 student enrollment data by grade level, there is in an increase in students in 3rd grade, increasing our projected numbers for 6-8 for the 2025-2026 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	222	201	178	24.7%	23.7%	22.2%
Fluent English Proficient (FEP)	187	163	142	20.8%	19.2%	17.7%
Reclassified Fluent English Proficient (RFEP)	13			5.9%		

Conclusions based on this data:

1. Based on the English Learner enrollment data, the percentage of EL students to total enrolled decreased by 1.5%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	86	78	95	83	78	95	83	78	95	96.5	100.0	100.0
Grade 4	107	81	78	103	81	78	102	81	78	96.3	100.0	100.0
Grade 5	100	84	81	94	83	81	92	83	81	94.0	98.8	100.0
Grade 6	107	170	104	106	167	104	106	165	104	99.1	98.2	100.0
Grade 7	99	94	100	95	94	100	95	94	100	96.0	100.0	100.0
Grade 8	98	81	100	96	81	100	96	81	100	98.0	100.0	100.0
All Grades	597	588	558	577	584	558	574	582	558	96.6	99.3	100.0

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	2371.	2410.	2420.	7.23	17.95	23.16	18.07	25.64	21.05	26.51	26.92	27.37	48.19	29.49	28.42
Grade 4	2432.	2468.	2458.	18.63	29.63	16.67	17.65	23.46	26.92	23.53	17.28	26.92	40.20	29.63	29.49
Grade 5	2465.	2510.	2501.	14.13	28.92	27.16	25.00	26.51	22.22	22.83	21.69	22.22	38.04	22.89	28.40
Grade 6	2504.	2506.	2532.	10.38	10.91	22.12	30.19	28.48	28.85	33.02	31.52	21.15	26.42	29.09	27.88
Grade 7	2517.	2560.	2537.	12.63	17.02	14.00	27.37	37.23	31.00	26.32	25.53	27.00	33.68	20.21	28.00
Grade 8	2537.	2585.	2567.	14.58	19.75	13.00	30.21	41.98	41.00	17.71	24.69	24.00	37.50	13.58	22.00
All Grades	N/A	N/A	N/A	13.07	19.24	19.18	24.91	30.41	28.85	25.09	25.60	24.73	36.93	24.74	27.24

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	6.02	14.10	12.63	61.45	67.95	70.53	32.53	17.95	16.84
Grade 4	11.76	14.81	11.54	61.76	67.90	70.51	26.47	17.28	17.95
Grade 5	9.78	19.28	19.75	63.04	68.67	55.56	27.17	12.05	24.69
Grade 6	10.38	9.15	19.23	57.55	60.98	51.92	32.08	29.88	28.85
Grade 7	11.58	17.02	16.00	54.74	58.51	57.00	33.68	24.47	27.00
Grade 8	14.58	16.05	18.00	47.92	69.14	58.00	37.50	14.81	24.00
All Grades	10.80	14.29	16.31	57.67	64.72	60.22	31.53	21.00	23.48

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	7.23	12.82	16.84	40.96	58.97	60.00	51.81	28.21	23.16
Grade 4	13.73	12.35	11.54	45.10	66.67	61.54	41.18	20.99	26.92
Grade 5	14.29	25.30	13.58	48.35	48.19	64.20	37.36	26.51	22.22
Grade 6	10.38	10.98	24.04	60.38	60.37	50.96	29.25	28.66	25.00
Grade 7	17.89	29.79	19.00	56.84	55.32	57.00	25.26	14.89	24.00
Grade 8	14.58	24.69	16.00	52.08	60.49	61.00	33.33	14.81	23.00
All Grades	13.09	18.42	17.20	50.96	58.52	58.78	35.95	23.06	24.01

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	4.82	11.54	10.53	80.72	74.36	71.58	14.46	14.10	17.89
Grade 4	7.84	9.88	2.56	65.69	76.54	83.33	26.47	13.58	14.10
Grade 5	7.69	15.66	13.58	67.03	73.49	71.60	25.27	10.84	14.81
Grade 6	8.49	12.20	13.46	75.47	73.17	74.04	16.04	14.63	12.50
Grade 7	7.37	11.70	13.00	69.47	72.34	74.00	23.16	15.96	13.00
Grade 8	14.58	18.52	22.00	68.75	74.07	63.00	16.67	7.41	15.00
All Grades	8.55	13.08	12.90	71.03	73.84	72.58	20.42	13.08	14.52

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	6.02	8.97	16.84	65.06	71.79	58.95	28.92	19.23	24.21
Grade 4	10.78	19.75	10.26	70.59	61.73	73.08	18.63	18.52	16.67
Grade 5	13.04	18.07	17.28	61.96	66.27	62.96	25.00	15.66	19.75
Grade 6	18.87	14.02	26.92	63.21	68.29	59.62	17.92	17.68	13.46
Grade 7	20.00	21.28	15.00	58.95	67.02	69.00	21.05	11.70	16.00
Grade 8	21.88	23.46	25.00	60.42	66.67	67.00	17.71	9.88	8.00
All Grades	15.33	17.21	19.00	63.41	67.13	64.87	21.25	15.66	16.13

Conclusions based on this data:

1. Based on the ELA CAASPP data, overall achievement decreased 1.6% from 2021-2022 to 2022 - 2023 in above standard and standard met.
2. Based on the ELA CAASPP reading data, 60.22 % of students in grades 3-8 were at or near standard and we will need to further disaggregate the data to keep students at standard and bring students up to at standard or above.
3. Based on the ELA CAASPP research/inquiry data, 83.87% of 3rd through 8th grade students are above, at, or near standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	86	78	95	83	78	95	82	78	95	96.5	100.0	100.0
Grade 4	107	81	78	102	81	78	102	81	78	95.3	100.0	100.0
Grade 5	100	84	81	92	82	81	91	82	81	92.0	97.6	100.0
Grade 6	107	170	104	106	167	104	106	164	104	99.1	98.2	100.0
Grade 7	99	95	100	95	95	100	95	95	100	96.0	100.0	100.0
Grade 8	98	81	100	97	81	99	97	81	99	99.0	100.0	99.0
All Grades	597	589	558	575	584	557	573	581	557	96.3	99.2	99.8

* 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	2385.	2401.	2424.	3.66	6.41	20.00	25.61	24.36	27.37	28.05	34.62	24.21	42.68	34.62	28.42
Grade 4	2426.	2451.	2447.	7.84	11.11	7.69	16.67	28.40	21.79	35.29	27.16	43.59	40.20	33.33	26.92
Grade 5	2428.	2478.	2477.	3.30	15.85	12.35	5.49	14.63	20.99	27.47	28.05	25.93	63.74	41.46	40.74
Grade 6	2465.	2458.	2484.	4.72	5.49	15.38	8.49	14.02	15.38	32.08	23.78	23.08	54.72	56.71	46.15
Grade 7	2470.	2516.	2488.	4.21	14.74	8.00	15.79	15.79	15.00	17.89	37.89	31.00	62.11	31.58	46.00
Grade 8	2480.	2509.	2514.	6.19	7.41	14.14	13.40	16.05	17.17	18.56	32.10	22.22	61.86	44.44	46.46
All Grades	N/A	N/A	N/A	5.06	9.64	13.11	13.96	18.07	19.39	26.70	29.78	27.83	54.28	42.51	39.68

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	8.54	12.82	24.21	41.46	51.28	46.32	50.00	35.90	29.47
Grade 4	7.84	16.05	12.82	40.20	43.21	52.56	51.96	40.74	34.62
Grade 5	2.20	15.85	13.58	35.16	42.68	44.44	62.64	41.46	41.98
Grade 6	2.83	5.49	10.58	38.68	34.76	35.58	58.49	59.76	53.85
Grade 7	8.42	15.79	4.00	33.68	54.74	42.00	57.89	29.47	54.00
Grade 8	6.19	7.41	12.12	37.11	49.38	44.44	56.70	43.21	43.43
All Grades	5.93	11.36	12.75	37.70	44.58	43.81	56.37	44.06	43.45

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	8.54	10.26	16.84	50.00	56.41	55.79	41.46	33.33	27.37
Grade 4	10.78	16.05	6.41	51.96	46.91	60.26	37.25	37.04	33.33
Grade 5	3.30	13.41	13.58	40.66	47.56	50.62	56.04	39.02	35.80
Grade 6	5.66	4.88	9.62	45.28	49.39	52.88	49.06	45.73	37.50
Grade 7	3.16	12.63	7.00	54.74	56.84	55.00	42.11	30.53	38.00
Grade 8	7.22	7.41	14.14	45.36	59.26	47.47	47.42	33.33	38.38
All Grades	6.46	9.98	11.31	47.99	52.32	53.50	45.55	37.69	35.19

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	8.54	8.97	26.32	63.41	74.36	53.68	28.05	16.67	20.00
Grade 4	8.82	18.52	10.26	54.90	58.02	65.38	36.27	23.46	24.36
Grade 5	3.30	17.07	12.35	57.14	53.66	60.49	39.56	29.27	27.16
Grade 6	5.66	4.27	15.38	66.04	59.76	50.96	28.30	35.98	33.65
Grade 7	9.47	11.58	10.00	60.00	61.05	67.00	30.53	27.37	23.00
Grade 8	9.28	6.17	11.11	59.79	77.78	62.63	30.93	16.05	26.26
All Grades	7.50	10.15	14.36	60.21	63.34	59.78	32.29	26.51	25.85

Conclusions based on this data:

1. Based on the Math CAASPP overall achievement data, an increase in standard exceeded and standard met of 8.9% from 2021-2022 to 2022-2023 school year in 3rd through 8th grade.
2. Based on the Math CAASPP concepts & procedures data, an increase of .62% in above, at, or near standard in 3rd through 8th grade.
3. Based on the Math CAASPP communicating reasoning data, an increase of .65% in above, at, or near standard from 2021-2022 to 2022-2023 school year in 3rd through 8th grade.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1411.1	1422.8	1431.7	1417.4	1430.2	1430.5	1396.1	1405.1	1434.3	34	33	18
1	1421.7	1434.4	1450.7	1434.1	1444.8	1465.9	1408.8	1423.3	1435.0	23	23	21
2	1472.0	1474.3	1467.9	1471.9	1473.6	1472.5	1471.7	1474.6	1462.9	17	23	23
3	1477.4	1500.5	1493.5	1476.9	1505.1	1492.9	1477.5	1495.4	1493.6	17	15	21
4	1507.0	1489.9	1533.8	1516.3	1499.4	1523.3	1497.0	1479.5	1544.0	27	15	11
5	1507.2	1514.3	1524.3	1495.6	1508.9	1521.2	1518.3	1519.4	1526.7	19	21	12
6	1524.6	1549.6	1548.8	1521.2	1555.9	1549.9	1527.5	1542.9	1547.2	19	30	26
7	1518.4	1583.5	1581.8	1496.9	1595.8	1592.7	1539.3	1570.8	1570.6	23	11	12
8	1532.1	1588.4	*	1523.9	1584.1	*	1539.7	1592.1	*	18	14	9
All Grades										197	185	153

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	8.82	9.09	16.67	32.35	33.33	38.89	41.18	51.52	33.33	17.65	6.06	11.11	34	33	18
1	0.00	4.35	0.00	17.39	21.74	52.38	43.48	47.83	33.33	39.13	26.09	14.29	23	23	21
2	0.00	4.35	4.35	64.71	47.83	52.17	11.76	39.13	34.78	23.53	8.70	8.70	17	23	23
3	0.00	20.00	14.29	41.18	33.33	33.33	29.41	33.33	42.86	29.41	13.33	9.52	17	15	21
4	8.00	13.33	45.45	44.00	60.00	18.18	40.00	13.33	36.36	8.00	13.33	0.00	25	15	11
5	5.26	4.76	16.67	47.37	52.38	41.67	31.58	38.10	25.00	15.79	4.76	16.67	19	21	12
6	15.79	23.33	26.92	31.58	60.00	50.00	47.37	13.33	19.23	5.26	3.33	3.85	19	30	26
7	4.35	54.55	58.33	47.83	36.36	41.67	30.43	9.09	0.00	17.39	0.00	0.00	23	11	12
8	11.11	50.00	*	27.78	42.86	*	55.56	7.14	*	5.56	0.00	*	18	14	*
All Grades	6.15	16.76	18.95	38.46	43.24	43.79	37.44	31.35	28.76	17.95	8.65	8.50	195	185	153

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	8.82	15.15	5.56	35.29	54.55	44.44	35.29	27.27	38.89	20.59	3.03	11.11	34	33	18
1	0.00	17.39	19.05	26.09	30.43	47.62	60.87	39.13	28.57	13.04	13.04	4.76	23	23	21
2	17.65	26.09	17.39	35.29	30.43	52.17	41.18	39.13	13.04	5.88	4.35	17.39	17	23	23
3	23.53	33.33	33.33	29.41	46.67	38.10	29.41	6.67	23.81	17.65	13.33	4.76	17	15	21
4	32.00	40.00	54.55	60.00	40.00	27.27	8.00	13.33	18.18	0.00	6.67	0.00	25	15	11
5	21.05	14.29	33.33	57.89	66.67	50.00	5.26	14.29	8.33	15.79	4.76	8.33	19	21	12
6	21.05	46.67	69.23	47.37	40.00	23.08	21.05	10.00	0.00	10.53	3.33	7.69	19	30	26
7	4.35	63.64	75.00	47.83	36.36	25.00	34.78	0.00	0.00	13.04	0.00	0.00	23	11	12
8	22.22	64.29	*	38.89	35.71	*	33.33	0.00	*	5.56	0.00	*	18	14	*
All Grades	15.90	31.89	35.95	42.05	43.24	39.22	30.26	19.46	16.99	11.79	5.41	7.84	195	185	153

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	8.82	9.09	16.67	17.65	27.27	27.78	50.00	45.45	38.89	23.53	18.18	16.67	34	33	18
1	0.00	4.35	0.00	21.74	8.70	28.57	26.09	47.83	38.10	52.17	39.13	33.33	23	23	21
2	0.00	4.35	4.35	58.82	47.83	30.43	11.76	21.74	39.13	29.41	26.09	26.09	17	23	23
3	0.00	13.33	9.52	29.41	20.00	23.81	52.94	40.00	42.86	17.65	26.67	23.81	17	15	21
4	0.00	6.67	27.27	24.00	13.33	18.18	48.00	46.67	36.36	28.00	33.33	18.18	25	15	11
5	10.53	0.00	0.00	15.79	23.81	50.00	52.63	57.14	25.00	21.05	19.05	25.00	19	21	12
6	0.00	6.67	11.54	36.84	33.33	38.46	42.11	53.33	42.31	21.05	6.67	7.69	19	30	26
7	0.00	9.09	16.67	43.48	72.73	58.33	39.13	9.09	25.00	17.39	9.09	0.00	23	11	12
8	5.56	42.86	*	16.67	35.71	*	55.56	21.43	*	22.22	0.00	*	18	14	*
All Grades	3.08	9.19	9.15	28.21	29.73	33.33	42.56	41.08	37.91	26.15	20.00	19.61	195	185	153

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	17.65	18.18	5.56	73.53	72.73	83.33	8.82	9.09	11.11	34	33	18
1	4.35	13.04	52.38	73.91	78.26	42.86	21.74	8.70	4.76	23	23	21
2	17.65	13.04	21.74	76.47	78.26	60.87	5.88	8.70	17.39	17	23	23
3	23.53	40.00	14.29	70.59	53.33	76.19	5.88	6.67	9.52	17	15	21
4	36.00	33.33	45.45	64.00	60.00	45.45	0.00	6.67	9.09	25	15	11
5	21.05	14.29	25.00	73.68	80.95	50.00	5.26	4.76	25.00	19	21	12
6	15.79	30.00	20.83	63.16	63.33	70.83	21.05	6.67	8.33	19	30	24
7	13.04	27.27	10.00	73.91	72.73	90.00	13.04	0.00	0.00	23	11	10
8	11.11	21.43	*	72.22	78.57	*	16.67	0.00	*	18	14	*
All Grades	17.95	22.16	22.82	71.28	71.35	66.44	10.77	6.49	10.74	195	185	149

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	5.88	12.12	5.56	58.82	75.76	77.78	35.29	12.12	16.67	34	33	18
1	8.70	13.04	9.52	69.57	60.87	76.19	21.74	26.09	14.29	23	23	21
2	11.76	30.43	30.43	76.47	56.52	56.52	11.76	13.04	13.04	17	23	23
3	35.29	60.00	38.10	47.06	20.00	47.62	17.65	20.00	14.29	17	15	21
4	40.00	46.67	60.00	60.00	46.67	40.00	0.00	6.67	0.00	25	15	10
5	31.58	33.33	75.00	52.63	57.14	16.67	15.79	9.52	8.33	19	21	12
6	47.37	73.33	88.00	47.37	23.33	8.00	5.26	3.33	4.00	19	30	25
7	17.39	81.82	90.91	69.57	18.18	9.09	13.04	0.00	0.00	23	11	11
8	38.89	78.57	*	55.56	21.43	*	5.56	0.00	*	18	14	*
All Grades	24.62	42.70	45.33	60.00	46.49	44.67	15.38	10.81	10.00	195	185	150

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	5.88	12.12	22.22	82.35	69.70	66.67	11.76	18.18	11.11	34	33	18
1	4.35	8.70	9.52	30.43	52.17	38.10	65.22	39.13	52.38	23	23	21
2	17.65	0.00	0.00	64.71	73.91	78.26	17.65	26.09	21.74	17	23	23
3	6.25	13.33	4.76	43.75	40.00	47.62	50.00	46.67	47.62	16	15	21
4	4.00	6.67	18.18	60.00	53.33	45.45	36.00	40.00	36.36	25	15	11
5	15.79	4.76	8.33	57.89	61.90	50.00	26.32	33.33	41.67	19	21	12
6	0.00	10.00	8.70	47.37	56.67	56.52	52.63	33.33	34.78	19	30	23
7	8.70	27.27	20.00	52.17	63.64	70.00	39.13	9.09	10.00	23	11	10
8	11.11	42.86	*	38.89	50.00	*	50.00	7.14	*	18	14	*
All Grades	7.73	11.89	9.46	55.15	59.46	56.08	37.11	28.65	34.46	194	185	148

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	32.35	33.33	38.89	32.35	27.27	44.44	35.29	39.39	16.67	34	33	18
1	4.35	0.00	4.76	47.83	69.57	71.43	47.83	30.43	23.81	23	23	21
2	0.00	17.39	4.35	70.59	73.91	82.61	29.41	8.70	13.04	17	23	23
3	0.00	20.00	28.57	76.47	66.67	61.90	23.53	13.33	9.52	17	15	21
4	0.00	13.33	40.00	64.00	66.67	50.00	36.00	20.00	10.00	25	15	10
5	10.53	14.29	8.33	68.42	80.95	75.00	21.05	4.76	16.67	19	21	12
6	21.05	13.33	42.31	73.68	80.00	53.85	5.26	6.67	3.85	19	30	26
7	4.35	27.27	45.45	86.96	72.73	54.55	8.70	0.00	0.00	23	11	11
8	0.00	7.14	*	94.44	92.86	*	5.56	0.00	*	18	14	*
All Grades	9.74	16.76	25.17	65.13	67.03	62.91	25.13	16.22	11.92	195	185	151

Conclusions based on this data:

1. Based on the ELPAC summative assessment data, less students were test, yet the percentage of EL students remains almost the same.
2. Based on the ELPAC summative assessment data overall language, 2.74% increase in students who scored level 3 or 4 from the 2021-2022 to 2022-2023 school year.
3. Based on the ELPAC summative assessment domain data, students scored lower in the reading domain in comparison to the other 3 domains by nearly 20%.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
848	91.9	23.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Hollydale School.	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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	201	23.7
Foster Youth		
Homeless	7	0.8
Socioeconomically Disadvantaged	779	91.9
Students with Disabilities	109	12.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.1
American Indian	1	0.1
Asian	4	0.5
Filipino	4	0.5
Hispanic	812	95.8
Two or More Races	7	0.8
Pacific Islander		
White	10	1.2

Conclusions based on this data:

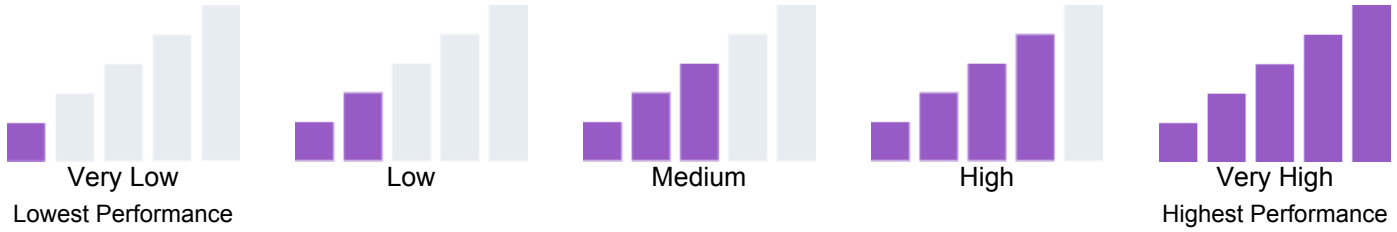
1. Based on the 2021-2022 student population data, the percentage of socioeconomic disadvantaged and English learner subgroups remain proportionately the same in the 2023-2024 school year.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Medium	**Chronic Absenteeism** Very High	**Suspension Rate** Very Low
Mathematics Low		
English Learner Progress High		

Conclusions based on this data:

1. Based on the 2022 Fall Dashboard for all students, academic performance in ELA is medium and English Learner progress is high.
2. Based on the 2022 Fall Dashboard for all students, academic performance in Math is low and continues to be an area of need.

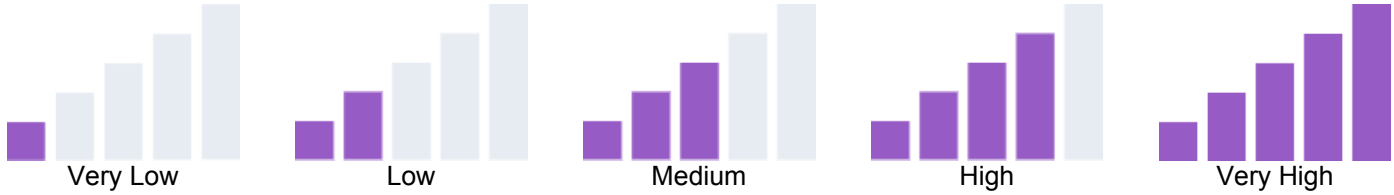
3. based on the 2022 Fall Dashboard for all students, academic engagement in regards to attendance, chronic absenteeism is very high.

School and Student Performance Data

Academic Performance
English Language Arts

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

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



Lowest Performance

Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	1	2	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
1.3 points below standard	13.9 points below standard	2 Students
503 Students	173 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Very Low
4 Students	2.6 points below standard	90.8 points below standard
	479 Students	73 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students	No Performance Level 1 Student	No Performance Level 1 Student	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 2.2 points below standard 483 Students	No Performance Level 5 Students		No Performance Level 7 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
60.9 points below standard	39.4 points above standard	5.9 points below standard
92 Students	81 Students	278 Students

Conclusions based on this data:

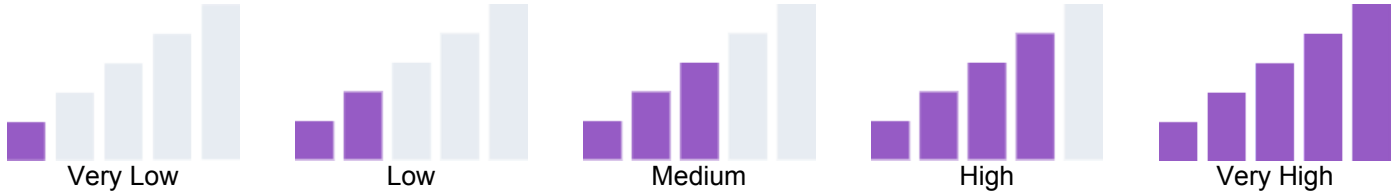
1. Based on the 2022 Fall Dashboard data in ELA academic performance, the subgroups that performed low and very low were English learners and Students with disabilities, respectively.
2. Based on the 2022 Fall Dashboard data in ELA academic performance, students will disabilities, 73, scored 90.8 points below standard.
3. Based on the 2022 Fall Dashboard data in ELA academic performance, Reclassified English Learners, 81, scored 39.4 points above standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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



Lowest Performance

Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
57.8 points below standard	63.5 points below standard	2 Students
503 Students	173 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
4 Students	59.4 points below standard	146.5 points below standard
	479 Students	73 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students	No Performance Level 1 Student	No Performance Level 1 Student	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 57.6 points below standard 483 Students	No Performance Level 5 Students		No Performance Level 7 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
112.6 points below standard 92 Students	7.6 points below standard 81 Students	62.4 points below standard 278 Students

Conclusions based on this data:

1. Based on the 2022 Fall Dashboard mathematics data, all students performed low, with students with disabilities performing very low.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

60.4 making progress towards English language proficiency

Number of EL Students: 149 Students

Performance Level: 4

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.1%	25.5%	0.0%	60.4%

Conclusions based on this data:

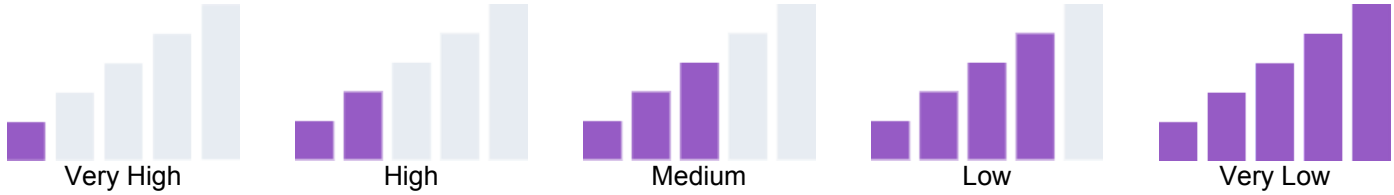
1. Based on the 2022 Fall Dashboard English learner progress indicator, 60.4% of students are making progress towards proficiency.
2. Based on the 2022 Fall Dashboard English learner progress indicator, 14.1% of students decreased one ELPI level. It is important to see where those students are now and support them.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



Lowest Performance — Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
36.9% Chronically Absent	35% Chronically Absent	Less than 11 Students
946 Students	220 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	37.5% Chronically Absent	32% Chronically Absent
7 Students	883 Students	125 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
16.7% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
24 Students	1 Student	4 Students	4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High	No Performance Level		No Performance Level
37.4% Chronically Absent	Less than 11 Students		Less than 11 Students
895 Students	8 Students		10 Students

Conclusions based on this data:

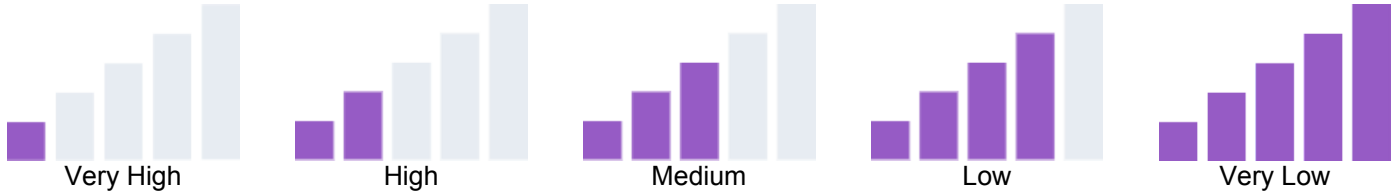
1. Based on the 2022 Fall Dashboard chronic absenteeism for all students and student groups the indictor reports that absenteeism is very high for all sub groups.
2. Based on the 2022 Fall Dashboard English learners represent only 22% of the student population, but have 35% chronically absent students.
3. Based on the 2022 Fall Dashboard students with disabilities represent 13% of the student population, yet have 32% chronically absent students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.4% suspended at least one day	0.4% suspended at least one day	Less than 11 Students
988 Students	229 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Low
Less than 11 Students	0.3% suspended at least one day	0.8% suspended at least one day
7 Students	918 Students	133 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
High 3.3% suspended at least one day 30 Students	No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 4 Students	No Performance Level Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low 0.2% suspended at least one day 931 Students	No Performance Level Less than 11 Students 8 Students		No Performance Level Less than 11 Students 10 Students

Conclusions based on this data:

1. Based on the 2022 Fall Dashboard Suspension Rate Equity report, suspensions rates for all students was very low.
2. Based on the 2022 Fall Dashboard Suspension Rate by Race/Ethnicity, African American sub group rate high with 3.3% students suspended at least 1 day, with 30 students in the subgroup.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English/ Language Arts

LEA/LCAP Goal

2 Support High Quality Teaching and Learning with State Standards

Goal 1

Improve English language arts achievement for all student groups and English language development for English learners.

Identified Need

The identified needs for the 2023-2024 school year in the areas of English Language Arts and English Language Developments include data from CAASPP, ELPAC, and iReady. In addition, as part of the comprehensive needs assessment, educational partners also examined the 2022-2023 parent surveys.

As a result, the following needs were identified:

iReady
reading- 21% 3 or more grades below 16% 2 or more grades below

CAASPP 2023
ELA Overall 27% not met, SPED 64% not met, ELL 68% not met

ELPAC 2023
Listening S/M 66%, Beg. 11%
Speaking S/M 45%, Beg. 10% Reading S/M 57%, Beg. 34%
Writing S/M 64%, Beg. 11%

ELPAC 2023 SPED
Listening S/M 66%, Beg. 31%
Speaking S/M 40%, Beg. 17% Reading S/M 46%, Beg. 54%
Writing S/M 65%, Beg. 23%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Beginning of the Year i-Ready Diagnostic results K- 2nd grades	99% of Kinder are emerging, on, or above grade level	95% of Kinder are emerging, on, or above grade level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	77% of 1st grade are emerging, on, or above grade level 64% of 2nd grade are emerging, on, or above grade level	90% of 1st grade are emerging, on, or above grade level 90% of 2nd grade are emerging, on, or above grade level
Beginning of the Year i-Ready Diagnostic results 3rd-5th grades	66% of 3rd are emerging, on, or above grade level 68% of 4th grade are emerging, on, or above grade level 61% of 5th grade are emerging, on, or above grade level	90% of 3rd are emerging, on, or above grade level 90% of 4th grade are emerging, on, or above grade level 90% of 5th grade are emerging, on, or above grade level
Performance Summary Smarter Balanced Assessments 3rd – 5th grades	44.21% of 3rd grade Met or exceeded the standard 43.59% of 4th grade Met or exceeded the standard 49.38% of 5th grade Met or exceeded the standard	70% of 3rd grade Met or exceeded the standard 70% of 4th grade Met or exceeded the standard 70% of 5th grade Met or exceeded the standard
Language Arts Grades- 6th-8th grades	85% earned A, B, or C grades on 2nd semester report card	95% will earn A, B, or C grades on 2nd semester report card
Beginning of the Year i-Ready Diagnostic results 6th – 8th grades	55% of 6th are emerging, on, or above grade level 50% of 7th grade are emerging, on, or above grade level 37% of 8th grade are emerging, on, or above grade level	80% of 6th are emerging, on, or above grade level 80% of 7th grade are emerging, on, or above grade level 70% of 8th grade are emerging, on, or above grade level
Performance Summary Smarter Balanced Assessments 6th – 8th grades	50.97% of 6th grade Met or exceeded the standard 45% of 7th grade Met or exceeded the standard 54% of 8th grade Met or exceeded the standard	80% of 6th grade Met or exceeded the standard 80% of 7th grade Met or exceeded the standard 80% of 8th grade Met or exceeded the standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students; Special Needs Students (ATSI)

Strategy/Activity

Instructional coaches will provide support and guidance for high quality instruction in ELA. They will also support with intervention plans for students not meeting ELA standards. Most specifically, instructional coaches will support with the design of differentiated instruction for our English Learners and Special Education students. Coaches will support the school by analyzing student assessment data, planning, implementing staff professional development, providing feedback to teachers, coteaching, and supporting the instructional program. In addition, they will support and mentor teachers in the implementation of district initiatives and school goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCAP 1.43B
188,289.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students; Special Needs Students (ATSI)

Strategy/Activity

Teachers will receive additional collaboration time to plan lessons, analyze student data, and plan next steps for students who need further support or challenge opportunities. During these meetings, teachers will identify best instructional practices and create action plans. Additionally, teachers will have the opportunity to attend professional development including conferences to develop new instructional strategies to address student needs, lesson observations, learning walks, and lesson studies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I
34,090	LCAP 1.43B

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students; Special Needs Students (ATSI)

Strategy/Activity

Classroom teachers, instructional coaches, intervention teacher, and classified instructional aides will provide academic interventions to improve student learning. All students will be screened for cycles of interventions using performance data for each intervention cycle. Students performing below grade level expectations will be targeted for intervention. Interventions will occur before, during, or after school for targeted students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCAP Already budgeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students; Special Needs Students (ATSI)

Strategy/Activity

Supplemental resources, materials, and programs will be provided to support student learning in ELA. These resources include computers, computer technology, hardware, software, computer programs and applications, library books (digital and paper copies), school assemblies, and field trips. Additional resources, materials, and supplies that support the curriculum and state standards will be purchased to increase student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	LCAP AVID Program

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Some of the strategies for Goal 1 were implemented including coach support, technology for teachers and students, and intervention support for students.

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

Strategies 1, 2, and 4 were implemented. Strategy 3 and 5 were implemented at a minimal level. There was also difficulty hiring an effective intervention teacher/coach to provide academic interventions to improve student learning.

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

The metrics for Goal 1 will change to reflect the school’s current reality. The metrics will include i-Ready Data, district assessments, and CAASPP data for 2022-2023. The strategies and activities will remain the same.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

2 Support High Quality Teaching and Learning with State Standards

Goal 2

Improve math achievement for all student groups.

Identified Need

The identified need for the 2023-2024 school year in the area of math will include data from CAASPP and i-Ready. In addition, as part of the comprehensive needs assessment, educational partners examined parent surveys, as well.
As a result, the following needs were identified:

Academic Achievement

i-Ready math
20% 3 or more grades below
21% 2 or more grade below

CAASPP 2023
Math
Overall 40% not met
SPED 78% not met
ELL 79% not met

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Beginning of the Year i-Ready Diagnostic results K- 2nd grades	99% of Kinder are emerging, on, or above grade level 72% of 1st grade are emerging, on, or above grade level 61% of 2nd grade are emerging, on, or above grade level	95% of Kinder are emerging, on, or above grade level 90% of 1st grade are emerging, on, or above grade level 90% of 2nd grade are emerging, on, or above grade level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Beginning of the Year i-Ready Diagnostic results 3rd – 5th grades	58% of 3rd grade are emerging, on, or above grade level 60% of 4th grade are emerging, on, or above grade level 58% of 5th grade are emerging, on, or above grade level	90% of 3rd grade are emerging, on, or above grade level 90% of 4th grade are emerging, on, or above grade level 90% of 5th grade are emerging, on, or above grade level
Performance Summary Smarter Balanced Assessments 3rd – 5th grades	47.37% of 3rd grade Met or exceeded the standard 29.48% of 4th grade Met or exceeded the standard 33.34% of 5th grade Met or exceeded the standard	70% of 3rd grade Met or exceeded the standard 60% of 4th grade Met or exceeded the standard 60% of 5th grade Met or exceeded the standard
Math Grades- 6th-8th grades	80% earned A, B, or C grades on 2nd semester report card	95% earned A, B, or C grades on 2nd semester report card
Beginning of the Year i-Ready Diagnostic results 6th – 8th grades	59% of 6th grade are emerging, on, or above grade level 46% of 7th grade are emerging, on, or above grade level 33% of 8th grade are emerging, on, or above grade level	90% of 6th grade are emerging, on, or above grade level 90% of 7th grade are emerging, on, or above grade level 80% of 8th grade are emerging, on, or above grade level
Performance Summary Smarter Balanced Assessments 6th – 8th grades	30.76% of 6th grade Met or exceeded the standard 23% of 7th grade Met or exceeded the standard 31.31% of 8th grade Met or exceeded the standard	70% of 6th grade Met or exceeded the standard 60% of 7th grade Met or exceeded the standard 70% of 8th grade Met or exceeded the standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students; Special Needs Students (ATSI)

Strategy/Activity

Instructional coaches and the intervention teacher will provide support and guidance for high quality instruction in math. Intervention teacher will also provide intervention for students not meeting math standards. Coaches will support the school by analyzing student assessment data, planning, implementing staff professional development, providing feedback to teachers, coteaching, and supporting the instructional program. In addition, they will support and mentor teachers in the implementation of district initiatives and school goals.

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

Amount(s)	Source(s)
165,270	LCAP

Strategy/Activity 2

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

All Students; Special Needs Students (ATSI)

Strategy/Activity

Teachers will receive additional collaboration time to plan lessons, analyze student data, and plan next steps for students who need further support or challenge opportunities. During these meetings, teachers will identify best instructional practices and create action plans. Additionally, teachers will have the opportunity to attend professional development including conferences to develop new instructional strategies to address student needs, lesson observations, learning walks, and lesson studies.

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

Amount(s)	Source(s)
	LCAP 1.43B (already budgeted)

Strategy/Activity 3

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

All Students; Special Needs Students (ATSI)

Strategy/Activity

Classroom teachers, instructional coaches, intervention teacher, and classified instructional aides will provide academic interventions to improve student learning. All students will be screened for cycles of interventions using performance data for each intervention cycle. Students performing 2 or more years below grade level expectations will be targeted for intervention. Interventions will occur during school for targeted students.

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

Amount(s)	Source(s)
	LCAP 1.43B (already budgeted)

Strategy/Activity 4

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

All Students; Special Needs Students (ATSI)

Strategy/Activity

Supplemental resources, materials, and programs will be provided to support student learning in math. These resources include computer technology, software, computer programs and applications, manipulatives, Print Shop copies, and other math materials and supplies to increase student achievement.

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

Amount(s)	Source(s)
	LCAP 1.43B (already budgeted)

Strategy/Activity 5

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

All Students; Special Needs Students (ATSI)

Strategy/Activity

An intervention teacher will provide academic interventions to student groups to improve academic achievement in math concepts, math fluency, problem solving, skills, and strategies. Students will be screened and identified for targeted intervention groups that will change based on i-Ready data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
69,610	LCAP
51,569	Title I

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Some of the strategies for Goal 2 were implemented including coach support, technology for teachers and students, and intervention support for students. There was also difficulty hiring an effective intervention teacher/coach to provide academic interventions to improve student learning.

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

Strategies 1, 2, and 4 were implemented. Strategy 3 and 5 were implemented minimally. There was also difficulty hiring an effective intervention teacher/coach to provide academic interventions to improve student learning.

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

The metrics for Goal 2 will change to reflect the school’s current reality. The metrics will include i-Ready diagnostic data for math and CAASPP data for 2023-2024. The strategies and activities will remain the same.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive School Climate and Environments Conducive to Learning

LEA/LCAP Goal

3 Create Positive School Climate and Environments Conducive to Learning

Goal 3

Decrease chronic absenteeism for all student groups and improve student engagement and school culture.

Identified Need

As part of the comprehensive needs assessment, parent and educational partners examined the chronic absenteeism rate at parent meetings (e.g., School Site Council meeting and English Language Advisory Committee meetings).

SEL/ Behavior
2022 – 2023 Social Emotional Needs
some students at the K – 5 level that require constant supervision

Number of Incidents Reported
2021-2022 - 122
2022-2023 - 210

Incident type –
Assault/fight/battery – 31 from 5
Behavior/ Inappropriate – 79 from 41

Attendance for All student groups
- Improved from 93.57% in 2021-2022, to 93.75% in 2022-2023

Chronically Absenteeism
- Improved for all student groups

Hispanic 24%
EL 22%
SPED 27%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 Chronic Absentee Report- All students	24% of all students were chronically absent	10% of all students were chronically absent

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 Chronic Absentee Report- English learners	22% of English learners were chronically absent	10% of English Learners were chronically absent
2022-2023 Chronic Absentee Report- Students in special education program	27% of students in the special education program were chronically absent	15% of students in the special education program were chronically absent.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students; Special Needs Students (ATSI)

Strategy/Activity

The school's student data technician and student health office technician will monitor daily attendance and identify students who are at risk of becoming chronically truant. Counselors, the TOSA, and Social Worker will hold attendance intervention meetings with parents on a regular basis to inform parents and students of the importance of daily attendance. Additionally, the counselors and TOSA will meet with students who are at risk of being chronically absent and set attendance goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
173,620	LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students; Special Needs Students (ATSI)

Strategy/Activity

The counselor will provide guidance lessons as part of the Guidance Master Plan and through the Second Step program to help develop students' social and emotional health. The counselor will provide whole class lessons, small group lessons, behavioral counseling, school-wide activities, and student recognition and incentives to improve students' school connectedness. The counselor will also implement a check in system for chronically absent students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCAP 1.43B (already budgeted)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students; Special Needs Students (ATSI)

Strategy/Activity

Students will be celebrated for their achievements and engagement in the instructional program. Monthly events will be held to increase attendance, academic achievement, and student engagement. Additional hours will be provided to our NDA's to ensure safety throughout the day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,500	LCAP
11,665	LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students; Special Needs Students (ATSI)

Strategy/Activity

Parents will be involved in on-going training and meetings to support the instructional program, increase student engagement, attendance, and academic achievement. Services such as translations, resources, refreshments, and messaging services will be provided as needed for each event.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,035	Title I

Strategy/Activity 5

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

Students identified as GATE

Strategy/Activity

Students will be provided with differentiated instruction to meet their needs before, during, and/or after school, through the use of instructional materials and consultants.

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

Amount(s)	Source(s)
15,366	LCAP

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The strategies for Goal 3 were fully implemented and deemed effective.

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

There were no differences between the intended implementation and budgeted expenditures to implement the strategies listed for Goal 3.

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

The strategies implemented remain effective in reducing chronic absenteeism; therefore, the strategies for Goal 3 will remain the same.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$316,042.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$730,014.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$242,893.00

Subtotal of additional federal funds included for this school: $242,893.00

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

State or Local Programs	Allocation ($)
LCAP	$487,121.00

Subtotal of state or local funds included for this school: $487,121.00

Total of federal, state, and/or local funds for this school: $730,014.00

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

Expenditures by Funding Source

Funding Source	Amount
LCAP	487,121.00
Title I	242,893.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	487,121.00
	Title I	242,893.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	232,379.00
Goal 2	286,449.00
Goal 3	211,186.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role

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
	Principal, Hilda Verdugo Mapp on November 6, 2023
	SSC Chairperson, Daisy Macedo on November 6, 2023

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 November 6, 2023.

Attested:

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019