

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
Brook Hill Elementary School	49709126052104	May 31, 2023	June , 2023

Contact Person: Indy Monday

Position: Principal

Phone Number: 707-890-3915

Address: 1850 Vallejo St., Santa Rosa
CA 95404-5399

E-mail Address: imonday@srcs.k12.ca.us

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

Brook Hill Elementary School has been identified as an ATSI school in the following areas: English Learner Students, Hispanic Students, Students with Disabilities, Socioeconomically disadvantaged students, and white students. Chronic absenteeism is an area of concern.

Mission Statement

The mission of Brook Hill Elementary School is to provide each student with a high-quality education in a safe, supportive environment that promotes self-discipline, motivation, and joy of learning. The Brook Hill staff joins with parents and our community to assist students in becoming independent learners, ready for their futures.

Vision Statement

The vision of the faculty of Brook Hill Elementary School is to provide all students with the tools necessary to become productive and responsible citizens. Students at Brook Hill Elementary will be able to think analytically about a variety of subjects-including mathematics and science. Students will be able to express themselves through written and oral communication. Students will have equitable access to technology and be provided with enrichment activities including music, physical education, and art. We will work as a community to provide multi-tiered support to address the needs of all learners. Students will learn to work cooperatively, respect individual differences, and live with integrity and compassion.

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 school wide plan goals are derived from multi-measure assessment data, stakeholder's feedback and aligned to SRCS District LCAP goals, school mission and vision. A comprehensive needs assessment was conducted to gather information and analyze student achievement data, particularly the needs of the student groups identified as needing additional targeted instruction to guide our plan. The process included stakeholder involvement including our English Language Advisory Committee, School Site Council, Staff, and Teachers. During these meetings with stakeholders there were opportunities to ask questions, give feedback, and share ideas. Stakeholders were able to view and analyze student achievement data to guide our instructional plan. All stakeholder feedback was used to make any modifications or changes when needed. The process consisted of analyzing a variety of data points from the California State Dashboard and local site level indicators. Stakeholders held dialogue around the data and provided feedback in terms of the root causes, and next steps (action items) moving forward. The development of the plan includes strategies and opportunities for students at Brook Hill to meet the academic state standards as outlined in goal 1 of our SPSA.

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

The following dates indicate when stakeholder involvement took place for planning and consultation purposes of our SPSA. The meetings were for staff meetings, School Site Council, ELAC, or the distribution of a stakeholder survey/request for feedback and evaluation of effectiveness. During these meetings with stakeholders, there were opportunities to ask questions, give feedback, & share ideas. Stakeholders also were able to view and analyze student achievement data to guide our instructional plan. All stakeholder feedback was used to make any modifications or changes when needed.

Staff Meetings with Staff were conducted 2nd and 4th Wednesday of the month.

School Site Council - Sept 15, 2022, Oct 20, 2022 Nov.17, 2022, Feb 16 , 2023 ,Mar 16, 2023, Apr 20, 2023, May 11, 2023

The 2022-23 SPSA was approved by SSC on May 12th 2022.

All Title I programs and expenditures was evaluated throughout the year within our School Site Council Team.

English Language Advisory Committee (ELAC) Meetings were used to gather feedback from Stakeholders. The EL Needs Assessment was sent out to families in the spring of 2023 for parent input, feedback, and comments. They were given an opportunity to provided feedback and input on Title I programs and our SPSA at their monthly meetings.

Staff Meetings were a time for Staff Stakeholders to provide feedback and input. During the spring of 2023, additional stakeholder feedback from students families, and staff came from the Panorama Survey In April/May 2023. Staff were provided time & posters to provide SPSA feedback.

Resource Inequities – Required for CSI / ATSI

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

Resource inequities were identified based on demographic information data, Panorama Survey, EL Needs Assessment, and stakeholder feedback during SSC, ELAC, PFO, and Staff Meetings and at ate indicators with the intent of creating long term goals identified by measurable outcomes, reviewed and updated annually. The goals include evidence-based interventions and strategies focusing on student outcomes. Additionally, the ATSI plan identified resource inequities which included a review of the previous SPSA budgeting to address and focus on the needs of targeted sub-groups including English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and White students. Additionally Brook Hill staff will focus on ways to reduce chronic absenteeism and suspension for students with special needs.

1. There is a lack of resources in our family's homes to support instruction and academic growth.
2. There are little to no English speakers at home.
3. Learning loss from past school closures (due to wildfires and COVID-19).
4. There is a need for our students to have their basic needs met prior to being able to focus on academics.
5. There is a need for our families to have access to community resources, support, and education.
6. There is a need of promoting good attendance habits [on time and low absentee rates]
7. There is a need for more parent involvement.

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	0.9%	0.91%	1.65%	3	3	5
African American	0.6%	1.52%	0.99%	2	5	3
Asian	3.5%	2.43%	3.63%	12	8	11
Filipino	%	0.30%	0%		1	0
Hispanic/Latino	85.4%	83.89%	82.84%	292	276	251
Pacific Islander	%	%	0%		0	0
White	7.9%	9.42%	8.91%	27	31	27
Multiple/No Response	1.8%	1.52%	1.98%	6	5	6
	Total Enrollment			342	329	303

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	60	59	62
Grade 1	34	47	39
Grade 2	35	30	41
Grade3	49	37	34
Grade 4	50	45	37
Grade 5	59	49	40
Grade 6	55	62	50
Total Enrollment	342	329	303

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	144	175	169	42.1%	53.2%	55.8%
Fluent English Proficient (FEP)	77	51	37	22.5%	15.5%	12.2%
Reclassified Fluent English Proficient (RFEP)	3	47	32	2.1%	21.2%	15.9%

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
330	66.6	53.2	0.3
Total Number of Students enrolled in Brook Hill Elementary 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.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	175	53.2
Foster Youth	1	0.3
Homeless	6	1.8
Socioeconomically Disadvantaged	219	66.6
Students with Disabilities	50	15.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.5
American Indian	3	0.9
Asian	8	2.4
Filipino	1	0.3
Hispanic	276	83.9
Two or More Races	5	1.5
Pacific Islander		
White	31	9.4

Conclusions based on this data:

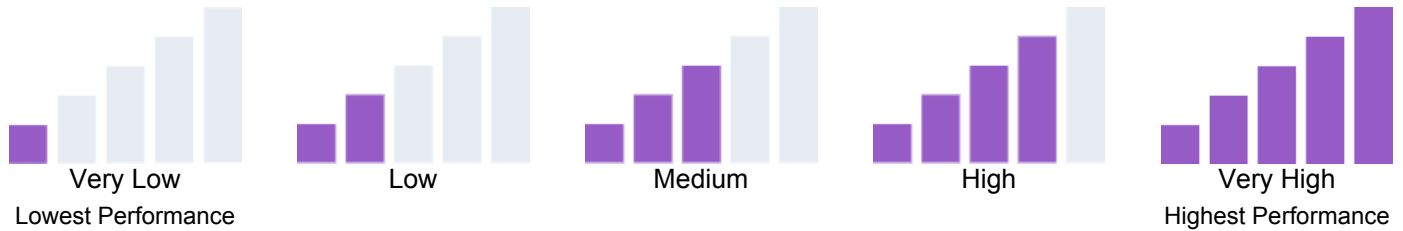
1. 88.3% of our student population are socio-economically disadvantaged. We will make this a priority as we focus on ensuring our students have their basic needs met so they are ready to learn.
2. 42.1% of our student population are English language learners. We should continue to carve out 30 min per day of designated ELD instruction so that they have the opportunity to become proficient in their language development.
3. 15.8% of our student population currently received special education services. This is important to consider as we design instructional program and supports that reach a wide range of learners with various academic, social emotional, and physical needs.

School and Student Performance Data

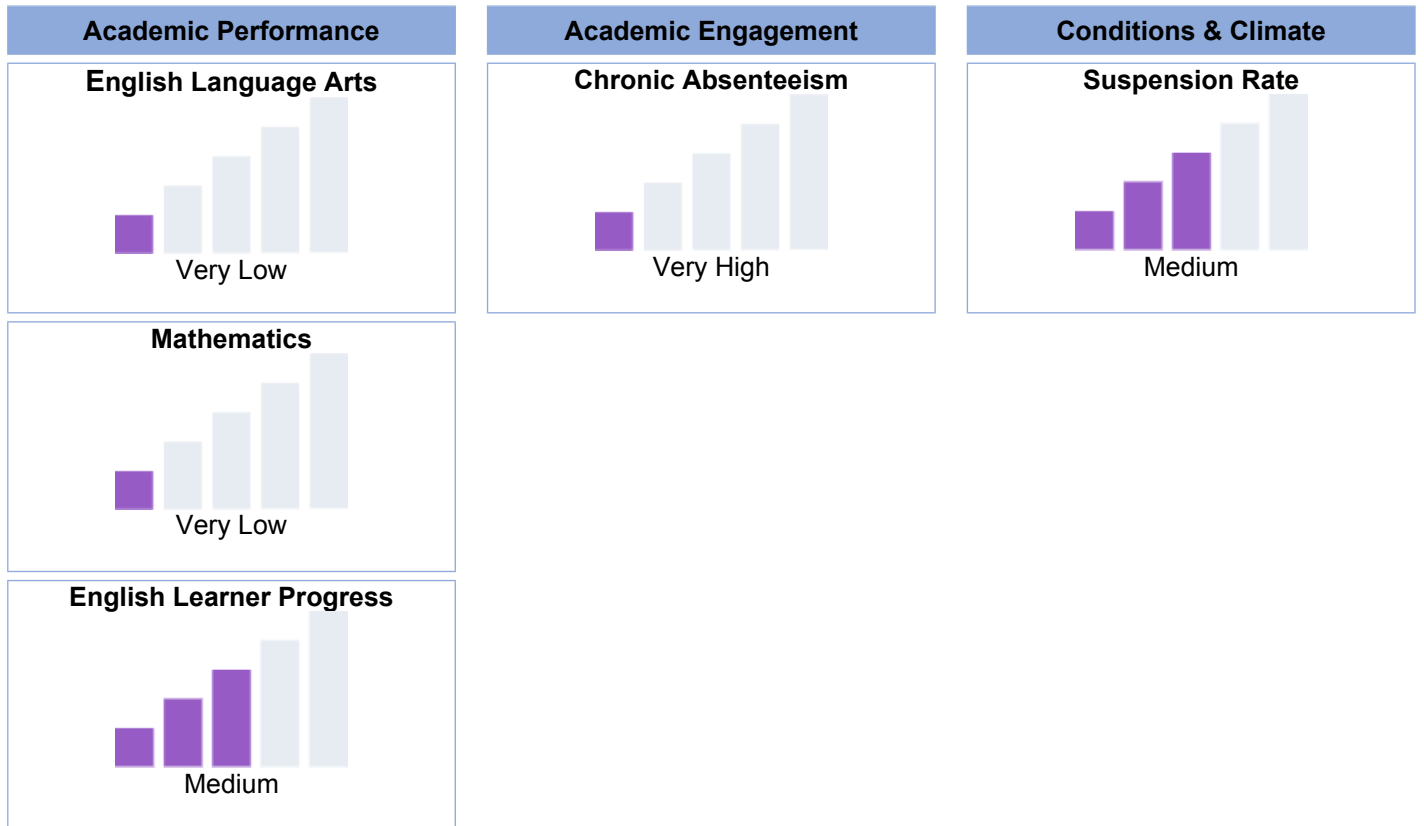
Overall Performance

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



Conclusions based on this data:

1. Our academic achievement in both English Language Arts and Mathematics are categories in the "orange" areas. This requires us to make these content areas a focus for our instructional program which will include supports for all learners including English learners, Special Education students, and foster/homeless students.
2. Positive daily attendance is something that we need to focus on since we are currently identify as being in the "red" area for chronic absenteeism. We will continue to re-engage and support our families as we encourage them to

make daily attendance a priority. We will also engage our students while they are with us, in person or virtually, to help them have motivation to come to class.

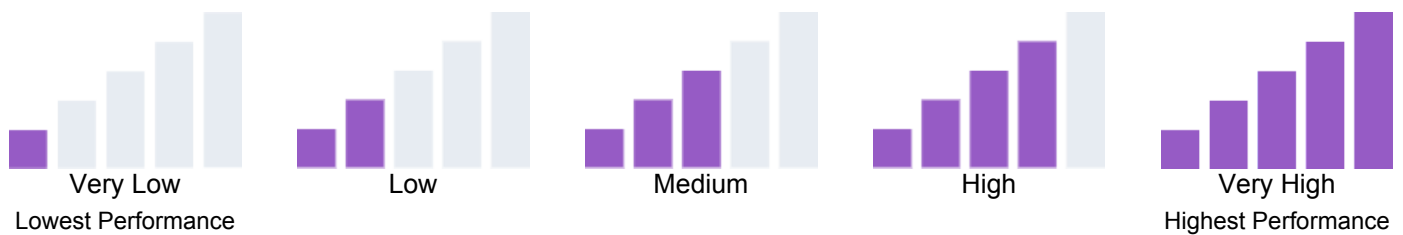
3. Our suspension rate is also in the red category. This requires us to be creative in the behavioral and emotional supports that we can offer to our students.

School and Student Performance Data

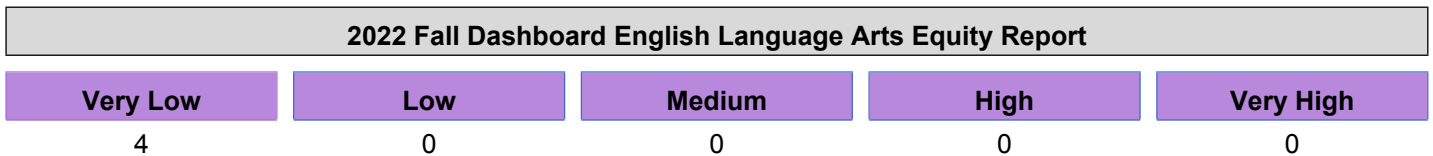
Academic Performance English Language Arts

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

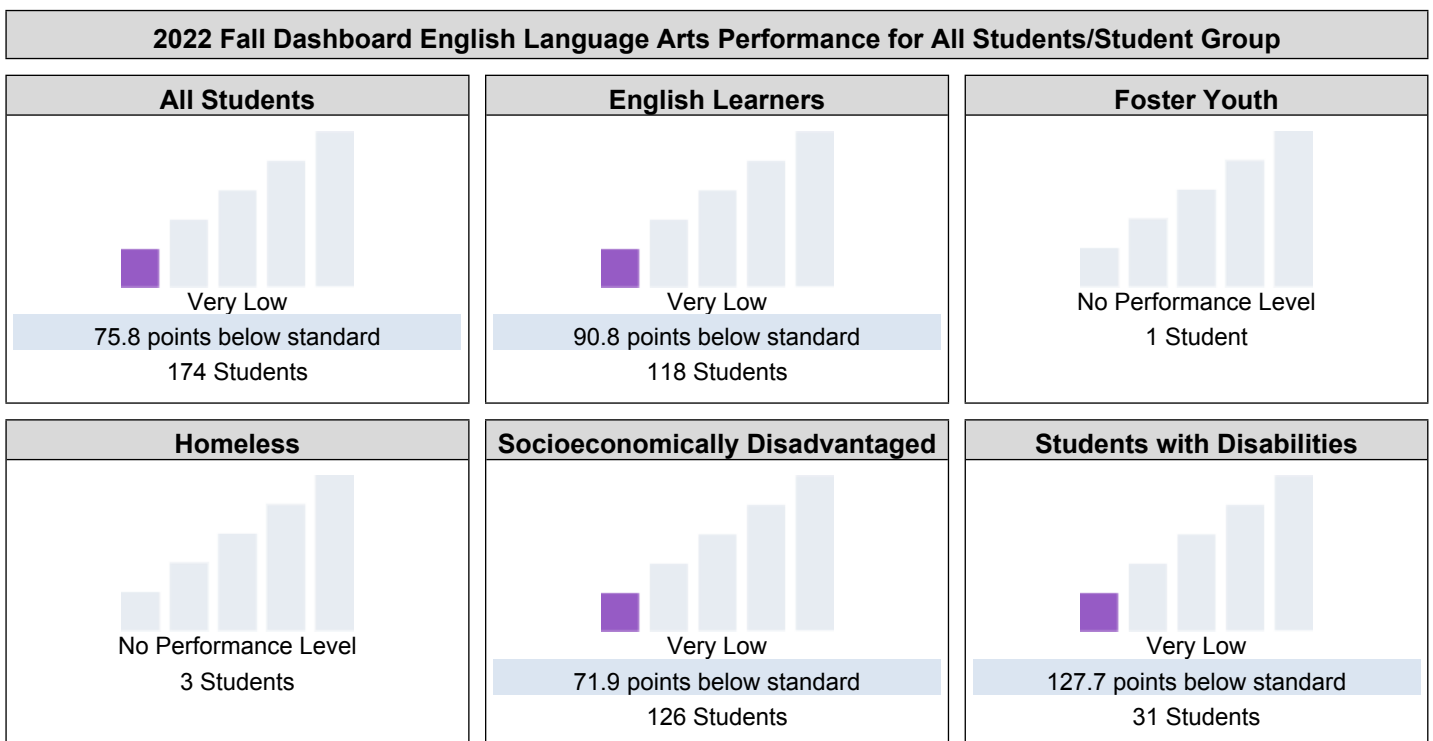
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



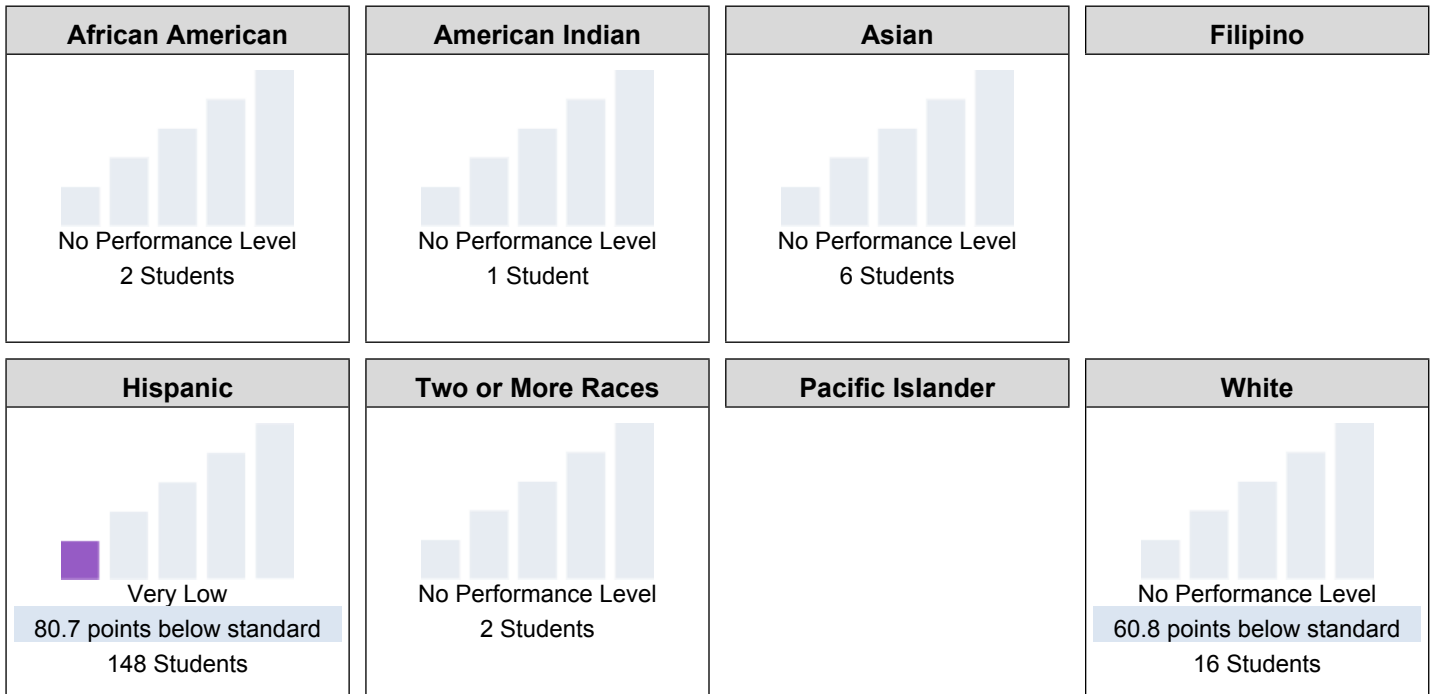
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
123.4 points below standard 75 Students	34.0 points below standard 43 Students	58.9 points below standard 47 Students

Conclusions based on this data:

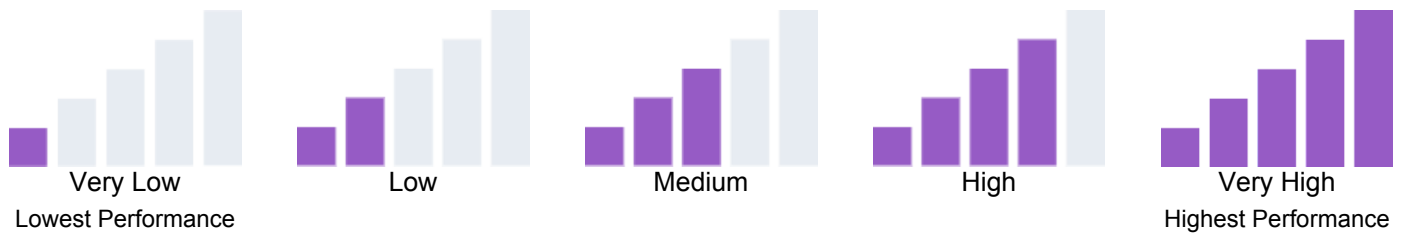
1. Our EL students are performing 53.3% below the standard but they only make up about 60% of our population. Designated ELD with our newly adopted ELD curriculum for support with our EL students is important for academic growth.
2. 47% of our students that are socio-economically disadvantaged are performing below the standards. Ensuring that we provide supports to our families who have challenges with basic needs will help with preparing our students for learning each day.
3. 97.1% of our students who are receiving special education services are performing below the standard. We should ensure that our special education supports and instructional programs allow for a wide range of academic, physical, and social-emotional needs.

School and Student Performance Data

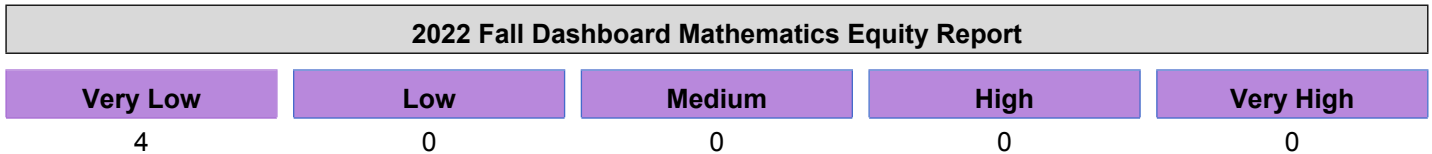
Academic Performance Mathematics

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

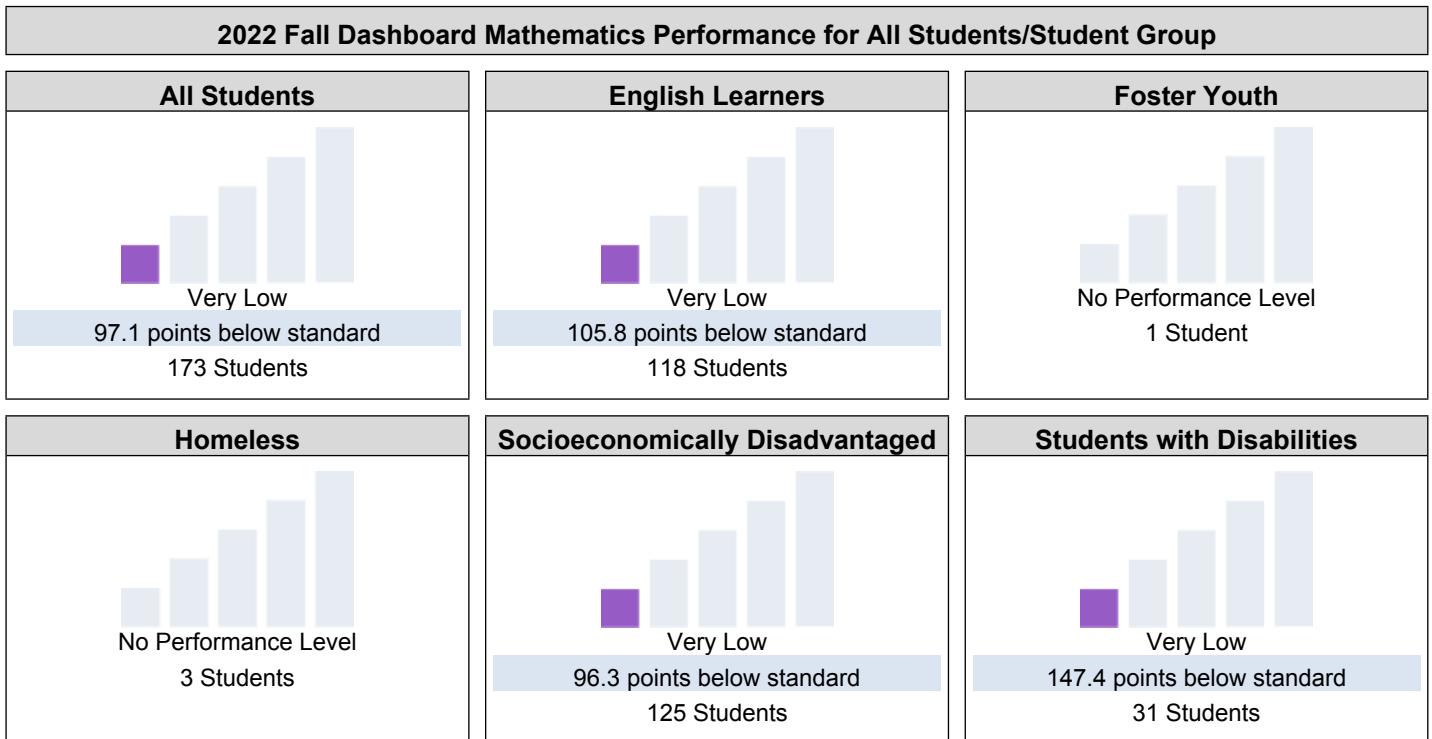
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



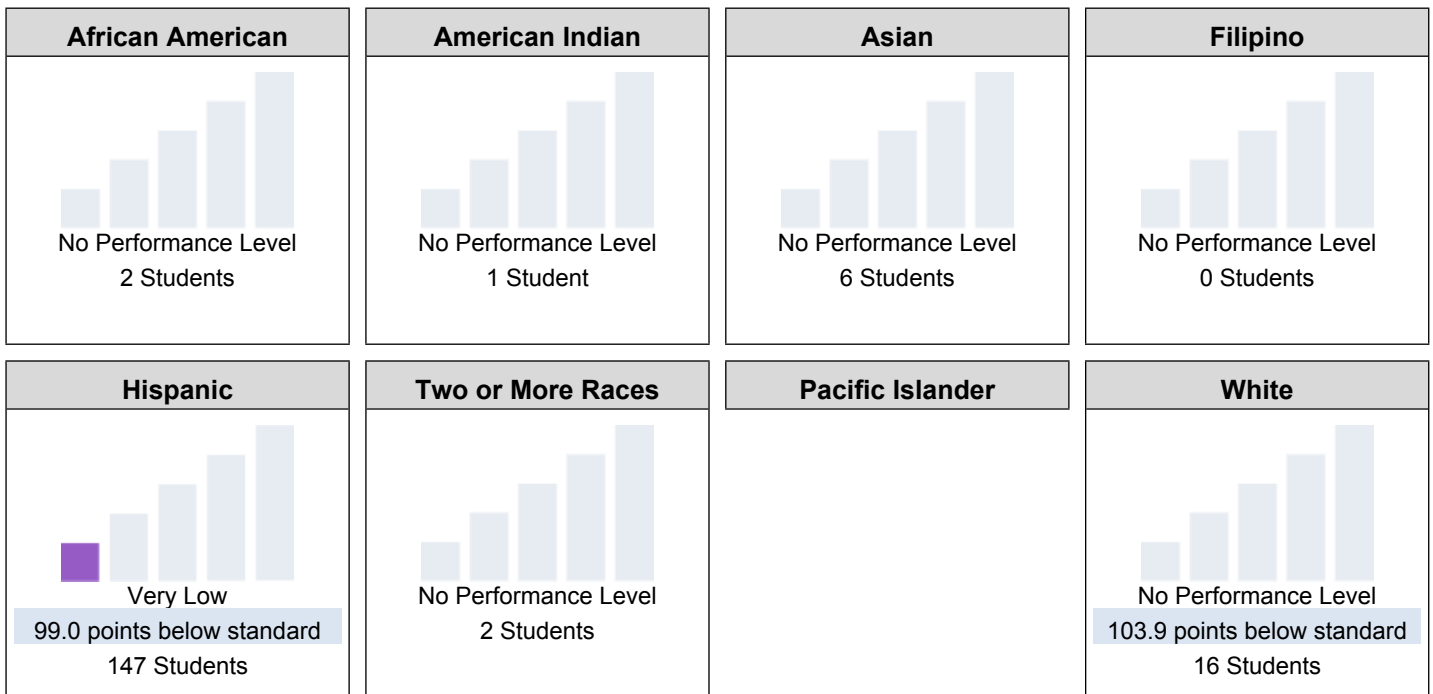
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">125.5 points below standard</p> <p>75 Students</p>	<p style="background-color: #e6f2ff;">71.4 points below standard</p> <p>43 Students</p>	<p style="background-color: #e6f2ff;">88.7 points below standard</p> <p>46 Students</p>

Conclusions based on this data:

1. Our English Learners are performing 72.8 points below the standard. We will focus our English language development instruction on competency in both ELA and math.
2. Our Special Education students are performing 132.6 points below the standard.
3. Our low socio economically disadvantaged students are performing 69.5 points below the standard. We will put a focus on ensuring basic needs are met for our students. We will also ensure they are engaged in school, feel supported, and have what they need to be successful.

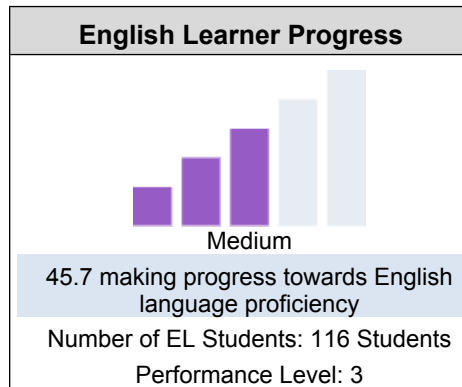
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.4%	31.9%	0.9%	44.8%

Conclusions based on this data:

- 46.7% of our English Learners are making progress towards EL proficiency. Designated ELD instruction and ELPAC test prep should continue.
- 57 students progressed at least 1 ELPAC level. ELPAC test analysis will help guide instruction to ensure students are making growth.
- 33 students decreased at least 1 ELPAC level. It should be determined what may have caused this decrease and targeted support/instruction should be implemented for all English Learners.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

1. This is no applicable to elementary.

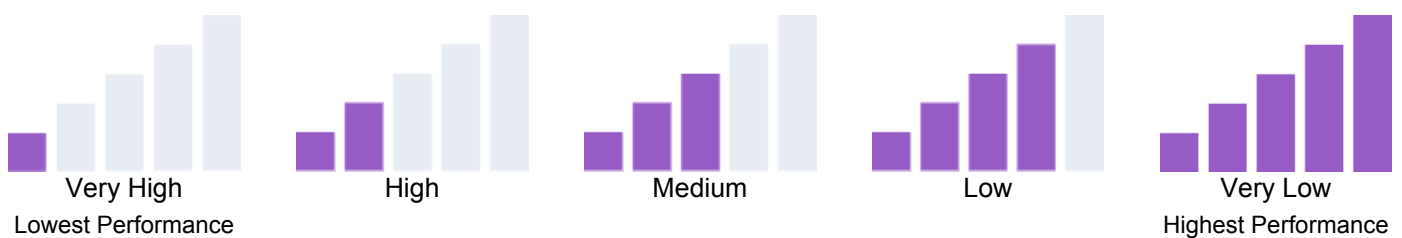
School and Student Performance Data

Academic Engagement Chronic Absenteeism

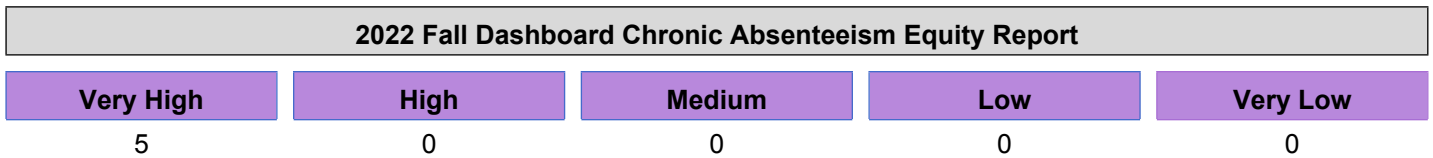
Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

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

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

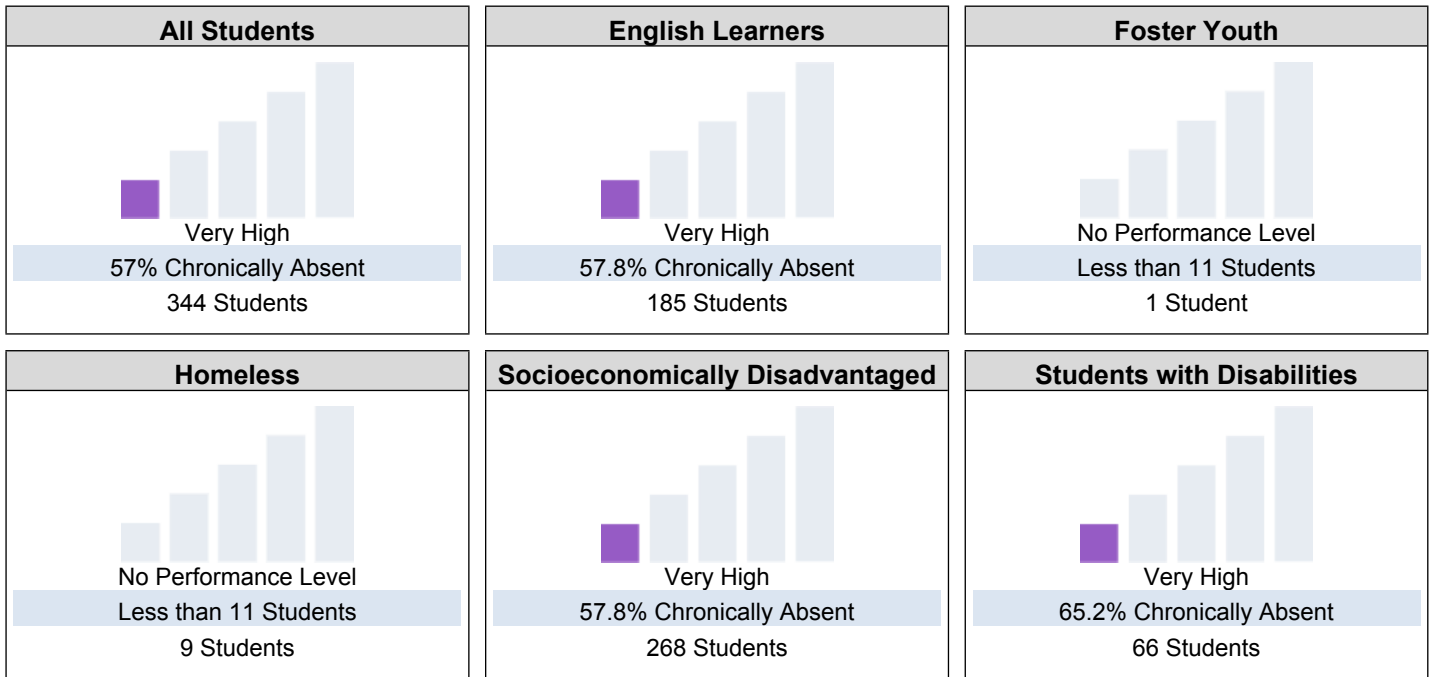


This section provides number of student groups in each level.

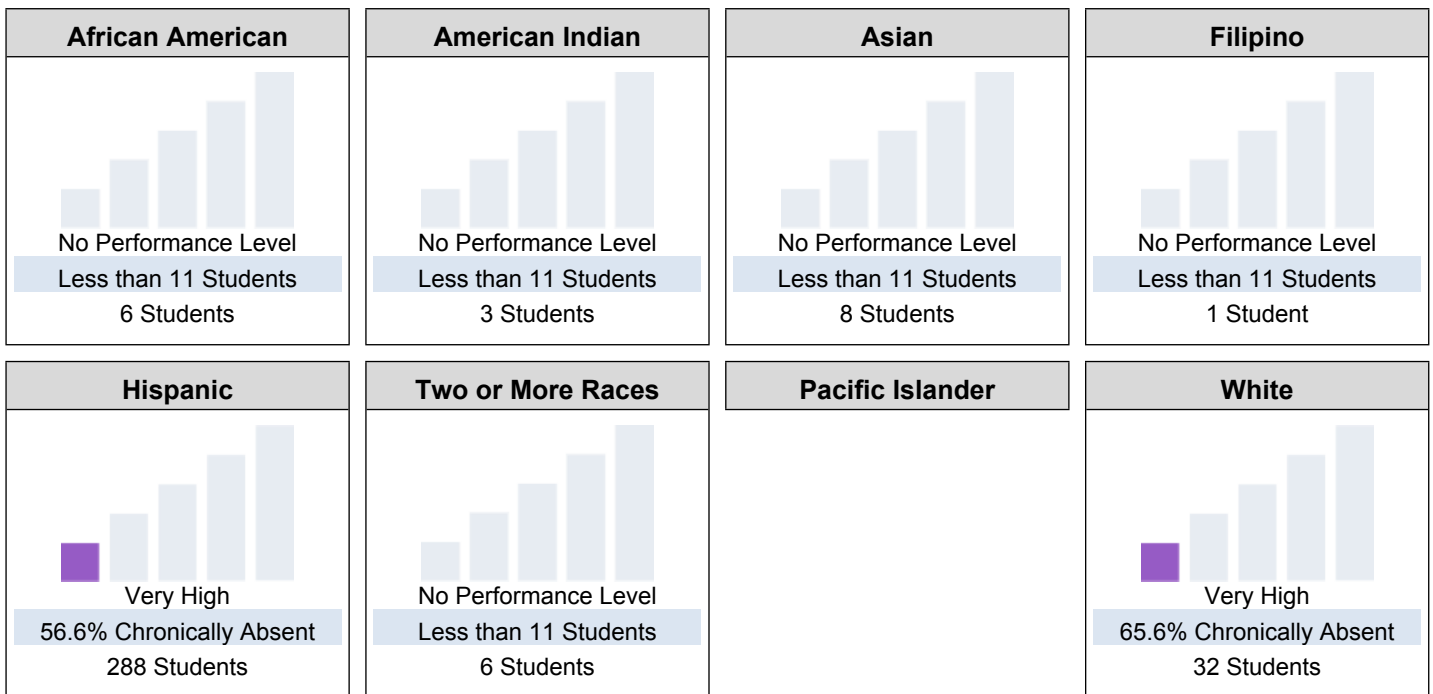


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

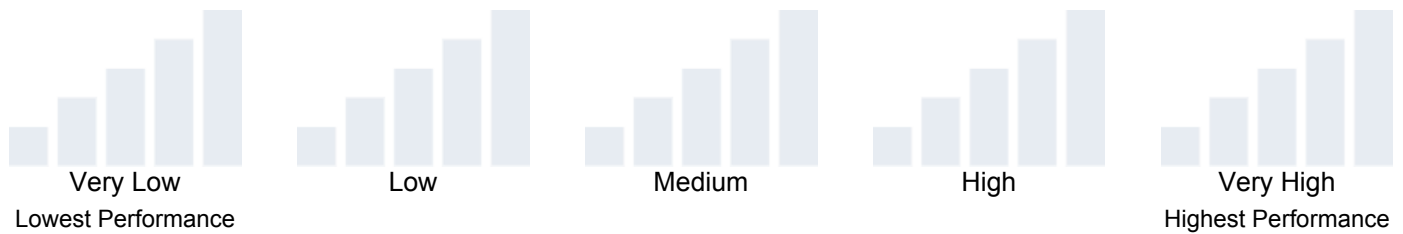
1. Our chronic absenteeism has increased 5.1% and stands at 19.6%. Monitoring student attendance data needs to be reviewed weekly and supports need to be given to students and parents. This could be done using student engagement programs on campus (MTSS Tier 1/2 supports), parent information/education, and by providing additional resources whenever needed.
2. 17.7% of our English Learners and 28.1% of our Special Education students are struggling with chronic absenteeism. These students should be monitored closely and resources should be given to families in a timely manner. FEF can support our EL students and the Special Ed team can work with our Special Ed students. This could include the same supports that were listed above for all students.

3. 19.3% of our socio-economically disadvantaged students are struggling with chronic absenteeism. A big focus on ensuring that our students have their basic needs met should improve this group's attendance data.

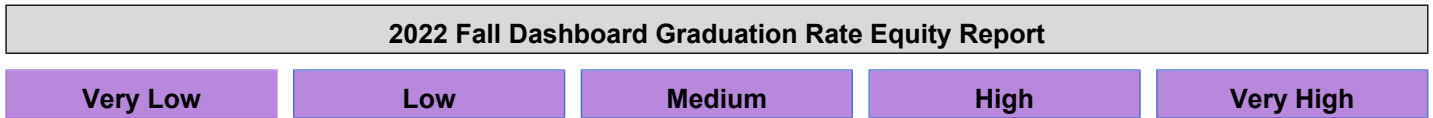
School and Student Performance Data

Academic Engagement Graduation Rate

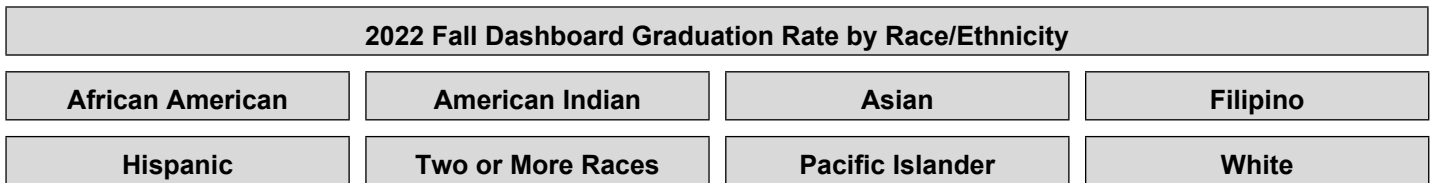
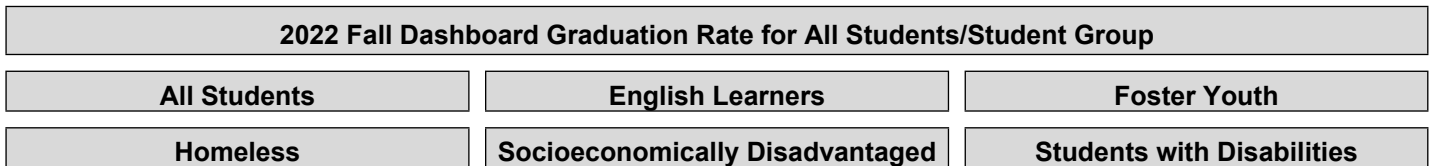
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



This section provides number of student groups in each level.



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



Conclusions based on this data:

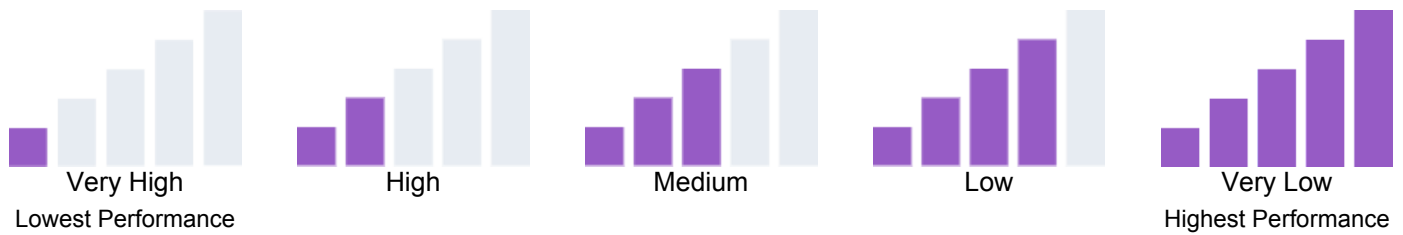
- This section is not applicable to elementary.

School and Student Performance Data

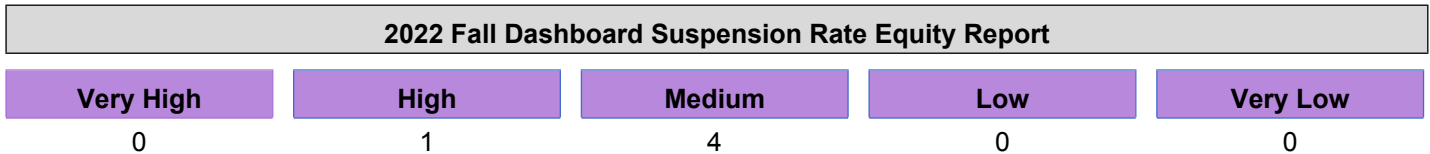
Conditions & Climate Suspension Rate

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

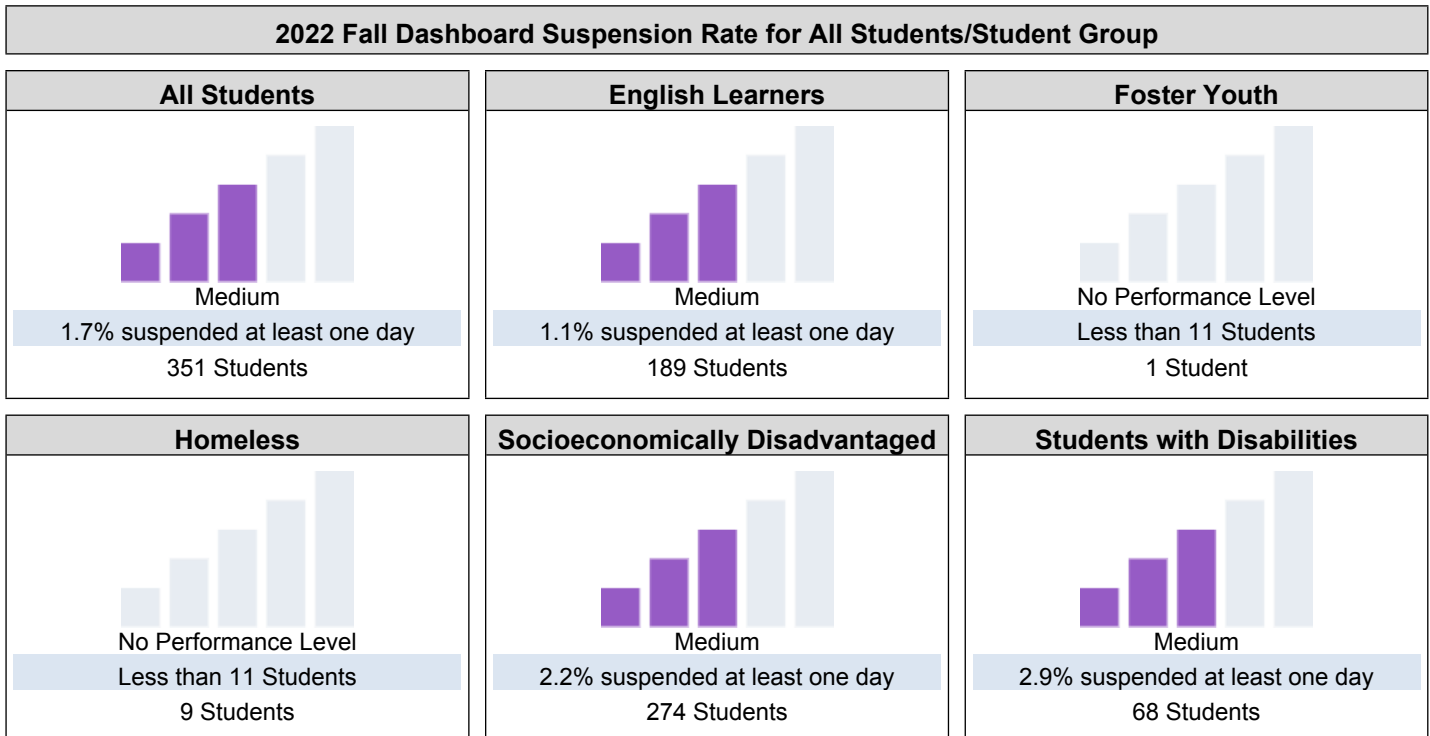
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



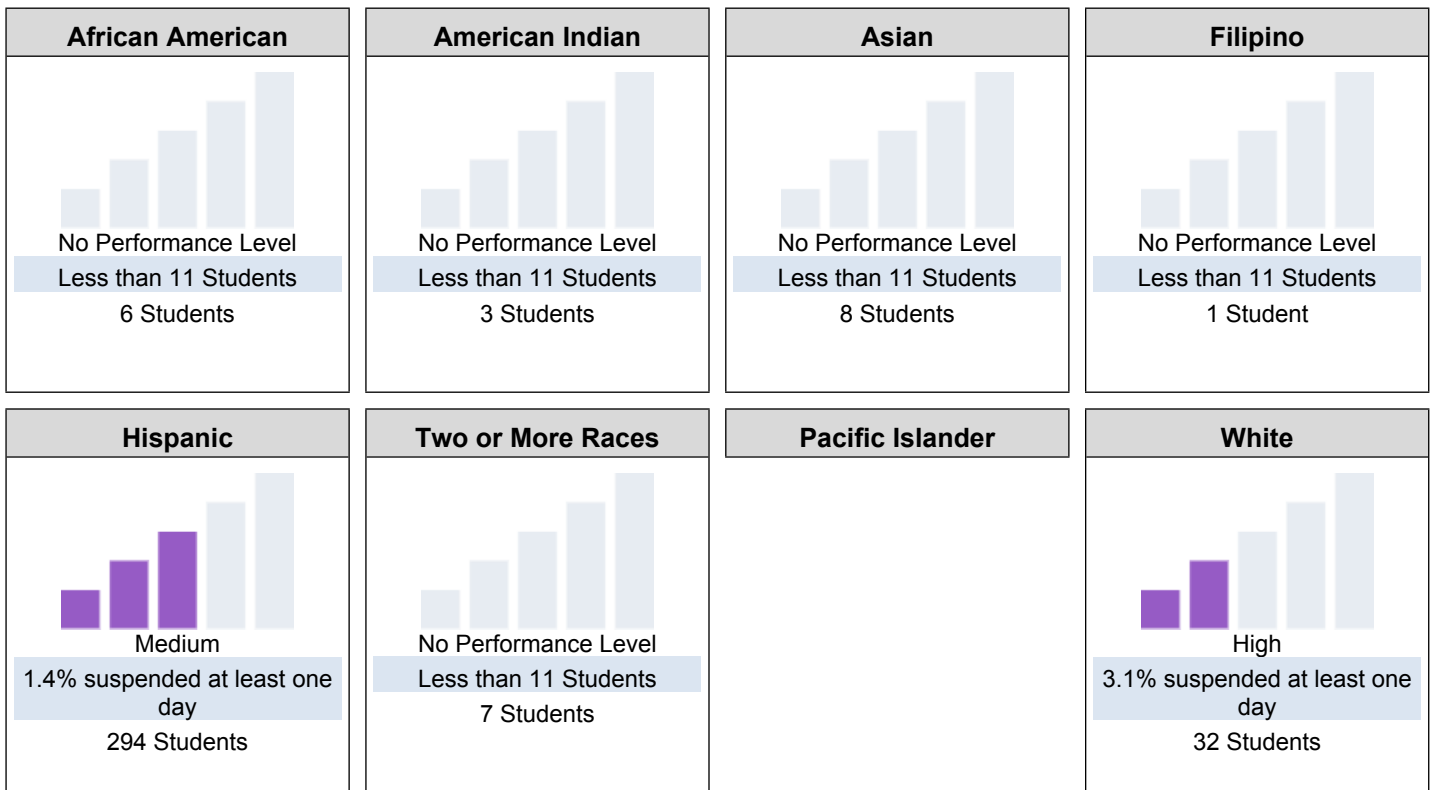
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- 3.7% of our socio-economically disadvantaged students were suspended. The MTSS Tier 1 and Tier 2 teams should focus on supporting these students to ensure their basic needs are met. If these needs are not met then we should create supports for students, parents, and teachers. We also should connect these families with resources and supports that may be needed for success behaviorally.
- 3.5% of our English Learners are being suspended. We should ensure that our English Learners students and parents have the support, guidance, and resources they need to be successful behaviorally in our classrooms. The MTSS Tier 1 and Tier 2 can offer support with this.
- 2.9% of our Special Education students are being suspended. Additional behavior supports, training, and resources should be given to the Special Ed team including all staff who work with these students. This can be done through our MTSS Tier 1 and Tier 2 teams.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 3	54	39		0	38		0	38		0.0	97.4	
Grade 4	49	47		0	46		0	46		0.0	97.9	
Grade 5	58	46		0	45		0	45		0.0	97.8	
Grade 6	57	53		0	52		0	52		0.0	98.1	
All Grades	218	185		0	181		0	181		0.0	97.8	

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			% Standard Met			% Standard Nearly			% Standard Not		
	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		2340.			5.26			5.26			21.05			68.42	
Grade 4		2392.			4.35			15.22			17.39			63.04	
Grade 5		2425.			0.00			15.56			28.89			55.56	
Grade 6		2469.			5.77			23.08			23.08			48.08	
All Grades	N/A	N/A	N/A		3.87			15.47			22.65			58.01	

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		2.63			60.53			36.84	
Grade 4		0.00			60.87			39.13	
Grade 5		2.22			60.00			37.78	
Grade 6		5.77			53.85			40.38	
All Grades		2.76			58.56			38.67	

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		5.26			34.21			60.53	
Grade 4		2.17			43.48			54.35	
Grade 5		0.00			57.78			42.22	
Grade 6		5.77			46.15			48.08	
All Grades		3.31			45.86			50.83	

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		7.89			57.89			34.21	
Grade 4		4.35			71.74			23.91	
Grade 5		0.00			80.00			20.00	
Grade 6		13.46			69.23			17.31	
All Grades		6.63			70.17			23.20	

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		7.89			44.74			47.37	
Grade 4		4.35			69.57			26.09	
Grade 5		2.22			62.22			35.56	
Grade 6		17.31			48.08			34.62	
All Grades		8.29			56.35			35.36	

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 3	54	39		0	37		0	37		0.0	94.9	
Grade 4	49	47		0	47		0	47		0.0	100.0	
Grade 5	58	46		0	46		0	46		0.0	100.0	
Grade 6	57	53		0	52		0	52		0.0	98.1	
All Grades	218	185		0	182		0	182		0.0	98.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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		2340.			2.70			0.00			13.51			83.78	
Grade 4		2406.			2.13			8.51			40.43			48.94	
Grade 5		2403.			0.00			6.52			15.22			78.26	
Grade 6		2459.			1.92			11.54			30.77			55.77	
All Grades	N/A	N/A	N/A		1.65			7.14			25.82			65.38	

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		2.70			18.92			78.38	
Grade 4		4.26			38.30			57.45	
Grade 5		4.35			21.74			73.91	
Grade 6		1.92			42.31			55.77	
All Grades		3.30			31.32			65.38	

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		5.41			27.03			67.57	
Grade 4		4.26			42.55			53.19	
Grade 5		2.17			43.48			54.35	
Grade 6		3.85			48.08			48.08	
All Grades		3.85			41.21			54.95	

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		5.41			40.54			54.05	
Grade 4		6.38			48.94			44.68	
Grade 5		0.00			47.83			52.17	
Grade 6		3.85			63.46			32.69	
All Grades		3.85			51.10			45.05	

Conclusions based on this data:

- 1.

School and Student Performance Data

2022 Fall Dashboard Summary Data Points

The tables below are a summary of the 2022 Fall Dashboard data by student group.

Demographic Percentages								
The total number of students enrolled on Fall Census Day in the local educational agency or school as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).								
Total Enrollment	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
330	66.6	15.2	53.2	1.8	0.3	83.9	9.4	1.5

Chronic Absenteeism Percentages								
The Chronic Absenteeism state indicator shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend. Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at https://dq.cde.ca.gov/dataquest/ .								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
57% Chronically Absent	57.8% Chronically Absent	65.2% Chronically Absent	57.8% Chronically Absent	Less than 11 Students	Less than 11 Students	56.6% Chronically Absent	65.6% Chronically Absent	Less than 11 Students

Suspension Percentages								
The Suspension Rate state indicator shows the percentage of students who were suspended for at least one cumulative day in a given school year.								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
1.7% suspended at least one day	2.2% suspended at least one day	2.9% suspended at least one day	1.1% suspended at least one day	Less than 11 Students	Less than 11 Students	1.4% suspended at least one day	3.1% suspended at least one day	Less than 11 Students

Math Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for mathematics. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
97.1 points below standard	96.3 points below standard	147.4 points below standard	105.8 points below standard			99.0 points below standard	103.9 points below standard	

ELA Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for English Language Arts/Literacy. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
75.8 points below standard	71.9 points below standard	127.7 points below standard	90.8 points below standard			80.7 points below standard	60.8 points below standard	

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

Goal 1

Goal 1 is to increase our students' academic proficiency in English Language Arts, Writing, and Mathematics through targeted first instruction with a variety of research proven strategies. Our efforts to increase academic proficiency will be guided by academic data as well as stakeholder feedback/analysis.

Identified Need

- academic proficiency for all students in English Language Arts, Writing, and Mathematics
- academic assessment data at grade level for all students in English Language Arts, Writing, and Mathematics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Lets Go Learn ADAM & DORA Assessment Data & ELPAC Summative Assessment Data	In grades 3-6 the baseline will be the Beginning of the Year (BOY) assessments in LGL DORA & ADAM and ELPAC Summative Assessment Data.	The expected outcome is to increase academic assessment data by the end of the year (EOY) (DORA & ADAM & ELPAC) by 5%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Walk to Read - Intervention Support Personnel for English Language Arts, Writing & Mathematics

Monitoring Effectiveness**How will this activity be monitored during the year?**

- benchmark assessments at the beginning of the year, mid year, and at the end of the year
- benchmark assessments include, but are not limited to: LGL DORA, LGL ADAM, Writing Benchmarks

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)
36,631.00	3010 - Title I 1000-1999: Certificated Personnel Salaries .35750 FTE Reading Teacher
9,508.49	3010 - Title I 3000 – Certificated FTE Benefits .35750 FTE Reading Teacher Benefits
30,537.51	0500 - Supplemental 1000-1999: Certificated Personnel Salaries .2925 FTE Reading Teacher
7,923.04	0500 - Supplemental 3000 – Certificated FTE Benefits .2925 FTE Reading Teacher Benefits
0	0500 - Supplemental 2111 - Instructional Assistant .50FTE Instructional Assistant
0	0500 - Supplemental

	3000- Classified FTE Benefits .50 FTE Instructional Assistant Benefits
0	3010 - Title I 2111 - Instructional Assistant .50 FTE Instructional Assistant
0	3010 - Title I 3000- Classified FTE Benefits .50 FTE Instructional Assistant Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Certificated Staff - Extended Day (before/after school)

Monitoring Effectiveness

How will this activity be monitored during the year?

- benchmark assessments at the beginning of the year, mid year, and at the end of the year
- benchmark assessments include, but are not limited to: LGL DORA, LGL ADAM, Writing Benchmarks
- Youth Truth data will also be used from all stakeholders (staff, students, families)

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)

5,583.98	0500 - Supplemental 3000 - Certificated Hourly Benefits
----------	--

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Materials and Supplies

Instructional materials & supplies will be provided for all students to support our instructional programs.

Monitoring Effectiveness

How will this activity be monitored during the year?

- benchmark assessments at the beginning of the year, mid year, and at the end of the year
- benchmark assessments include, but are not limited to: LGL DORA, LGL ADAM, Writing Benchmarks
- Youth Truth data will also be used from all stakeholders (staff, students, families)

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)

7,199.42

3010 - Title I
4200 - Books - Other than Textbooks
4300 - Materials & Supplies for Instruction

22,316.82

0500 - Supplemental
4300 – Materials/Supplies (Consumables, snacks for parent meetings)
Supplemental Materials & Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Online Computer Software

Supplemental online computer software/program subscriptions for classroom instruction.

Monitoring Effectiveness

How will this activity be monitored during the year?

- benchmark assessments at the beginning of the year, mid year, and at the end of the year
- benchmark assessments include, but are not limited to: LGL DORA, LGL ADAM, Writing Benchmarks

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)

5,000

0500 - Supplemental
4312 - Software

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 Title I Activity Evaluation of Programs document was used to ensure that the strategies/activities were effectively being implemented. This was completed during SSC meetings in January of 2021. ELAC was also given an opportunity to share feedback/input during the May 2021 meeting.

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

The main differences were found in budget expenditures due to being socially distanced the majority of the year. All changes were discussed and approved by SSC.

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 metric for this goal will now be Let's Go Learn and ELPAC assessments which can be found on our Goal 1 Annual Measurable Outcomes page.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community (Attach Parent Engagement dollars here)
- embracing cultural, linguistic and familial wealth
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

Goal 2

Goal 2 is to decrease absenteeism and tardiness. In our effort to do so we will work to engage students and their families as well as provide support, training, and resources to our families. This goal will be guided by student attendance data as well as stakeholder feedback through our Youth Truth survey.

Identified Need

- increase attendance/tardiness
- increase engagement with families

Annual Measurable Outcomes

Metric/Indicator

Youth Truth survey data & chronic absenteeism rates

Baseline/Actual Outcome

Youth Truth survey data for 2022-2023
Parents rated themselves at a 3.74 out of 5 in the category of "I feel engaged with my school".

Expected Outcome

The expected outcome is to see an increase in the Parent Engagement section of the Youth Truth survey, specifically the category of "I feel engaged with my school" from 3.74 to 4.0.
The expected outcome is to see our Chronic Absenteeism rate decreased by .5%/

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Family Engagement/Support

Family Engagement Facilitator & Classified Extra Duty personnel to support and engagement families.

Monitoring Effectiveness

How will this activity be monitored during the year?

- Youth Truth data from families
- Chronic absenteeism data
- Parent engagement rosters/attendance from parent events, support sessions, and or workshops

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)

26,029

0500 - Supplemental
2111 - Instructional Assistant
.25 FTE Family Engagement Facilitator Salary

15,768.80

3010 - Title I
3000- Classified FTE Benefits
.25 FTE FEF Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Classified Staff - Extra Duty

Monitoring Effectiveness

How will this activity be monitored during the year?

- Youth Truth data related to parent engagement
- Parent Engagement attendance 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)

2,600

3010 - Title I
2913 – Classified Extra Duty (Childcare-parent engagement)
Parent Engagement - Classified Extra Duty

981.76

3010 - Title I
3000 - Classified Hourly Benefits
Classified Extra Duty Hourly Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplemental materials and supplies will be provided for all students & their families during parent engagement support sessions and/or workshops. The goal is to increase engagement with families and students.
Supplemental materials and supplies are needed to support families and increase parent engagement.

Monitoring Effectiveness

How will this activity be monitored during the year?

- Youth Truth data from families & students
- Chronic absenteeism 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)

14,000	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Materials & Supplies - Parent Engagement
1,000	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Extended Learning Trip Admission - 6th G Science Camp

Monitoring Effectiveness

How will this activity be monitored during the year?

- Youth Truth data from students
- pre/post data for extended learning trip content

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Extended Learning Trips (Field Trips) & Parent Engagement Transportation Expenses
Students in grades KA-6th will have the opportunity to be transported to extended learning programs (field trips).
Parents/Families will have the opportunity to engage in our school after hours with transportation support.

Monitoring Effectiveness

How will this activity be monitored during the year?

- Youth Truth data from students
- pre/post data for extended learning trip content
- parent engagement attendance 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)

13,000

3010 - Title I
5832 - Field Trip Transportation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Postage
Parent Engagement Postage

Monitoring Effectiveness

How will this activity be monitored during the year?

- Youth Truth data on parent engagement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Boys & Girls Youth Basketball Team/Program with Coach

Monitoring Effectiveness

How will this activity be monitored during the year?

- Youth Truth data on student engagement
- academic 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)

4,674.96

0500 - Supplemental
2xxx – FTE Classified Salaries
Youth Boys & Girls Basketball Coach Salary + Benefits

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.

Youth Truth survey data from 2020 and 2021 is used to evaluate the effectiveness of the strategies/activities within this goal. Chronic Absenteeism data was reviewed throughout the 2020-21 school year to monitor effectiveness.

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

The main differences were found in budget expenditures due to being socially distanced the majority of the year.

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

The metric for this goal will now be the Youth Truth survey data and Chronic Absenteeism rates/data which can be found on our Goal 2 Annual Measurable Outcomes page. One change from this goal to the current goal is that we will focus on student/parent engagement and attendance and move teacher professional development to a new third goal. This change can be found under the description for Goal 2 and Goal 3.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS values and supports growth-minded professionals and positive learning environments by:

- providing educators with current tools and training to support pedagogical leadership and innovation
- providing safe and clean schools
- providing flexible learning environments conducive to teaching and learning

Goal 3

Goal 3 is to provide professional development for our staff which includes instructional leadership, innovation, and flexible learning environments for our students.

Identified Need

- increase professional development for Staff
- improve learning environments

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Youth Truth survey data from Staff - 2021

Youth Truth survey data from Staff, specifically the section on Professional Development and category of "My school encourages me to seek professional development opportunities to improve my practice".

The expected outcome will be to have an increase in the Staff's rating in the baseline category from a 3.75 to 4.0.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Certificated Staff Release Time

Certificated Staff will be released from their classroom to participate in collaborate meetings, training, and/or professional development. During this time they will analyze data and modify their instructional program/practice based on this analysis.

Monitoring Effectiveness

How will this activity be monitored during the year?

- Youth Truth data from Staff
- benchmark data in all content areas

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)

7,791.60

0500 - Supplemental
1122 - Teacher Release Time
3000 Teacher Substitute Budget

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.

Goal 3 is in the first year of implementation for the 2021-22 school year. Therefore, an analysis will be implemented for the 2022-23 SPSA.

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

N/A

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

N/A

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	\$105,895.48
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$210,546.38

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 (\$)
3010 - Title I	\$99,689.47

Subtotal of additional federal funds included for this school: \$99,689.47

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 (\$)
0500 - Supplemental	\$110,856.91

Subtotal of state or local funds included for this school: \$110,856.91

Total of federal, state, and/or local funds for this school: \$210,546.38

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
0500 - Supplemental	133,591.92	22,735.01
None Specified	0	0.00
3010 - Title I	105,895.48	6,206.01

Expenditures by Funding Source

Funding Source	Amount
0500 - Supplemental	110,856.91
3010 - Title I	99,689.47

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	67,168.51
1122 - Teacher Release Time	7,791.60
2111 - Instructional Assistant	26,029.00
2913 – Classified Extra Duty (Childcare-parent engagement)	2,600.00
2xxx – FTE Classified Salaries	4,674.96
3000 - Certificated Hourly Benefits	5,583.98

3000 - Classified Hourly Benefits	981.76
3000 – Certificated FTE Benefits	17,431.53
3000- Classified FTE Benefits	15,768.80
4200 - Books - Other than Textbooks	7,199.42
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	1,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	36,316.82
4312 - Software	5,000.00
5832 - Field Trip Transportation	13,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0500 - Supplemental	30,537.51
1122 - Teacher Release Time	0500 - Supplemental	7,791.60
2111 - Instructional Assistant	0500 - Supplemental	26,029.00
2xxx – FTE Classified Salaries	0500 - Supplemental	4,674.96
3000 - Certificated Hourly Benefits	0500 - Supplemental	5,583.98
3000 – Certificated FTE Benefits	0500 - Supplemental	7,923.04
3000- Classified FTE Benefits	0500 - Supplemental	0.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	0500 - Supplemental	1,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	22,316.82
4312 - Software	0500 - Supplemental	5,000.00

1000-1999: Certificated Personnel Salaries	3010 - Title I	36,631.00
2111 - Instructional Assistant	3010 - Title I	0.00
2913 – Classified Extra Duty (Childcare-parent engagement)	3010 - Title I	2,600.00
3000 - Classified Hourly Benefits	3010 - Title I	981.76
3000 – Certificated FTE Benefits	3010 - Title I	9,508.49
3000- Classified FTE Benefits	3010 - Title I	15,768.80
4200 - Books - Other than Textbooks	3010 - Title I	7,199.42
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	3010 - Title I	14,000.00
5832 - Field Trip Transportation	3010 - Title I	13,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	124,700.26
Goal 2	78,054.52
Goal 3	7,791.60

School Site Council Membership

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

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

Name of Members	Role
Indy Monday	Principal
Erika Hansen	Classroom Teacher
Danielle Bookholt	Classroom Teacher
Alyssa Esposito	Classroom Teacher
Vanessa Vargas Mendez	Other School Staff
Adrian Juarez	Parent or Community Member
Amie Magstadt	Parent or Community Member
Jennifer Eversole	Parent or Community Member
Liliana Monsivais	Parent or Community Member
Mirella Cuevas	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 31, 2023.

Attested:

Principal, Indy Monday on 5/31/2023

SSC Chairperson, Amie Magstadt on 5/31/23

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**asurable, **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/guidanceuseinvestment.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/guidanceuseinvestment.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