

School Year:

2022-23

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 |
|--------------------------|--------------------------------------|---|---------------------------|
| Hidden Valley Elementary | 49 70912 6095459 | May 26, 2022 | June 8, 2022 |

Contact Person: Brad Coscarelli

Position: Principal

Phone Number: 707-890-3925

Address: 3435 Bonita Vista Dr
Santa Rosa, CA 95404-1573

E-mail Address: bcoscarelli@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

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.

Principal's Message about our School

Hidden Valley Elementary School is part of the Santa Rosa City Schools Elementary District. The Hidden Valley campus was built in 1973 and is situated in a beautiful residential neighborhood in northeast Santa Rosa. Hidden Valley serves students from transitional kindergarten through sixth grade with 460 students, 21 classroom teachers and multiple support teachers and staff. The campus also

houses the regional Deaf and Hard of Hearing (DHH) Program. The DHH Plus Program students range in age from 3-year-old preschoolers to sixth graders with two full time classroom teachers.

We are a diverse school with over 25 different languages spoken. We have major technology businesses and hospitals located nearby, drawing international employees. We strive to facilitate open communication, trust, and an effective working relationship among all stakeholders. Children and adults have an appreciation of, and a respect for, individual differences and similarities. It is our goal at Hidden Valley to foster a sense of community, empowerment, pride, and responsibility for collectively maintaining a cohesive and inviting school environment for lifelong learning.

School Description and Mission Statement

We, the Hidden Valley Community, welcome and respect the uniqueness of our population, and our instructional and special needs programs. Through a dynamic partnership of students, staff, parents and community, we foster a cohesive school environment. We seek to create a safe setting where children have the opportunity to develop their full academic potential, self-confidence and compassion. We encourage our students to become responsible, ethical and democratic decision makers. Our school community values and promises an atmosphere of learning in order to respond to life with enthusiasm, curiosity and humor in a climate of excellence.

The school provides a variety of enrichment programs which includes Student Government, band, chorus, and bell choir, and Science and Math Olympics. The district provides specialty teachers on campus for music, counseling and physical education. Our Parent Faculty Organization, PFO supports enrichment classes both during and after the school day such as art docents, chess, drama, cooking, piano, martial arts, athletics and dance along with providing our teachers and students supplemental supplies and materials for the classroom.

We follow the SRCS Local Control Accountability Plan (LCAP) Goals:

Goal 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

Goal 2: Increase student and family wellness and engagement through the full service community school model.

SRCS Theory of Action:

If we improve the quality of practice through the continuous development of

Leadership capacity to:

- A. Assure warm, safe, dry schools and facilities
- C. Confront and address issues of equity and access
- E. Engage in problem-solving through an inquiry cycle for growth
- F. Facilitate the development of a sense of purpose
- L. Lead and guide focused professional learning
- P. Provide and strengthen social and emotional supports
- R. Recognize and implement quality instruction
- T. Target and align resources
- U. Utilize data to inform the inquiry cycle for growth

Then, we have much work to do as a district. No longer will student outcomes be predicted based on race, differently abled, socioeconomic status, and/or the language spoken at home.

Opportunities for Parental Involvement

Hidden Valley Elementary is known for having a very strong and supportive school community. Hidden Valley offers many ways for parents to participate in the life of their children and our school, and we depend on parents to keep our programs running smoothly. Teachers invite parents to participate in daily classroom activities as helpers, active participants, presenters, and chaperones.

Our PFO is very active and well attended that continues to welcome and accept new members. Our parents are an integral part of their child's education. We appreciate and depend on our parent organization for much more than monetary assistance. Our parents coordinate volunteers, organize room parents to assist with field trips and provide classroom and library support. Without their help we would be unable to have a varied selection of after school enrichment classes to include piano lessons, chess, art and drama, and science adventures. Our parents also provide the Art Docent program, our yearly school dinner auction, and book fairs. They are responsible for family fun activities such as the Pasta Que, Skate Nights, Cookies and Canvas, Book Swap, and Ice Cream Social. Parents are encouraged to run for our School Site Council (SSC), working to help develop a school improvement plan and make financial decisions. In addition, we have a strong English Learner Advisory Committee (ELAC) which advises the SSC. ELAC members are an integral parent group at Hidden Valley, helping and supporting our students and teachers, informing parents of critical information, and helping to improve our school. The Deaf and Hard of Hearing Staff organize family education evenings as outreach to our DHH Plus community to help support parents and attract volunteers.

School Safety Plan

The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available and keep copies in the office for parents. We share the plan with all staff during a school-wide staff meeting. We practice fire, earthquake and lockdown drills monthly and hold trainings for staff on emergency preparedness throughout the year. The Parent Faculty Organization (PFO) provides funding to update our school-wide emergency equipment and materials. Each classroom contains a class emergency bin on wheels and a backpack that is updated annually with emergency supplies. We survey parents, students, and staff annually about safety concerns and any physical, social, and emotional issues that affect students. We also provide on-site mental health counseling services funded by our district. Staff and administrators monitor the school grounds for 15 minutes before and after school as well as at all recesses and at lunchtime. Teachers regularly review the rules for safe, responsible, respectful and kind behavior in school and on the playground referred to as BEST rules. We have implemented both the BestPlus School-wide expectations Program and the Toolbox Program at Hidden Valley over the last two years. These successful programs have supported our students and teachers in social/emotional and behavioral needs.

Types of Services Funded

The School Site Council (SSC) oversees the school supplemental discretionary funds. The SSC has set a budget that includes: beyond the school day tutoring in math and reading, web based remedial and practice site for the primary students, both during the school day and at home for practice. Parent donations fund classroom supplies, field trips, the Art Docent Program which provides art

enrichment classes during the school day. The SSC and the ELAC also establish guidelines and priority spending for supplemental funds. The site budget, along with PFO support, is also used to update the site library collection as well as upgrade technology including chrome books, classroom amplification systems and teacher tools.

Dedicated Educators

Our teachers and staff love it here and we know your family will too. Our teachers are well prepared to reach all levels of learners from those who need extra help to those who need an extra challenge. The teachers are true life-long learners and they are always working together to integrate the newest curriculum or technology.

Professional Development

Staff members have professional development opportunities through our school site, through the district office and through the County Office of Education. The certificated staff meets as a group to discuss a variety of topics that relate to the school academic and wellness programs. This has included Themed Library Books that correlate with the classroom or grade level themes, the Writing Process Across the Grade Levels, Universal Access for Students, Differentiated Instruction, English Language Development, Building Fluency, Teaching the New Math Curriculum, Test Taking Strategies and teaching the new Common Core Standards.

First-Rate Curriculum

Our classrooms are equipped with the latest curriculum and technology for the high achievement of all of our students. The academic program is strong and challenging. Our students score in the upper percentiles in standardized testing. There is a strong focus on technology: A fully equipped, newly upgraded, Computer Lab, LCD projectors and document cameras in every classroom; Chromebook computer carts for each grade level and Chromebook Hives in each classroom.

Stakeholder 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

Staff Meetings:

Staff meetings usually occur twice a month, on the second and fourth Wednesday.

Sept. 8 and 22, Oct. 13 and 27, Nov. 10, Dec. 8, Jan. 12 and 26, Feb. 9 and 23, Mar. 9th, Apr. 13 and 27, May 11 and 25.

English Language Advisory Committee (ELAC): Sept. 16, Oct. 14, Nov. 18, Dec. 9, Feb. 25, Mar. 13, Apr. 12, May 4

School Site Council (SSC) and Parent Meetings:

SSC: Usually meets once per month or more often as needed. Our first meeting was on September 15, then Oct. 21, Dec. 15, Feb. 22, Mar 17, Apr. 21 and May 26

Parent Meetings:

PFO: Aug. 26, Sep. 30, Oct. 28, Nov. 18, Jan. 27, Feb. 24, Mar. 31, May 12.

April, 2022

Single Plan for Student Achievement (SPSA) Hidden Valley

The School Plan for Student Achievement (SPSA) is a strategic plan with the goal of increasing student achievement. Hidden Valley's SPSA development is aligned with the Santa Rosa City Schools Local Control and Accountability Plan. The SPSA planning process supports continuous cycles of action, reflection, and improvement. The School Site Council 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.

SPSA Recommendations:

Teachers:

Technology: T.V.'s, Phonic Ear, Front Row System

Facilities: Playground fixed & repainted, leaky roofs

Support EL and Struggling Learners

Full time Assistant Principal

Social Justice among staff

After- School Tutoring

Consistency with School-Wide Expectations and use of the Toolbox Program

More support for RSP Program

STEAM/Maker Lab

Student Community Service

5th and 6th Grade Enrichment classes

Staff:

Professional Development

School Safety issues (keys, locks, cameras)

Rainy day materials and supplies

Enrichment classes

Field trips

More RSP support

Reading intervention program

School Site Council (SSC):

Technology: Hardware & Software

Continue building strong School Culture: Toolbox, Leadership, Spirit days, Kindness Challenge, etc.

After-School Tutoring

Field Trips, Assemblies, busses

Play Structure

Funding for meetings: snacks, daycare

Funding for Art in classes (Art Docent)

Reading Program

EL Celebration

Teacher Training and Release Time

4th Grade support

ALPS Program

English Language Advisory Committee (ELAC)

After-School Tutoring/Enrichment classes for EL students

Parenting Classes, Family Fun Nights

Technology: Hardware/Software specific to EL students

EL Celebration

Parent/Guardian communication

Parent Education Nights

Parent, Faculty Organization (PFO)

Art Docent Program

Field trips

STEAM/Maker Movement

Music at Lunch

Community Engagement events

Continued Communication

Resource Inequities – Required for CSI / ATSI

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

Ongoing and continued support of our BestPlus and Toolbox programs including funding and professional development training is needed. Ongoing support from the district office and Board of Education in providing support personnel to Hidden Valley including our school counselor, Family Engagement Facilitator, Restorative Resource Specialist, and TOSA as identified by our parent and staff surveys. Our TOSA position was not filled for 2020-21 and the 21-22 school years. A plan is being developed by our district to support all schools with a part-time TOSA next school year.

Ongoing support for facilities, HVAC, school safety (locks and cameras), and ongoing support for materials and supplies. Hidden Valley does not have a Student Engagement Activities person. We could greatly use this position at Hidden Valley Elementary. Daycare is an ongoing issue for parents at Hidden Valley. Many parents need daycare support for their children before and after school. The daycare program is limited as to how many students they can take. We need more daycare personnel and an expansion of the program to accommodate all students. A Behavioral Support person is also needed at Hidden Valley to support the needs of our students. Currently we have a behaviorist one day a week.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-------------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| American Indian | 0.57% | 0.8% | 0.86% | 3 | 4 | 4 |
| African American | 0.95% | 0.8% | 0.86% | 5 | 4 | 4 |
| Asian | 12.1% | 11.4% | 10.75% | 64 | 57 | 50 |
| Filipino | 2.46% | 2.2% | 1.94% | 13 | 11 | 9 |
| Hispanic/Latino | 30.25% | 32.8% | 32.26% | 160 | 164 | 150 |
| Pacific Islander | 0.38% | 0.4% | 0.22% | 2 | 2 | 1 |
| White | 45.56% | 44.0% | 43.87% | 241 | 220 | 204 |
| Multiple/No Response | 7.75% | 7.6% | 8.60% | 41 | 38 | 40 |
| | Total Enrollment | | | 529 | 500 | 465 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 19-20 | 20-21 | 21-22 |
| Kindergarten | 97 | 90 | 88 |
| Grade 1 | 83 | 71 | 64 |
| Grade 2 | 71 | 81 | 66 |
| Grade3 | 74 | 71 | 77 |
| Grade 4 | 75 | 68 | 65 |
| Grade 5 | 62 | 62 | 47 |
| Grade 6 | 67 | 57 | 58 |
| Total Enrollment | 529 | 500 | 465 |

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| English Learners | 55 | 48 | | 10.4% | 9.6% | |
| Fluent English Proficient (FEP) | 69 | 57 | | 13.0% | 11.4% | |
| Reclassified Fluent English Proficient (RFEP) | 42 | 6 | | 48.8% | 10.9% | |

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

| 2020-21 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 460 | 30% | 15% | 1% |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 77 | 15% |
| Foster Youth | 1 | 1% |
| Homeless | 3 | |
| Socioeconomically Disadvantaged | 126 | 30% |
| Students with Disabilities | 78 | |

| Enrollment by Race/Ethnicity | | |
|-------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Two or More Races | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |

Conclusions based on this data:

1. Hidden Valley is becoming a more diverse school than ever before. Faculty has been discussing this data with regards to curriculum, supplies and materials, and resources.

2. Cultural and economic proficiency by our staff is ongoing to support the needs of our students.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| English Language Arts  Orange | Graduation Rate | Suspension Rate  Blue |
| Mathematics  Orange | Chronic Absenteeism  Orange | |
| English Learner Progress | | |
| College/Career | | |

Conclusions based on this data:

1. This data can be confusing for parents and community members. The State of California has put all schools in our district at the "Orange" level for ELA and Math due to our district not participating in State Testing. These orange levels are not based on actual state testing results.

School and Student Performance Data

Academic Performance English Language Arts

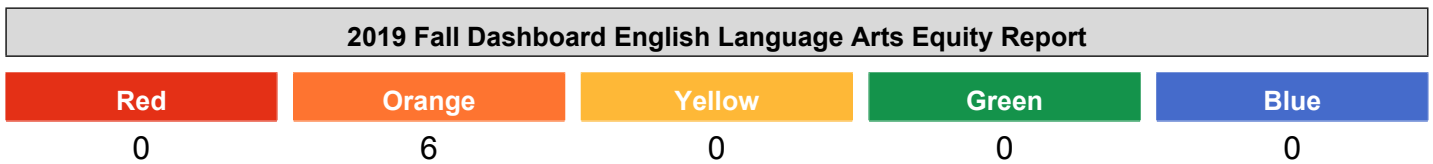
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p> Orange 23.9 points above standard 280 | <p>English Learners</p> Orange 14.8 points below standard 56 | <p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | <p>Socioeconomically Disadvantaged</p> Orange 4.1 points above standard 114 | <p>Students with Disabilities</p> Orange 80.6 points below standard 36 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Orange 54 points above standard 30 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 15.9 points below standard 84 |  No Performance Color 75.8 points above standard 20 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  Orange 35.8 points above standard 131 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|-----------------------------------|----------------------------------|-----------------------------------|
| 101.4 points below standard 16 | 19.9 points above standard 40 | 31.9 points above standard 211 |

Conclusions based on this data:

- This data can be confusing for parents and community members. The State of California has put all schools in our district at the "Orange" level for ELA and Math due to our district not participating in last year's State Testing. These orange levels are not based on actual state testing results.

School and Student Performance Data

Academic Performance Mathematics

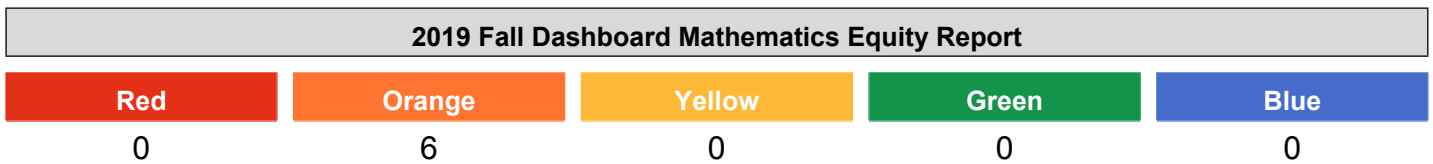
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p> Orange 10.3 points above standard 279 | <p>English Learners</p> Orange 11.5 points below standard 56 | <p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | <p>Socioeconomically Disadvantaged</p> Orange 3.8 points below standard 113 | <p>Students with Disabilities</p> Orange 72.7 points below standard 35 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Orange 67.3 points above standard 30 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 23.8 points below standard 83 |  No Performance Color 47.1 points above standard 20 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  Orange 16.7 points above standard 131 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|----------------------------------|----------------------------------|-----------------------------------|
| 68.6 points below standard 16 | 11.4 points above standard 40 | 13.3 points above standard 210 |

Conclusions based on this data:

- This data can be confusing for parents and community members. The State of California has put all schools in our district at the "Orange" level for ELA and Math due to our district not participating in last year's State Testing. These orange levels are not based on actual state testing results.

School and Student Performance Data

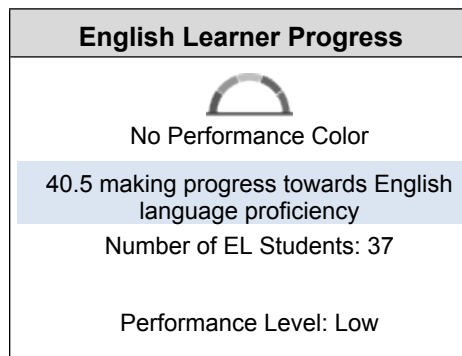
Academic Performance English Learner Progress

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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 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.

2019 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 11 | 11 | 3 | 12 |

Conclusions based on this data:

- Based on the data above, EL students at Hidden Valley performed well in English Language Arts.
- The School Dashboard provides no Performance Color for this section.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

| Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group | | |
|---|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

| Student Group | Cohort Totals | Cohort Percent |
|--|---------------|----------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

| Student Group | Cohort Totals | Cohort Percent |
|--|---------------|----------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

| Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed a-g Requirements – Number and Percentage of All Students | | |
|---|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students

| Student Group | Cohort Totals | Cohort Percent |
|--|---------------|----------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses

| Student Group | Number of Students | Percent of Students |
|--|--------------------|---------------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

| Student Group | Number of Students | Percent of Students |
|--|--------------------|---------------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

| Student Group | Cohort Totals | Cohort Percent |
|--|---------------|----------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Not applicable.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

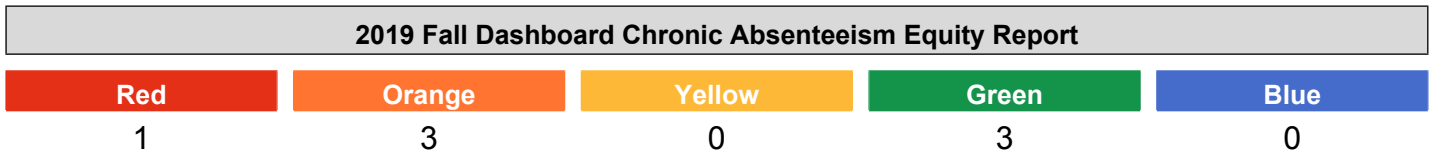
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p>  Orange 7.5 Increased +1.2 560 | <p>English Learners</p>  Green 8.6 Declined -5.1 93 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | <p>Socioeconomically Disadvantaged</p>  Red 11.7 Increased Significantly +3.7 213 | <p>Students with Disabilities</p>  Orange 11.3 Increased +1.8 62 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  Green 6 Declined -5.4 67 |  No Performance Color 0 Maintained 0 14 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 8.8 Increased Significantly +3.7 160 |  Green 5 Declined -6.4 40 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  Orange 7.9 Increased +2.7 265 |

Conclusions based on this data:

- Hidden Valley has taken immediate action this year to communicate and meet with parents and students regarding Chronic Absenteeism. The colors above represent the 2017-18 school year.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

| 2021 Graduation Rate by Student Group | | | | |
|---------------------------------------|---|---------------------|--------------------------------|-----------------|
| Student Group | Number of Students in the Graduation Rate | Number of Graduates | Number of Fifth Year Graduates | Graduation Rate |
| All Students | | | | |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students with Disabilities | | | | |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| White | | | | |
| Two or More Races | | | | |

Conclusions based on this data:

1. Not applicable.

School and Student Performance Data

Conditions & Climate Suspension Rate

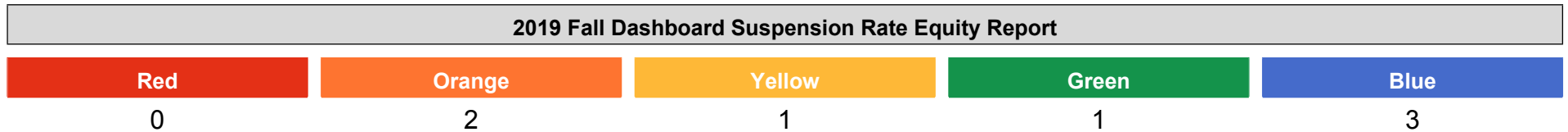
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

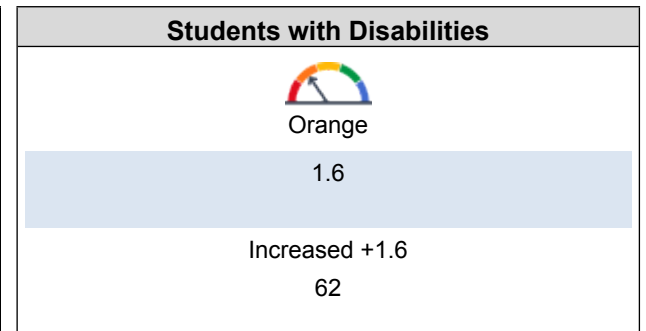
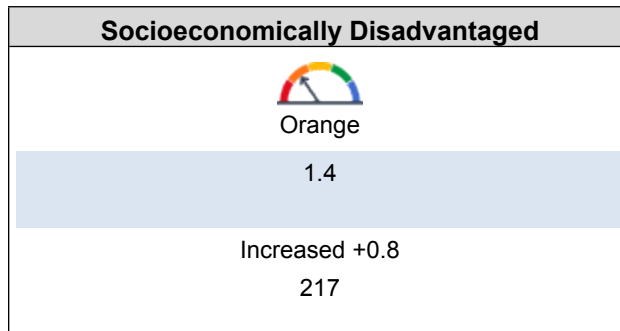
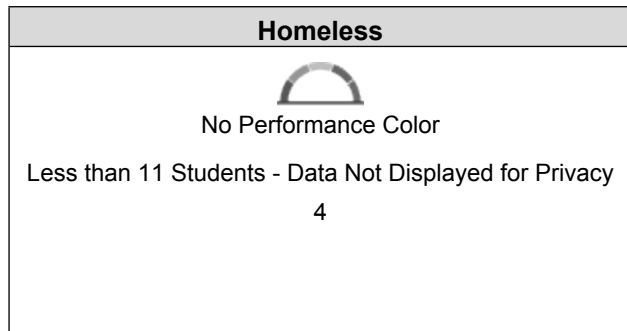
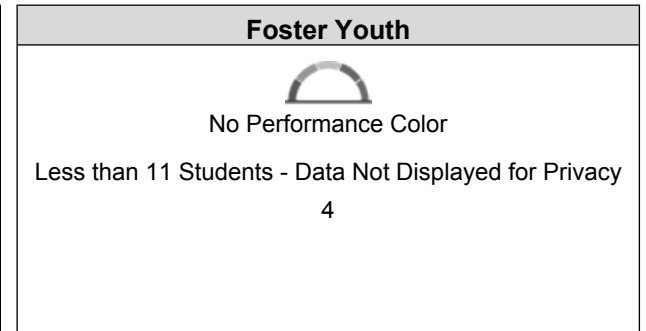
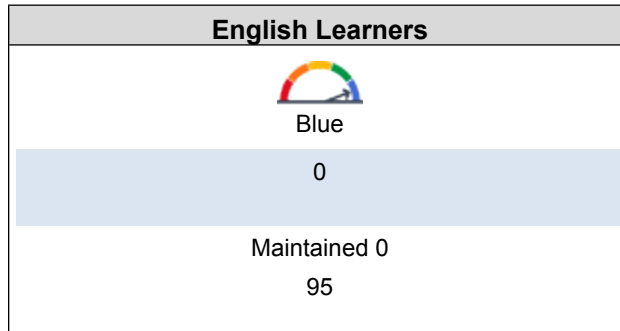
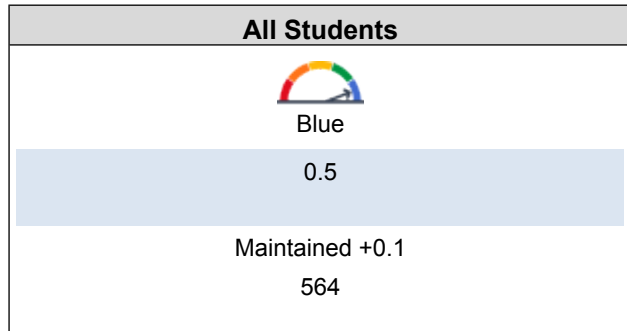


This section provides number of student groups in each color.











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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|--|
|  No Performance Color Less than 11 Students - Data Not 9 |  No Performance Color Less than 11 Students - Data Not 2 |  Blue 0 Maintained 0 67 |  No Performance Color 0 Maintained 0 14 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 0.6 Declined -0.5 162 |  Blue 0 Declined -2.3 42 |  No Performance Color Less than 11 Students - Data Not 3 |  Yellow 0.8 Increased +0.8 265 |

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0.5 | 0.5 |

Conclusions based on this data:

- Hidden Valley is currently is Cohort #3 in the BestPlus implementation, which teaches and emphasizes restorative practices throughout the school.
- We are also currently implementing the Toolbox Program, based on health and wellness, empathy and resiliency of our students.
- Suspension rates are down for the 2018-19 school year.

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

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

Identified Need

Academic

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Collaboration, Coordination of Curriculum Implementation, State Standards, Writing, Math, Best 1st Instruction, Data Analysis, planning, lesson study, related to Mathematics, DOK, Close Reading, & Evidence Based Writing utilizing Best practices to implement strategies to teach the State Standards.

Data Analysis and Multi-Tier Systems of Support (MTSS) for targeted instruction. Grade-Level Planning, student work analysis, writing analysis and calibrating DRA/DIBELS Testing days for Assessments (Data collection, give assessment, etc...) Instructional Rounds and grade-level sharing. Family Nights. After school tutoring. Parent Conferences. Parent Nights, ELAC Meetings, special events, Instruction, support, translations, etc.

Monitoring Effectiveness

How will this activity be monitored during the year?

Effectiveness will be monitored through administration, staff and School Site Council and the implementation of this strategy.

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)

11,000

0500 - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Instructional Supplies and Materials, and Enrichment (assemblies, field trips, afterschool programs,

etc.) Instructional Materials – reading, writing, math (GLAD, Units of Study, Intervention, ELD instruction, Lucy Calkins, Read Naturally, SIPPS, DRA Instruction, Journals, and other instructional materials) Material Needed to support instruction based on data collection results for student learning. Books to expand and update class libraries, school library, Intervention, DRA leveled texts teaching resources, printed text – magazines. Materials needed for Intervention. Instructional furniture. Maker/STEAM instructional needs.

Monitoring Effectiveness

How will this activity be monitored during the year?

Effectiveness will be monitored through administration, staff and School Site Council and the implementation of this strategy.

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)

12,000

0500 - Supplemental
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

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

Technology: Chromebooks, Laptops & other items needed for use and storage. Other Technology as needed to enhance student learning (projectors, projector light bulbs, ELMOs, storage units, cords, microphones, etc...) TVs, Listening Centers & other items needed for use and storage. Reflex Math, Lexia, other software to support student learning. Online computing services / software licenses. Maker/STEAM instructional needs.

Monitoring Effectiveness

How will this activity be monitored during the year?

Effectiveness will be monitored through administration, staff and School Site Council and the implementation of this strategy.

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) |
|-----------|--|
| 2,000 | 0500 - Supplemental 4312 - Software |
| 23,000 | 0500 - Supplemental 4412 - Hardware (under \$5,000) |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Education and Communication: (SBAC, Report Card, Let's Go Learn, Technology Literacy and Math, ELAC, Math and Literacy Night, Read Across America, Reading Strategies) K Orientation; Back to School Night; Open House, Curriculum Nights, & Social Events, Newsletter, Coffee with the Principal, Materials/Supplies/Light Refreshments for Parent Mtgs/Trainings and Staff Mtgs.

Monitoring Effectiveness

How will this activity be monitored during the year?

Effectiveness will be monitored through administration, staff and School Site Council and the implementation of this strategy.

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) |
|-----------|---------------------|
| 1,500 | 0500 - Supplemental |

4300 – Materials/Supplies (Consumables, snacks for parent meetings)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal #1 of the Hidden Valley SPSA focuses on academics for all children. We have stakeholder feedback from all groups in this area, with creating curriculum, engaging students, data and test scores, technology and other resources as our strategies and activities. All of these strategies/activities will be implemented over the course of next school year, with the staff, parents, administration and SSC checking on progress and overall effectiveness of the activities.

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

There are no major differences between the implementation and expenditures.

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 SSC can potentially make changes to this goal or the strategies/activities at any time throughout the school year. The date above is incorrect. SPSA Year Reviewed should be 22-23. This area is locked for us to make changes.

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

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

Identified Need

Increase student social emotional well-being using the MTSS model to support the whole child, encourage and increase parent involvement, and maintain and/or improve attendance and tardiness rates from prior year.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Curriculum nights for families (SBAC, Math Fair, Technology, Science, STEAM/Maker, DHH Sign Language/technology classes, etc...) Materials & Supplies. Determine the instructional needs and supplies & materials needed to meet student needs. Teacher resources to support wellness and Safety Plan. Student seating, tables, chairs, benches. These funds may also be used for art therapy, art supplies and Art Docents.

Monitoring Effectiveness

How will this activity be monitored during the year?

Strategies and activities will be monitored for their effectiveness throughout the school year in various ways including administration, school staff, ELAC and SSC committees and through data collection.

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)

12,000

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

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal #2 of the Hidden Valley SPSA focuses on Wellness for all children and staff. We have stakeholder feedback from all groups in this area, with the use of MTSS, SEL, Toolbox Project, data, technology and other resources as our strategies and activities. All of these strategies/activities will be implemented over the course of next school year, with the staff, parents, administration and SSC checking on progress and overall effectiveness of the activities.

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

There are no major differences between the implementation and expenditures.

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 SSC can potentially make changes to this goal or the strategies/activities at any time throughout the school year. The date above is incorrect. SPSA Year Reviewed should be 22-23. This area is locked for us to make changes.

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

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

Identified Need

Professional Training and Development for certificated and classified staff

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Training and Development for certificated and classified staff. Supplies, materials and tools needed for curriculum development.

Monitoring Effectiveness

How will this activity be monitored during the year?

Strategies and activities will be monitored for their effectiveness throughout the school year in various ways including administration, school staff, ELAC and SSC committees and through data collection.

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)

1200

0500 - Supplemental
3000 - Certificated Hourly Benefits
3000- Certificated Hourly Benefits

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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.

The date above is incorrect. SPSA Year Reviewed should be 22-23. This area is locked for us to make changes.

Staffing

Subject: Staffing

| Description of Specific Actions (strategies) to Improve Student Achievement | Position | Funding Source | Estimated Cost (Salary and benefits) | Alignment to SPSA Goal and monitoring |
|---|----------|----------------|--------------------------------------|---------------------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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 | \$0.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$62,700.00 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

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 | \$62,700.00 |

Subtotal of state or local funds included for this school: \$62,700.00

Total of federal, state, and/or local funds for this school: \$62,700.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---------------------|-----------|----------|
| 0500 - Supplemental | 67,876.79 | 5,176.79 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|-----------|
| 0500 - Supplemental | 62,700.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| | 11,000.00 |
| 3000 - Certificated Hourly Benefits | 1,200.00 |
| 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings | 12,000.00 |
| 4300 – Materials/Supplies (Consumables, snacks for parent meetings) | 13,500.00 |
| 4312 - Software | 2,000.00 |
| 4412 - Hardware (under \$5,000) | 23,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|---------------------|-----------|
| | 0500 - Supplemental | 11,000.00 |
| 3000 - Certificated Hourly Benefits | 0500 - Supplemental | 1,200.00 |
| 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings | 0500 - Supplemental | 12,000.00 |
| 4300 – Materials/Supplies (Consumables, snacks for parent meetings) | 0500 - Supplemental | 13,500.00 |
| 4312 - Software | 0500 - Supplemental | 2,000.00 |
| 4412 - Hardware (under \$5,000) | 0500 - Supplemental | 23,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 49,500.00 |
| Goal 2 | 12,000.00 |
| Goal 3 | 1,200.00 |

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 3 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

| Name of Members | Role |
|------------------|--|
| Brad Coscarelli | Principal |
| Kim McKay | Classroom Teacher |
| Christine Snyder | Classroom Teacher |
| Lynn Satow | Parent or Community Member |
| Blaze Gormley | Other School Staff Parent or Community Member |
| Danna Perry | Parent or Community Member |
| Julie Molinar | Other School Staff |
| Melissa Kelleher | Other School Staff |
| Chelsea Stickney | Parent or Community Member |
| Rob Spillane | Classroom Teacher |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/19/2021.

Attested:

Principal, Brad Coscarelli on 5/26/22

SSC Chairperson, Chelsea Stickney on 5/26/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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 Stakeholder 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 (Stakeholder Involvement).

The CSI plan shall:

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

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

Targeted Support and Improvement

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

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