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
Carlton Oaks School	37-68361-6040356	January 2023	January 2023

Purpose and Description

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

Schoolwide Program

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.

This School Plan for Student Achievement fulfills the requirements of thoughtful preparation and planning to ensure the success of all students at our school site. All staff members at Carlton Oaks School strive for excellence in meeting the needs of all students. School programs are strategically

designed to ensure students and teachers are continuously working toward improvement. To provide a strong academic program, Carlton Oaks teachers work consistently and collaboratively to provide opportunities for all students to have access to high quality education that includes rigorous, standards-based lessons.
This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance and suspension rates. In doing so, Carlton Oaks maintains its commitment to cultivating a safe, supportive and challenging learning environment in which all students can meet their highest potential.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Carlton Oaks School reviews the following surveys both formally and informally to gauge student, parent and teacher input: LCAP Interviews (Student), Panorama Survey (Student), Site-Created Google Surveys (Student, Staff and Parent), and English Learner Survey (Parent). In addition, the school holds monthly Principal Chats/Office Hours. The school principal and vice principal meet with PTA board members monthly. Student data includes the following: state-wide year end assessments, reading assessments, iReady, Lexia and other site-created assessments. Multiple measures drive goal setting for both academic and school climate / student wellness focus areas.

Classroom Observations

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

Informal and formal classroom observations from administration happen throughout the year, as well as regularly scheduled formal observations for teachers on an evaluation cycle. An observation focus is listed in the weekly bulletin. Observers look closely at the WHAT (learning target), WHY (purpose) and HOW (success criteria) of our lessons. Timely feedback is consistently provided from classroom observations. Administration and staff review data on walkthroughs multiple times each year to determine next steps in professional development.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The following district and school site assessments are used to modify instruction and improve student achievement:
* Balanced Assessment System (Gr. K-3)
* CAASPP (Gr. 3-8)
* Interim Assessment Blocks (Gr. 6-8)
* Interim Comprehensive Assessments (Gr. 3-5)
* iReady Reading diagnostic (Gr. K-8)
* iReady Math diagnostic (Gr. K-8)
* ELPAC (Gr. K-8)
* District Writing Assessment (Gr. K-8)
* ESGI (Gr. K)
* Read180 (SPED)
* System 44 (SPED)
* BPST (K-2)

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

The following school site and classroom data is used to monitor student progress on curriculum-embedded assessments and modify instruction:
* Classroom quizzes and assignments (Gr. K-8)
* Running records (Gr. K-3)
* Anecdotal and observational data (Gr. K-8)
* Wonders assessments (Gr. K-5)
* Amplify assessments (Gr. 6-8)
* Think Central - Math Expressions (Gr. K-5)
* CPM assessments (Gr. 6-8)
* Lexia (Gr. K-4)
* Writing samples (Gr. K-8)
* Exit tickets (Gr. K-8)
* NewsELA Pro assessments (Gr. 3-8)
* iReady Math data (Gr. K-8)
* iReady ELA data (Gr. K-8)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All requirements for highly qualified staff at Carlton Oaks have been met.

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

All credentialed teachers at Carlton Oaks meet state requirements. The Santee School District has extensive initial and follow-up training on all adopted instructional materials.

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

All District and site professional development is aligned to content standards and based on needs of students and staff.

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

Santee School District provides a number of opportunities for teacher support. The Santee School District has five Curriculum Resource Teachers who support teachers through planning, professional development sessions, and modeled lessons. Also, the Directors of Instruction, Assessment, Instructional Technology, Pupil Services, and Special Education Services provide ongoing professional development opportunities support for faculty.

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

Teachers collaborate weekly, setting learning goals, looking at student work, and assessing student progress.

Teaching and Learning

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

All curricular materials are State Board Adopted, and meet the content and performance standards required under ESEA.

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

All recommended minutes for English Language Arts and Math are followed.

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

School specific intervention programs are served by Intervention Resource specialists, an IRT aide, Bilingual Assistants, Instructional Aides, after-school tutoring by teachers and intervention elective in junior high.

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

All grade levels have SBE adopted curriculum aligned to the Common Core State Standards.

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

All curricular materials, including intervention materials, are State Board adopted, including intervention materials. Some of the intervention materials used include the following: Orton-Gillingham Reading Program, Lexia Reading Program, SIPPS, Read Naturally, BAS kits, RAZZ Kids, iRead, iReady, IXL website, Dreambox, Starfall and Sunshine leveled Books.

Opportunity and Equal Educational Access

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

Carlton Oaks School offers intervention services such as school-based counseling, Intervention Resource Specialists, Bilingual Aide, RtI (SST) meetings, and RtI planning and monitoring meetings for grades TK-8.

Evidence-based educational practices to raise student achievement

Carlton Oaks School uses the following evidence-based educational practices to raise student achievement: Visible Learning strategies (Learning Targets and Success Criteria); immediate, specific feedback to students; 5 Dimensions (Research based practices of Teaching and Learning from the Center for Education Leadership); cognitively rigorous lessons; explicit vocabulary instruction (GLAD); individual academic goal setting; collaborative planning and goal setting in grade level teams; constant analysis of assessment data for next step instruction; instructional strategy stretch goals; instruction in growth mindset; standards-based planning (instead of curriculum leading the planning); identification of focus students who represent particular sub-groups of students; and classroom and grade-level goal setting.

Parental Engagement

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

Parental involvement at Carlton Oaks is of the utmost importance. It is our belief that it is an essential component in making our school a success, as parents contribute to a positive school environment. Carlton Oaks creates a Home School Compact, which outlines the responsibilities of teachers, parents, and students, and we review this compact annually with our School Site Council and English Learner Advisory Committee.

We host a monthly Principal Chat for parents, and we send a weekly newsletter and phone calls to our families. These newsletters are posted online and accessible for everyone. Periodically, we provide instructional workshops for parents. Each fall, the school hosts an orientation for incoming TK and Kindergarten students, along with a Back to School Night for parents of students at all grade levels. These opportunities provide parents immediate access to teachers and administrators to learn more about our goals and plans for the year. In addition, our fall and spring parent-teacher conferences provide time and space to discuss specific concerns about and goals for students. In addition, phone calls home, written and electronic communication as well as email or phone apps, parents are provided with opportunities to participate in decisions relating to the education of their children.

The following are ways in which parents of struggling students can especially become involved in supporting their children:

SST/RtI Meetings
School Counselor
School Psychologist
School Mental Health / Social Worker
Everyone a Reader
Volunteering in Classrooms
English Learner Advisory Council and Programs

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, classroom teachers, and other school personnel are invited to plan, implement, and evaluate ConApp programs through:

School Site Council
PTA
School Site English Learner Advisory Committee
District English Learner Advisory Committee
Other District Advisory Committees

Funding

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

none

Fiscal support (EPC)

none

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

Faculty, staff and community regularly participate in a review and update of our SPSA . These groups also review and discuss the SPSA: SSC, ELAC, PTA, Safety Committee, Climate and Culture Committee, School Leadership Team. The SPSA is posted on our school website for public review at all times.

Resource Inequities

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

At this time no resource inequities exist based on our comprehensive needs assessment.

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	0.47%	0.1%	0.61%	4	1	5
African American	0.24%	1.1%	0.85%	2	9	7
Asian	2.95%	3.1%	3.90%	25	26	32
Filipino	1.3%	1.2%	1.46%	11	10	12
Hispanic/Latino	26.56%	27.9%	26.07%	225	236	214
Pacific Islander	0%	0.1%	%	0	1	
White	57.73%	55.0%	54.69%	489	465	449
Multiple/No Response	10.63%	11.6%	12.42%	90	98	102
			Total Enrollment	847	846	821

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	84	82	91
Grade 1	93	96	80
Grade 2	95	107	78
Grade3	84	97	91
Grade 4	106	71	93
Grade 5	81	93	87
Grade 6	88	77	110
Grade 7	108	90	96
Grade 8	108	133	95
Total Enrollment	847	846	821

Conclusions based on this data:

1. Student enrollment decreased during the 2021-2022 school year.
2. The percentages of students within race/ethnicity subgroups remains relatively stable; specific programs designed to address the needs of unique student subgroups should continue.

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	37	45	40	4.4%	5.30%	4.9%
Fluent English Proficient (FEP)	30	31	36	3.5%	3.70%	4.4%
Reclassified Fluent English Proficient (RFEP)	7	1	6	17.9%	2.70%	15.0%

Conclusions based on this data:

1. Our English Learner population remains stable.
2. The percentage of students reclassified returned closer to 2019-2020 levels, after a sharp decline during the 2020-2021 school year. This was likely pandemic-related.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	96	100	92	96	99	90	96	99	90	100	99.0	97.8
Grade 4	77	71	91	74	67	89	74	67	89	96.1	94.4	97.8
Grade 5	86	94	90	85	89	87	85	89	87	98.8	94.7	96.7
Grade 6	104	76	111	104	72	109	104	72	109	100	94.7	98.2
Grade 7	104	91	93	103	84	92	103	83	92	99	92.3	98.9
Grade 8	131	134	94	130	127	88	130	126	88	99.2	94.8	93.6
All Grades	598	566	571	592	538	555	592	536	555	99	95.1	97.2

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2432.	2452.	2442.	28.13	37.37	30.00	25.00	25.25	30.00	18.75	19.19	18.89	28.13	18.18	21.11
Grade 4	2502.	2495.	2474.	36.49	32.84	31.46	28.38	25.37	24.72	20.27	26.87	12.36	14.86	14.93	31.46
Grade 5	2501.	2500.	2523.	23.53	26.97	28.74	25.88	25.84	26.44	23.53	15.73	24.14	27.06	31.46	20.69
Grade 6	2557.	2561.	2539.	29.81	30.56	24.77	39.42	36.11	31.19	18.27	16.67	22.02	12.50	16.67	22.02
Grade 7	2563.	2584.	2580.	19.42	20.48	23.91	42.72	51.81	44.57	16.50	14.46	22.83	21.36	13.25	8.70
Grade 8	2588.	2570.	2596.	16.92	17.46	25.00	47.69	38.10	38.64	22.31	24.60	27.27	13.08	19.84	9.09
All Grades	N/A	N/A	N/A	24.83	26.87	27.21	36.15	33.96	32.61	19.93	19.78	21.26	19.09	19.40	18.92

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	29.17	30.30	20.00	43.75	54.55	63.33	27.08	15.15	16.67
Grade 4	33.78	22.39	21.35	52.70	71.64	59.55	13.51	5.97	19.10
Grade 5	28.24	16.85	25.29	48.24	61.80	59.77	23.53	21.35	14.94
Grade 6	33.65	20.83	22.02	42.31	66.67	52.29	24.04	12.50	25.69
Grade 7	29.13	18.07	18.48	43.69	61.45	71.74	27.18	20.48	9.78
Grade 8	31.54	16.00	26.14	46.15	56.80	60.23	22.31	27.20	13.64
All Grades	30.91	20.56	22.16	45.78	61.12	60.90	23.31	18.32	16.94

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	19.79	24.24	21.11	53.13	57.58	60.00	27.08	18.18	18.89
Grade 4	28.38	22.39	24.72	50.00	70.15	51.69	21.62	7.46	23.60
Grade 5	24.71	28.09	26.44	43.53	41.57	55.17	31.76	30.34	18.39
Grade 6	35.58	33.33	19.27	48.08	50.00	60.55	16.35	16.67	20.18
Grade 7	34.95	37.35	35.87	47.57	49.40	52.17	17.48	13.25	11.96
Grade 8	21.54	24.60	23.86	66.15	58.73	63.64	12.31	16.67	12.50
All Grades	27.36	27.99	25.05	52.36	54.48	57.30	20.27	17.54	17.66

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.83	21.21	16.67	60.42	69.70	70.00	18.75	9.09	13.33
Grade 4	27.03	16.42	14.61	63.51	82.09	74.16	9.46	1.49	11.24
Grade 5	15.29	13.48	19.54	60.00	73.03	68.97	24.71	13.48	11.49
Grade 6	22.12	16.67	20.18	70.19	72.22	71.56	7.69	11.11	8.26
Grade 7	16.50	15.66	9.78	68.93	77.11	84.78	14.56	7.23	5.43
Grade 8	17.69	11.90	20.45	68.46	70.63	71.59	13.85	17.46	7.95
All Grades	19.59	15.67	16.94	65.71	73.51	73.51	14.70	10.82	9.55

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.00	17.17	20.00	53.13	70.71	62.22	21.88	12.12	17.78
Grade 4	36.49	14.93	19.10	48.65	73.13	56.18	14.86	11.94	24.72
Grade 5	34.12	24.72	9.20	36.47	56.18	77.01	29.41	19.10	13.79
Grade 6	38.46	30.56	25.69	52.88	62.50	61.47	8.65	6.94	12.84
Grade 7	33.01	34.94	25.00	45.63	56.63	64.13	21.36	8.43	10.87
Grade 8	33.08	20.63	18.18	55.38	64.29	71.59	11.54	15.08	10.23
All Grades	33.28	23.51	19.82	49.32	63.81	65.23	17.40	12.69	14.95

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

Conclusions based on this data:

1. In 2021-2022, across all grade levels 3-8, students dropped from 61% of students at or above grade level in ELA (in 2019-2020) to 60% of students at or above grade level.
2. In 2021-2022, grade levels showing an increase of students scoring at or above grade level in ELA were 5th and 8th grades.
3. In 2021-2022, grade levels showing a decrease of students scoring at or above grade level in ELA were 3rd, 4th, 6th and 7th grades.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	96	100	92	96	98	89	96	98	89	100	98.0	96.7
Grade 4	77	71	91	74	67	89	74	67	89	96.1	94.4	97.8
Grade 5	86	94	90	85	87	86	85	87	86	98.8	92.6	95.6
Grade 6	104	76	111	104	71	108	104	70	108	100	93.4	97.3
Grade 7	104	91	93	102	82	92	102	81	92	98.1	90.1	98.9
Grade 8	131	134	94	129	127	87	129	125	87	98.5	94.8	92.6
All Grades	598	566	571	590	532	551	590	528	551	98.7	94.0	96.5

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2444.	2443.	2447.	22.92	24.49	25.84	31.25	30.61	34.83	26.04	24.49	14.61	19.79	20.41	24.72
Grade 4	2476.	2508.	2463.	17.57	25.37	25.84	32.43	35.82	21.35	29.73	31.34	21.35	20.27	7.46	31.46
Grade 5	2476.	2494.	2513.	10.59	24.14	26.74	16.47	13.79	23.26	28.24	28.74	22.09	44.71	33.33	27.91
Grade 6	2557.	2533.	2527.	33.65	27.14	24.07	28.85	20.00	20.37	18.27	24.29	29.63	19.23	28.57	25.93
Grade 7	2552.	2559.	2566.	25.49	23.46	28.26	29.41	34.57	27.17	22.55	17.28	22.83	22.55	24.69	21.74
Grade 8	2575.	2560.	2569.	24.81	25.60	19.54	23.26	20.00	21.84	24.03	23.20	36.78	27.91	31.20	21.84
All Grades	N/A	N/A	N/A	23.22	25.00	25.05	26.78	25.19	24.68	24.41	24.62	24.68	25.59	25.19	25.59

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	35.42	19.39	30.34	43.75	58.16	46.07	20.83	22.45	23.60
Grade 4	35.14	34.33	25.84	33.78	55.22	40.45	31.08	10.45	33.71
Grade 5	16.47	24.14	30.23	27.06	45.98	44.19	56.47	29.89	25.58
Grade 6	45.19	30.00	25.93	32.69	47.14	47.22	22.12	22.86	26.85
Grade 7	36.27	32.10	34.78	34.31	44.44	41.30	29.41	23.46	23.91
Grade 8	31.78	17.74	20.69	36.43	57.26	60.92	31.78	25.00	18.39
All Grades	33.73	25.05	27.95	34.92	51.99	46.64	31.36	22.96	25.41

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	32.29	27.55	32.58	42.71	47.96	44.94	25.00	24.49	22.47
Grade 4	27.03	32.84	20.22	41.89	56.72	47.19	31.08	10.45	32.58
Grade 5	12.94	16.09	17.44	41.18	55.17	56.98	45.88	28.74	25.58
Grade 6	31.73	20.00	12.04	38.46	51.43	55.56	29.81	28.57	32.41
Grade 7	27.45	22.22	18.48	47.06	59.26	68.48	25.49	18.52	13.04
Grade 8	26.36	20.80	17.24	47.29	52.00	65.52	26.36	27.20	17.24
All Grades	26.61	22.92	19.42	43.39	53.41	56.44	30.00	23.67	24.14

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.21	29.59	31.46	50.00	59.18	47.19	19.79	11.22	21.35
Grade 4	22.97	20.90	20.22	54.05	67.16	52.81	22.97	11.94	26.97
Grade 5	10.59	13.79	23.26	50.59	63.22	48.84	38.82	22.99	27.91
Grade 6	33.65	21.43	20.37	46.15	54.29	62.04	20.19	24.29	17.59
Grade 7	18.63	22.22	26.09	65.69	65.43	63.04	15.69	12.35	10.87
Grade 8	33.33	20.80	20.69	44.19	66.40	58.62	22.48	12.80	20.69
All Grades	25.76	21.59	23.59	51.36	62.88	55.72	22.88	15.53	20.69

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

Conclusions based on this data:

1. In 2021-2022, across all grade levels 3-8, the percentage of students at or above grade level in math remained consistent (in comparison in 2019-2020) at 50%.
2. In 2021-2022, grade levels showing an increase of students scoring at or above grade level in math were 3rd, 5th and 6th grades.
3. In 2021-2022, grade levels showing a decrease of students scoring at or above grade level in math were 4th, 7th and 8th grades.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	4	5	4
1	*	*	*	*	*	*	*	*	*	*	8	6
2	*	*	*	*	*	*	*	*	*	8	7	4
3	*	*	*	*	*	*	*	*	*	7	9	6
4	*	*	*	*	*	*	*	*	*	*	5	5
5		*	*		*	*		*	*		*	4
6	*	*	*	*	*	*	*	*	*	5	4	4
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	9	
All Grades										33	51	35

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	15.15	17.65	37.14	42.42	49.02	28.57	24.24	19.61	20.00	18.18	13.73	14.29	33	51	35

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	33.33	41.18	54.29	39.39	33.33	20.00	9.09	17.65	17.14	18.18	7.84	8.57	33	51	35

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	12.12	7.84	22.86	27.27	27.45	22.86	39.39	37.25	31.43	21.21	27.45	22.86	33	51	35

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	18.18	25.49	34.29	54.55	58.82	51.43	27.27	15.69	14.29	33	51	35

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	51.52	64.71	54.29	36.36	31.37	37.14	12.12	3.92	8.57	33	51	35

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	6.06	11.76	25.71	63.64	50.98	51.43	30.30	37.25	22.86	33	51	35

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	15.15	7.84	25.71	63.64	72.55	48.57	21.21	19.61	25.71	33	51	35

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

Conclusions based on this data:

1. No comparative data are available at this time.

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**
821	**241**	**40**	**0**
Total Number of Students enrolled in Carlton Oaks 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	40	40
Foster Youth	0	0
Homeless	25	3.0
Socioeconomically Disadvantaged	241	241
Students with Disabilities	165	20.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	0.9
American Indian	5	0.6
Asian	32	3.9
Filipino	12	1.5
Hispanic	214	26.1
Two or More Races	102	12.4
Pacific Islander	0	0
White	449	54.7

Conclusions based on this data:

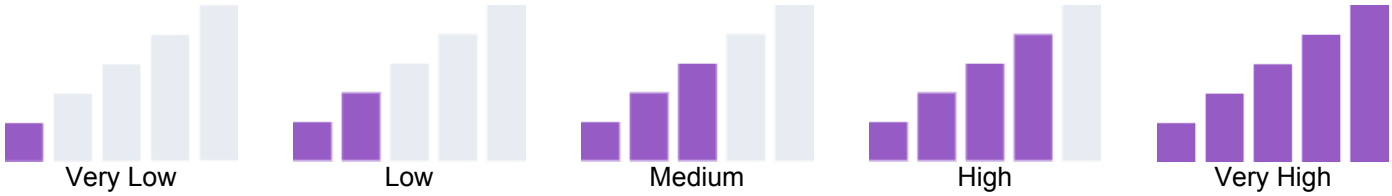
1. Socioeconomically disadvantaged students continue to make up a significant portion of the student population at 29.4%.
2. The largest race/ethnicity subgroup continues to be white students, at 54.7%

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Graduation Rate** n/a	**Suspension Rate** Medium
Mathematics Medium	**Chronic Absenteeism** High	
English Learner Progress High		

Conclusions based on this data:

1. The data reveals that not all students are at or above grade level expectations in ELA or math. We will continue to focus our resources to improve our instructional model to ensure growth for all students toward mastery of the Common Core State Standards. Best practices indicate that site based funds should be used for professional development sessions, teacher release time to evaluate student data, intervention materials and continued development of intervention strategies through focused lesson studies.

2. Our Vice Principal has developed an attendance improvement plan to decrease the high rate of chronic absenteeism.

School and Student Performance Data

Academic Performance
English Language Arts

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

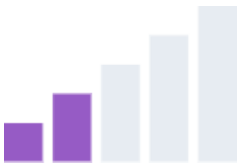
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

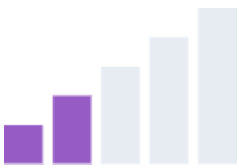
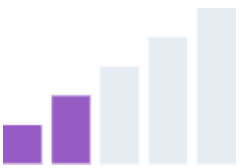
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	3	2	1	0

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

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

All Students	English Learners	Foster Youth
		
High	Low	No Performance Level
17.2 points above standard	22.5 points below standard	0 Students
536 Students	38 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Level	Low	Low
8.5 points below standard	16.7 points below standard	63.2 points below standard
19 Students	160 Students	128 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students	No Performance Level 2 Students	No Performance Level 43.4 points above standard 22 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 9.0 points above standard 143 Students	Medium 4.7 points above standard 57 Students	n/a	High 21.1 points above standard 303 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
86.3 points below standard 19 Students	41.3 points above standard 19 Students	18.2 points above standard 485 Students

Conclusions based on this data:

1. We will need to further investigate the data related to English Learners. Who is reclassifying and at what grade levels? Are the current English Learners long-term English Learners?
2. We need to better understand the data related to Hispanic students. If we remove the English Learners from the Hispanic subgroups, are the averages still lower?
3. The school must focus on ensuring we have high expectations for Students with Disabilities.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

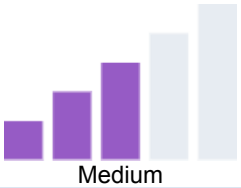
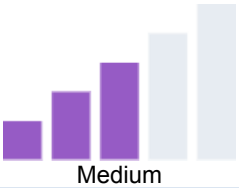
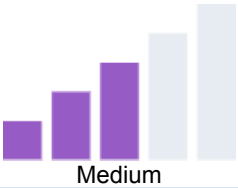
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	3	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
9.4 points below standard	49.1 points below standard	0 Students
532 Students	38 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
24.3 points below standard	48.1 points below standard	93.5 points below standard
19 Students	158 Students	129 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students	No Performance Level 2 Students	No Performance Level 16.7 points above standard 22 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Medium 20.0 points below standard 142 Students	 Medium 9.1 points below standard 57 Students	n/a	 Medium 7.5 points below standard 300 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
93.2 points below standard 19 Students	4.9 points below standard 19 Students	8.0 points below standard 481 Students

Conclusions based on this data:

1. We need to further investigate the English Learner data to understand more about our reclassified students, in comparison to our Current English Learners. Are the Current English Learners newcomers or long-term English Learners?
2. How can we improve our outcomes for Students with Disabilities? Although these students are below grade level, are they making growth? How are we setting appropriate goals for these students?
3. How can we improve outcomes for our Socioeconomically Disadvantaged groups?

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
High
56.7 making progress towards English language proficiency
Number of EL Students: 30 Students
Performance Level: 4

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.3%	30.0%	6.7%	50.0%

Conclusions based on this data:

1. We need to further investigate the students at each of these dashboard levels. What grade levels are represented at each of the levels?
2. What are the characteristics of the students who have decreased one proficiency level?

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

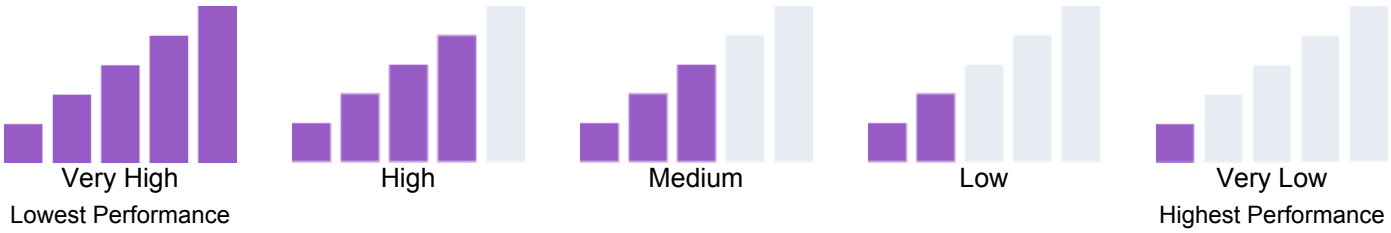
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



This section provides number of student groups in each level.

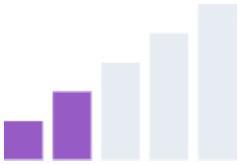
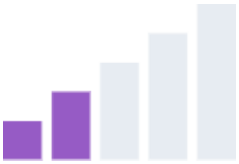
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
3	3	2	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	Medium	No Performance Level
15.1% Chronically Absent	9.5% Chronically Absent	Less than 11 Students
855 Students	42 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	Very High	Very High
50% Chronically Absent	25.8% Chronically Absent	24.9% Chronically Absent
30 Students	267 Students	205 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Medium	No Performance Level
Less than 11 Students	Less than 11 Students	9.1% Chronically Absent	0% Chronically Absent
7 Students	5 Students	33 Students	12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
		n/a	
High	High		High
16.4% Chronically Absent	14.3% Chronically Absent		15% Chronically Absent
219 Students	112 Students		467 Students

Conclusions based on this data:

1. We continue to work to support chronically absent students and find ways to break down roadblocks to success. We use positive behavior supports, work with families to understand barriers to attendance and employ district and county resources when necessary for chronically absent students.
2. The Vice Principal leads weekly attendance meetings with the Attendance Clerk, Health Clerk and Counselor to identify and support students who are constantly absent.
3. Programs for improving student attendance should include individual, class, grade level and whole school interventions.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

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

Conclusions based on this data:

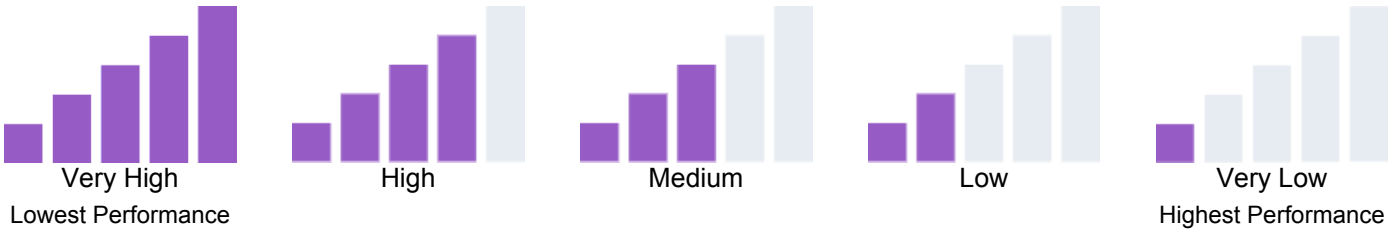
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

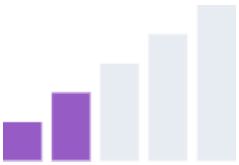
Very High	High	Medium	Low	Very Low
1	3	3	0	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
2.8% suspended at least one day	2.4% suspended at least one day	Less than 11 Students
871 Students	42 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	High	High
6.7% suspended at least one day	4% suspended at least one day	5.3% suspended at least one day
30 Students	274 Students	209 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Very Low	No Performance Level
Less than 11 Students	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
7 Students	5 Students	33 Students	12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
		n/a	
Medium	High		Medium
2.7% suspended at least one day	4.5% suspended at least one day		2.7% suspended at least one day
224 Students	112 Students		478 Students

Conclusions based on this data:

1. We want to investigate the Very High suspension rate for homeless students. We think this data is incorrect, as we do not have 30 homeless students at our school site.
2. We will be continuing our professional learning related to Behavior Intervention Plans for Students with Disabilities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts (ELA)

LEA/LCAP Goal

Improve student learning and demonstrate annual growth in California Standards in all academic content areas to prepare students academically for high school and beyond.

Goal 1

By June 2023, grades K through 8 will increase the percentage of students meeting or exceeding ELA standards from 60% to 68% as measured by iReady and CAASPP reading assessments.

Identified Need

For the past few years, teachers have been focused on meeting the unique needs of learners related to the pandemic. At this time, faculty are in need of returning to the practice of goal setting and adjusting instruction based on student data. After the mid-year iReady assessments, teachers will review students' needs, re-evaluate instruction and continue to refine plans to meet instructional goals.

At the beginning of the 2022 school year, grade levels met together to review initial 2022 iReady reading assessments and spring 2022 CAASPP ELA scores (grades 3-8). This analysis generated the following goals (5% or higher) for mid-year (January 2023) targets for percentage of students at each grade level meeting and exceeding standards:

January 2023 and year-end grade level iReady reading goals are as follows:
*Percentage of students at or above grade level and # proficient or above/total # students in grade level

Grade Level: K
Initial iReady Score: 38%
Jan 2023 iReady % Goal: 70%
Jan 2023 iReady # Students Goal: 52/74
End of Year 2023 iReady % Goal: 75%
End of Year 2023 iReady # Students Goal: 56/74

Grade Level: 1
Initial iReady Score: 26%
Jan 2023 iReady % Goal: 50%
Jan 2023 iReady # Students Goal: 49/97
End of Year 2023 iReady % Goal: 70%
End of Year 2023 iReady # Students Goal: 68/97

Grade Level: 2
Initial iReady Score: 33%
Jan 2023 iReady % Goal: 47%
Jan 2023 iReady # Students Goal: 39/83

End of Year 2023 iReady % Goal: 70%
End of Year 2023 iReady # Students Goal: 58/83

Grade Level: 3
Initial iReady Score: 60%
Jan 2023 iReady % Goal: 70%
Jan 2023 iReady # Students Goal: 57/81
End of Year 2023 iReady % Goal: 75%
End of Year 2023 iReady # Students Goal: 61/81

Grade Level: 4
Initial iReady Score: 42%
Jan 2023 iReady % Goal: 55%
Jan 2023 iReady # Students Goal: 50/90
End of Year 2023 iReady % Goal: 70%
End of Year 2023 iReady # Students Goal: 63/90

Grade Level: 5
Initial iReady Score: 50%
Jan 2023 iReady % Goal: 55%
Jan 2023 iReady # Students Goal: 52/94
End of Year 2023 iReady % Goal: 70%
End of Year 2023 iReady # Students Goal: 66/94

Grade Level: 6
Initial iReady Score: 32%
Jan 2023 iReady % Goal: 45%
Jan 2023 iReady # Students Goal: 39/86
End of Year 2023 iReady % Goal: 70%
End of Year 2023 iReady # Students Goal: 60/86

Grade Level: 7
Initial iReady Score: 51%
Jan 2023 iReady % Goal: 65%
Jan 2023 iReady # Students Goal: 83/127
End of Year 2023 iReady % Goal: 70%
End of Year 2023 iReady # Students Goal: 89/127

Grade Level: 8
Initial iReady Score: 60%
Jan 2023 iReady % Goal: 65%
Jan 2023 iReady # Students Goal: 62/95
End of Year 2023 iReady % Goal: 70%
End of Year 2023 iReady # Students Goal: 67/95

Overall, we will increase our ELA CAASPP scores from 60% to 68% of students meeting/exceeding grade level expectations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grades K through 8 iReady reading assessment diagnostic (beginning or year-end)	44% meets or exceeds grade level standards (beginning of 22-23 school year)	70% meets or exceeds grade level standards
Grades 3-8 CAASPP (year-end)	60% meets or exceeds grade level standards	68% meets or exceeds grade level standards

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

The site and district will provide professional development that will increase both knowledge and strategies to support implementation of Common Core State Standards in ELA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	LCFF - Base None Specified Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Targeted under-performing students and gifted/talented students

Strategy/Activity

In continued implementation of our school-wide intervention program (RtI), support staff, instructional resource teachers, and general education teachers will work with individuals and small groups on specific identified skills. Supplemental support strategies for GATE students will be implemented.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	LCFF - Supplemental None Specified Release time for ongoing analysis of formative and summative data
7,000	Prop 20 Lottery None Specified Purchase of supplemental instructional and assessment materials including hardware, software, and copying expenses
480	Other State Revenue None Specified Purchase of supplemental instructional and assessment materials including hardware, software, and copying expenses (TK)

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

Increase parent participation in their children’s learning process, including district and school committees and parent 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)
0	None Specified District and site committee recruitment School messenger notification system for ongoing (weekly) school updates Regular upkeep of school website Parent information nights/SSC meetings/ELAC meetings PTA newsletters Monthly Chats with the Principal
0	

Strategy/Activity 4

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

Strategy/Activity

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.

	None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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.

	None Specified
	None Specified

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.

Last year teachers had release time to review data and plan for ELA instruction, distance learning and hybrid instruction. Professional development opportunities successfully supported the implementation of our plan to meet our ELA goal. In addition, students' use of supplemental materials such as iReady, Achieve 3000 and Lexia contributed to our overall stability, despite the challenges created by a global pandemic.

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

Some of the funds have been difficult to use as planned because there have not always been sufficient substitutes available on planned release days. Also, additional grant funds may be used to support our goals.

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.

We will need to organize our professional release time such that sufficient substitutes are available for the release day.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Improve student learning and demonstrate annual growth in California Standards in all academic content areas to prepare students academically for high school and beyond.

Goal 2

By June 2023, grades K through 8 will increase the percentage of students meeting or exceeding math standards from 50% to 60% as measured by iReady and CAASPP reading assessments.

Identified Need

For the past few years, teachers have been focused on meeting the unique needs of learners related to the pandemic. At this time, faculty are in need of returning to the practice of goal setting and adjusting instruction based on student data. After the mid-year iReady assessments, teachers will review students' needs, re-evaluate instruction and continue to refine plans to meet instructional goals.

At the beginning of the 2022 school year, grade levels met together to review initial 2022 iReady math assessments and spring 2022 CAASPP math scores (grades 3-8).This analysis generated the following goals (5% or higher) for mid-year (January 2023) targets for percentage of students at each grade level meeting and exceeding standards:

January 2023 and year-end grade level iReady math goals are as follows:
*Percentage of students at or above grade level and # proficient or above/total # students in grade level

Grade Level: K
Initial iReady Score: 22%
Jan 2023 iReady % Goal: 50%
Jan 2023 iReady # Students Goal: 37/74
End of Year 2023 iReady % Goal: 60%
End of Year 2023 iReady # Students Goal: 45/74

Grade Level: 1
Initial iReady Score: 11%
Jan 2023 iReady % Goal: 50%
Jan 2023 iReady # Students Goal: 49/97
End of Year 2023 iReady % Goal: 60%
End of Year 2023 iReady # Students Goal: 58/97

Grade Level: 2
Initial iReady Score: 15%
Jan 2023 iReady % Goal: 30%
Jan 2023 iReady # Students Goal: 25/83

End of Year 2023 iReady % Goal: 60%
End of Year 2023 iReady # Students Goal: 50/83

Grade Level: 3
Initial iReady Score: 10%
Jan 2023 iReady % Goal: 60%
Jan 2023 iReady # Students Goal: 49/81
End of Year 2023 iReady % Goal: 65%
End of Year 2023 iReady # Students Goal: 53/81

Grade Level: 4
Initial iReady Score: 22%
Jan 2023 iReady % Goal: 42%
Jan 2023 iReady # Students Goal: 38/90
End of Year 2023 iReady % Goal: 60%
End of Year 2023 iReady # Students Goal: 54/90

Grade Level: 5
Initial iReady Score: 37%
Jan 2023 iReady % Goal: 40%
Jan 2023 iReady # Students Goal: 38/94
End of Year 2023 iReady % Goal: 60%
End of Year 2023 iReady # Students Goal: 56/94

Grade Level: 6
Initial iReady Score: 32%
Jan 2023 iReady % Goal: 43%
Jan 2023 iReady # Students Goal: 37/86
End of Year 2023 iReady % Goal: 60%
End of Year 2023 iReady # Students Goal: 52/86

Grade Level: 7
Initial iReady Score: 38%
Jan 2023 iReady % Goal: 60%
Jan 2023 iReady # Students Goal: 76/127
End of Year 2023 iReady % Goal: 65%
End of Year 2023 iReady # Students Goal: 83/127

Grade Level: 8
Initial iReady Score: 42%
Jan 2023 iReady % Goal: 60%
Jan 2023 iReady # Students Goal: 57/95
End of Year 2023 iReady % Goal: 65%
End of Year 2023 iReady # Students Goal: 62/95

Overall, we will increase our ELA CAASPP scores from 50% to 60% of students meeting/exceeding grade level expectations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grades K through 8 iReady math assessment diagnostic (beginning or year-end)	26% meets or exceeds grade level standards (beginning of 22-23 school year)	60% meets or exceeds grade level standards
Grades 3-8 CAASPP (year-end)	50% meets or exceeds grade level standards	60% meets or exceeds grade level standards

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

Provide professional development to increase knowledge of strategies to support implementation of Common Core State Standards in mathematics.

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

Amount(s)	Source(s)
10,000	LCFF - Base None Specified Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc.
4,000	LCFF - Supplemental None Specified Purchase of supplemental instructional and assessment materials including hardware, software, and duplicating.

Strategy/Activity 2

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

Targeted under-performing students and gifted/talented students

Strategy/Activity

Support staff and general education teachers will work with individuals and small groups on specific identified skills.

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

Amount(s)	Source(s)
9806	Prop 20 Lottery None Specified Release time for ongoing analysis of formative and summative data

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

Teachers will purchase classroom materials to support their math program and other curricular areas to include interventions and gifted education.

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)
3375	LCFF - Supplemental None Specified

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.

Teachers had release time to review data and plan for math instruction, distance learning and hybrid instruction.

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 funds were used as planned to meet our math goals.

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 funding changes provide for additional materials and release time to plan for small group instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student well-being

LEA/LCAP Goal

Improve and/or increase services to support the social, emotional, and physical well-being of students and their families.

Goal 3

By Spring 2023, there will be an 11% increase of students who respond favorably to having a Sense of Belonging (School Connectedness), as measured by the Panorama assessment. The numerical scores would be 85% for elementary and 69% for junior high. By Spring 2023,75% of students will respond favorably to the statement, "I can master the hardest topics in my classes," as measured by the Panorama assessment.

Identified Need

In Fall 2022, staff reviewed the Panorama survey data to learn about students' feelings of safety and belonging, as well as their thoughts on self-efficacy and general study skills.

Sense of Belonging

In both elementary and junior high, students' sense of belonging/school connectedness has decreased by 11 points. In elementary, 74% of students responded favorably regarding sense of belonging, and in junior high, 58% responded favorably. This is in comparison to 85% of favorable answers in fall 2021 for elementary and 69% of favorable answers in secondary. In elementary, 65% responded favorably that they feel close to people at school. This is a 15 point decrease from last fall. In junior high, 68% responded favorably to the category overall. This is not a decline in responses to this specific question for the junior high population. It is concerning that in elementary school, 72% of students feel happy to be at this school, and in junior high only 56% say they are happy.

Safety

In junior high, safety is our greatest strength in comparison to other schools in Santee, but we are 20th-39th percentile in all CORE schools. In elementary, we are on par with other schools in Santee and in the 60th percentile with other schools in CORE districts.

Self-Efficacy

In both elementary and junior high, students' sense of self-efficacy has decreased. In our elementary school, only 65% of students believe they can succeed in achieving academic outcomes. In junior high, only 59% of our students believe they can succeed in achieving academic outcomes. For both elementary and junior high, our results are lowest in self-efficacy, as compared to the other dimensions of SEL: growth mindset, self-management and social awareness.

Self-Management

In junior high, students' self-management scores decreased by eight points, which is more than any of the other SEL topics. In elementary, students' self-management scores decreased the least of all the other SEL topics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey	In Spring 2022, 74% of elementary students responded favorably to having a Sense of Belonging, and 58% of junior high students responded favorably to having a Sense of Belonging.	By Spring 2023, 85% of elementary students respond favorably to having a Sense of Belonging, and 69% of junior high students respond favorably to having a Sense of Belonging.
Panorama Survey	In Spring 2022, 50% of elementary and junior high students responded favorably to the statement, "I can master the hardest topics in my classes."	By Spring 2023, 75% of elementary and junior high students responded favorably to the statement, "I can master the hardest topics in my classes."

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

The Safety Committee and Climate Committee will meet six times each year to discuss and take action to improve school climate, culture and safety.

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)
2000.00	LCFF - Base None Specified Student assemblies; character education, safe schools messages, mindset messages
2,000.00	LCFF - Base None Specified

	Safe Schools Materials and PBIS resources

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

Staff review and update all emergency preparation resources and programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	LCFF - Base None Specified Parent, staff and administrator input on safety needs

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

Review and support of all student attendance data. Chronic issues will be addressed with incentives and scaffolded supports as needed.

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)
1,094	LCFF - Base None Specified LCFF attendance and behavior incentives budget

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

Each trimester, the school leadership team will conduct a site-wide walk through to review campus safety concerns with the custodial and district team.

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)
0	None Specified Trimester walk-throughs of school site with custodial team.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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)

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.

All of the strategies were implemented as described in the previous SPSA, but far too many students reported low scores of self-efficacy and a general lack of connection. This may be because the overall challenges presented during a challenging political climate penetrated the connectedness normally felt on our school campus. We are continuing to build clear expectations for student behavior and support students in meeting these expectations. Because all students have returned to in-person learning and there is less disruption related to masking protocols, students and staff feel more connected and better able to focus on school climate and safety goals.

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

Challenges related to instruction during a global pandemic impacted the potency of previous efforts in Goal 3.

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

With lessening restrictions related to on-campus learning, our strategies can be fully implemented and goals realized.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

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)

Strategy/Activity

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

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)

Strategy/Activity

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.

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$54,755.00

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 ($)
	$0.00
LCFF - Base	$27,094.00
LCFF - Supplemental	$10,375.00
Other State Revenue	$480.00
Prop 20 Lottery	$16,806.00

Subtotal of state or local funds included for this school: $54,755.00

Total of federal, state, and/or local funds for this school: $54,755.00

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
LCFF - Base	27094	0.00
Prop 20 Lottery	16,806	0.00
LCFF - Supplemental	10375	0.00
Learning Loss Mitigation Funds	0	0.00
Other State Revenue	480	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Base	27,094.00
LCFF - Supplemental	10,375.00
Other State Revenue	480.00
Prop 20 Lottery	16,806.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
None Specified	54,755.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified		0.00
None Specified	LCFF - Base	27,094.00

None Specified	LCFF - Supplemental	10,375.00
None Specified	Other State Revenue	480.00
None Specified	Prop 20 Lottery	16,806.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,480.00
Goal 2	27,181.00
Goal 3	7,094.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Nona Richard	Principal
Mary Gillespie	Classroom Teacher
Penny Hoogeveen	Classroom Teacher
Alex Breidt-Darrock	Classroom Teacher
Lesli Breidt-Darrock	Other School Staff
Steve Dobesh	Parent or Community Member
Lisa Castillo	Parent or Community Member
Lynn Minor	Parent or Community Member
Stephen Torrez	Parent or Community Member
Michelle Vergne	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 January 17, 2023.

Attested:

	Principal, Nona Richard on 01-17-2023
	SSC Chairperson, Steve Dobesh on 01-17-2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019