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
Avenal Elementary School	16739326010565	06/01/22	

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
The purpose of this plan is to align Title funds with the goals outlined in the district's Local Control and Accountability Plan.

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.

Reef Sunset Unified has worked to align district and school plans, which support all local, state, and federally funded programs. We have provided site leadership with professional development to support implementation for aligning programs and resources. We have not adopted a new LCAP for the 22-23 school year as of the date of this revision. Our district and schools have four aligned goals based on the 2019-20 LCAP.Goal 1: The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards based instruction. This goal is connected to state priorities: 2 (Implementation of State Standards), 4 (Pupil Achievement), 7 (Pupil Access), and 8 (Other Pupil Outcomes). Goal 2: The District will provide engaging and rigorous learning environments where students feel safe and want to be in school. This goal is aligned with State Priorities: 1 (Basic Services), 5 (Pupil Engagement), and 6 (School Climate). Goal 3: The District will foster a culture of student, parent, and community involvement by building and maintaining positive participation and relationships is aligned to State Priority 3: Parental Involvement. We have worked to better align programs to increase positive outcomes for the students, parents, staff, and communities we serve.

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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).

Based on surveys from teachers, parents, and all stakeholder groups at the site level, the data from the survey identified several areas of need for additional supplemental concentration support. The full adoption of the English Language Arts curriculum was also identified in the 2018-19 LCAP and AES SPSA and was implemented in the 2019-2020 school year. Furthermore, supplemental materials will be provided to enhance English Language Development, Mathematics Instruction, and Science support. Technology device replacement and supports will continue to be made through device purchases. Stakeholder groups saw the importance of new state standards implementation. The district and AES will continue to implement prior staff development activities and add additional services for ELD and Mathematics programs along with an additional Comprehensive Literacy component. Stakeholder engagement and LCAP activities and SPSA activities will continue to be enhanced through our District Community Engagement Coordinator. The data from the survey also show that basic services continue to be a theme for stakeholder groups. AES continues to reflect a need for a continuation of additional nursing services and counseling.

The District uses a safe school survey for the students administered biyearly. RSUSD administered several local surveys to communicate with stakeholders. 22-23 SPSA is aligned to the 19-20 LCAP due to the fact that the LCAP for the 22-23 school year school year is not yet adopted.
Safe School Survey- Parents, students, community members and staff
Needs Assessment Survey- Parents, students, community members, staff

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

The school site Principal and SSC do classroom observations on a weekly basis. The Principal and SSC provide the teachers with timely and constructive feedback. Observations are done also by personnel from FCOE and KCOE that are working on Comprehensive Literacy and Writing respectively. Observations are done based on what the need is for the current coaching cycles. They also provide teachers with feedback and meet with Admin to share observations and plan next steps.

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)

AES uses ELPAC and embedded assessments within the curriculum to monitor progress, modify instruction, and improve student achievement. As of the creation of this plan CAASPP data is not available for the 2021-22 school year.

Classroom-based instruction will be built on the results of district assessments using Star assessments to provide immediate insights into what skills students mastered before during this school year, yielding a baseline for what they are ready to learn in the classroom. We will concentrate instruction and intervention on focus skills – those which are fundamental to each student's development at each grade level, are the most essential in closing learning gaps, and serve as strong prerequisites for new skills. Throughout the school year, we will use Star assessments for universal screening, progress monitoring, and goal setting. Student engagement and motivation will be maintained via joint teacher-student planning and real-time feedback. Wonders is the ELA program we use that has associated unit assessments for grades TK - 5. My Math assessment is the Math program we use that has associated unit assessments for grades TK - 5, as well. SmartyAnts, iReady and small group intervention during the ELA block will be used based on need of students.

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

Use of data will be used to monitor student progress on curriculum-embedded assessments and modify instruction. Utilization of My Math, Reading Wonders, and Star assessments will be used to monitor curriculum based instruction, facilitate Achievement Team discussions, and progress monitor English Learners. Achievement Team meetings will take place twice a month with the purpose of discussing student data and planning for instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and alignment of staff development to standards, assessed student performance and professional needs:
- All teachers fully credentialed and appropriately assigned.
- 100% of Teachers are approved/certificated to teach English Learners
- Staff development topics align to new state standards in ELA, Math, ELD, NGSS, and Technology.
- Student performance on 2020-21 state CAASPP tests and local assessments has identified as a need for additional professional development support in ELA, Math, and virtual or hybred instruction through the use of Technology.
- Professional needs of staff have prompted other specialized training in Guided Reading.

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

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional strategy coaches):
The Fresno County Office of Education is providing experts in the areas of Comprehensive Literacy and the EL Roadmap. Site-based classroom observations, feedback, and classroom coaching are also being provided to teachers, as needed.

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

Alignment of curriculum, instruction, and materials to content and performance standards Staff Development in:
- Numeracy content and strategies
- Technology
- ELD – Teaching English Learners
- Data Analysis and Assessment
- ELA state standards & foundational skills
- Math state standards
- NGSS- Next Generation Science Standards

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

Administration is available to offer teacher support on a regular basis. Classroom observations, both formal and informal occur regularly to provide feedback on a continual basis. FCOE and KCOE staff are involved in coaching cycles with staff in the areas of Comprehensive Literacy and Writing.

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

Teachers' collaboration:
- Regularly scheduled time for teacher collaboration on early release dates will be conducted three times per month for the duration of the school year.
- Teachers will plan and reflect on lessons in order to strengthen virtual and hybrid instruction.
- Teachers will collaborate and plan for instructional alignment between both sites, such as formative/summative assessments and syllabi.

Teaching and Learning

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

All textbooks used at Avenal Elementary School in the core curriculum are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-5 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in a foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. On September 16,2021 the Reef-Sunset Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students.

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

All schools in the Reef-Sunset U.S.D. adhere to or exceed the recommended instructional minutes for reading/languages arts and mathematics.

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

All schools in the Reef-Sunset U.S.D. provide for lesson pacing schedules and Master schedule flexibility for sufficient numbers of intervention courses.

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

On September 16,2021 the Reef-Sunset U.S.D. school board adopted the following instructional materials for Avenal Elementary School:
Avenal Elementary School TK-5 Language Arts Wonders by McGraw-Hill
Avenal Elementary School TK-5 ELL ELD Wonders by McGraw Hill
Avenal Elementary School TK-5 Mathematics My Math by McGraw-Hill
Avenal Elementary School K-5 Science Houghton Mifflin California Science by Houghton Mifflin
Avenal Elementary School K-5 Social Studies Houghton Mifflin History-Social Science by Houghton Mifflin

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 schools in the Reef-Sunset U.S.D. provide for SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

Opportunity and Equal Educational Access

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

Designated and Integrated English Language Development
The goal for English learners is to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners will receive designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. English learners will be identified through the home language survey and ELPAC initial assessment. Lessons will include specific considerations to address appropriate supports and scaffolds necessary for language development as well as formative measures to note progress toward English proficiency. Planning for small group collaboration will be imperative for EL's to authentically practice language and receive feedback.

In addition to integrating ELD scaffolds and supports into lessons, there will be Designated ELD built into daily lessons. The time for Designated ELD is indicated within each daily schedule for elementary, middle, and high school. Students will be grouped into Emerging, Expanding, and Bridging proficiency levels based off of ELPAC results. Teachers are expected to use the district adopted Designated ELD materials. Research based supplementary materials and strategies which support Reading, Writing, Speaking, and Listening may be used, as needed. English Language Development minutes and curriculum will be included in the daily schedules and ELD supports will also be integrated into the curriculum. Special education students identified as English Learners will continue to have an IEP which includes ELD. Students not identified as an EL will be provided with grade level appropriate work to complete during the ELD block.

The Wonders Reading ELD core curriculum for TK-5th will continue to be implemented to support language acquisition. Teachers will be supported by a teacher on special assignment to provide curriculum and instructional support to EL students through English Language Development Strategies. Classroom microphone and speaker systems in each classroom will be maintained to help increase students abilities to hear consonant sounds and to speed up their acquisition of the English language.

DELAC meetings will be offered in person to continue supporting the families of EL students by informing them of resources available for their children and seeking their input regarding programs and services. The feedback shared during these meetings will inform the supports needed at each school .

Special education, related services, and accommodations required by an individualized education program. If a child has an IEP, the teacher, working with Special Education teachers and other resource teachers, will modify the lessons according to the child's IEP. Counselors and appropriate support staff will be particularly focused on students that are considered high risk of special needs or circumstances. Special education students will receive instruction through in-person instruction. Students are identified for special education services through a comprehensive evaluation to determine eligibility. Students previously qualified for special education services are identified through regular reports in AERIES, notice from the families and/or the county when placement happens, or information received on the enrollment packet/emergency cards. A team of educators will routinely monitor their progress in all areas, including but not limited to academic, behavioral, social/emotional and health/medical. Services to address the needs of special education students are driven by goals and objectives that are developed through the IEP team and measured by standardized and informal assessments and observations. Special education service providers maintain frequent contact with students and families via phone, text, e-mail and video conferencing. Special Education teachers also have ongoing and frequent contact with a student's general

education teachers and teams. District assessments, teacher observations, and communication with parents are used to determine progress towards academic or behavioral goals. The special education team will address the unique needs of each student through both formal and informal means in a collaborative team process.

To ensure students identified as foster youth are successful, the district liaison makes sure that each student has what they need in order to be successful. Site liaisons provide support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programs, including school transitions, to minimize disruptions in enrollments for foster youth.

Students who are experiencing homelessness are also provided with the support they need. The district's McKinney-Vento Liaison coordinates to assist with the identification of students and reach out to families to provide information and resources. The liaison conducts needs assessments with all families experiencing homelessness within a week of enrollment, and connects families to school- and community-based supports through a referral process. We use our Mc Kinney-Vento funds, other local, state and/or federal funds allowed to aid this population of students, on top of general funds where committed/applicable. We apply differentiated graduation requirements as allowed/necessary. The district has a goal to increase outreach to these families specifically to connect them with resources to support remote learning, such as low-cost internet services, online tutorials for distance learning tools, and resources for basic needs.

Evidence-based educational practices to raise student achievement

Renaissance Learning's STAR: predictive validity data has shown that the resource meets evidence-based educational practices to predict future student performance.

Parental Engagement

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

RSUSD recognizes that pupil engagement and outreach is the shared responsibility of district teachers, administration, and support staff.   The district is dedicated to connecting families and students to resources to serve the needs of students. Translation is provided for all written documents and bilingual personnel is available to translate verbal communication.

A Tiered Engagement Plan has been designed to address pupil needs-

Tier I: Universal strategies to encourage academic engagement
Tier II: Early intervention for students who need more support to avoid academic disengagement and chronic absences.
Tier III: Intensive support for students facing the greatest challenges getting to school and engaging academically.

Teachers will have daily contact with all students on their roster. Student incentives will be made available to encourage student engagement and attendance.   Attention to Attendance, an early warning and attendance intervention system designed to increase learning time for all students, will be used to monitor students and identify those that reach Tier II and Tier III. When students are not meeting the educational requirements or engaging in instruction, teachers and support staff will reach out to students and families. If there are circumstances that are preventing students from becoming successful within the learning model or the student is struggling and, students will be referred by the classroom teacher to the SSC through the SST process. Attention to Attendance is linked to AERIES and automatically sends out letters to the family in their home language to give them notice of concern. After the second letter, administration will request a meeting with the parent. Flexible meeting times will be provided for families. The SSC will work with the teacher, student, and parent to develop an intervention plan for students in Tier 3. This plan will detail specific goals and timelines that are individualized to meet the students specific needs. Reasonable accommodation and resources will be noted and recommended to ensure student success. This is not to be confused with or meant to replace an IEP. IEP's will continue to remain in place and honored for qualifying students.

Valor Communications will develop a team within RSUSD, to train on uniform procedures and protocols for communication on a district wide level. This will allow for effective and timely communications pathways between District and stakeholders. RSUSD has partnered with Apptegy to develop an app for Apple and Android users. Families will be able to download the app free of cost, personalize their newsfeed, access in their home language, and set notifications for any or all school site that they select. Apptegy will have a Spanish language option available. This will facilitate communication between staff and families.Education programs for parents to better assist and support their child/children throughout their education. Extracurricular activities and sports programs will continue to be maintained to engage students in positive extended school day activities for un-duplicated students. We will also continue to maintain the existing field to ensure students and parents safe access both during the school day and after hours.

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)

Funding

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

Avenal Elementary School employs the STAR computer based reading and math program on a daily basis in grades K-5 to augment the regular program to help under-performing students to meet standards and to help accelerate students who are performing at grade level. Categorical program funds allow the school to provide support from a student support coordinator and paraprofessionals. We purchase supplemental material which includes interventions, for ELA, ELD, and Math.

Fiscal support (EPC)

The District provides each school site with a complete budget and provides each school with LCAP, Title I, Title II, and Title III funds support for academic and intervention needs.

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

A series of meetings will be held with School Site Councils, ELAC, parents, students, and community members to engage in the SPSA development and update process. Students were invited to take a student survey for 5th, 4th and 3rd grades. This survey was the mental health and wellness survey to determine current student needs. The first ELAC and SSC meetings were held virtually on 11/17/21. The information for these meetings was translated. Documents were available in English and Spanish by the Community Engagement Coordinator and the Principal. Parents and other stakeholders such as community members and staff were introduced to the LCAP process and brought up to date on the district's progress towards implementation. Parents have presented information surrounding improved and increased services and internet connectivity updates. Attendees were given times to voice questions, comments, or concerns. Staff members were given a second opportunity to participate in the survey, are invited to SSC meetings and are given the SPSA document through out the planning process. This is disseminated to them via the PLC notes.

Resource Inequities

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

All schools within Reef Sunset Unified are school wide programs. Every school in our district has school wide programs, there are no inequities in regards to funding staffing or materials/supplies.

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%	%	%	0		
African American	0%	%	%	0		
Asian	1.23%	1.2%	%	9	8	
Filipino	0%	%	%	0		
Hispanic/Latino	96.58%	96.7%	%	706	667	
Pacific Islander	0%	%	%	0		
White	2.19%	2.2%	%	16	15	
Multiple/No Response	0%	%	%	0		
			Total Enrollment	731	690	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	146	104	
Grade 1	103	117	
Grade 2	118	108	
Grade3	119	119	
Grade 4	124	118	
Grade 5	121	124	
Total Enrollment	731	690	

Conclusions based on this data:

1. Enrollment has dropped slightly for the 19-20 school year.

2. Designated EL time continues to be a priority. Integrated ELD strategies are a focus as teachers work with the ELD coach.

3. We continue to have a predominantly Hispanic/Latino population with over 95% year to year.

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	426	409	418	58.3%	59.30%	63.8%
Fluent English Proficient (FEP)	92	59	27	12.6%	8.60%	4.1%
Reclassified Fluent English Proficient (RFEP)	73	0		16.7%	0.00%	

Conclusions based on this data:

1. The percentage of EL students remained the same in the 3 school year span shown above.

2. The percentage of RFEP students dropped significantly due to not being able to reclassify the last year.

3. Our next steps would be to provide target EL intervention for students who are close to re-designation.

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	126	119	100	126	71	100	126	71	100	100	59.7	100.0
Grade 4	123	113	116	123	104	116	123	103	116	100	92.0	100.0
Grade 5	131	118	106	129	95	105	129	95	105	98.5	80.5	99.1
All Grades	380	350	322	378	270	321	378	269	321	99.5	77.1	99.7

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	2360.	2309.	2330.	9.52	2.82	2.00	11.11	8.45	17.00	21.43	14.08	13.00	57.94	74.65	68.00
Grade 4	2393.	2348.	2389.	2.44	1.94	6.03	14.63	2.91	13.79	19.51	10.68	18.10	63.41	84.47	62.07
Grade 5	2457.	2422.	2425.	10.85	5.26	3.81	20.93	14.74	19.05	25.58	24.21	18.10	42.64	55.79	59.05
All Grades	N/A	N/A	N/A	7.67	3.35	4.05	15.61	8.55	16.51	22.22	16.36	16.51	54.50	71.75	62.93

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	11.11	7.04	5.00	40.48	33.80	49.00	48.41	59.15	46.00
Grade 4	4.88	2.91	6.90	39.84	47.57	50.00	55.28	49.51	43.10
Grade 5	12.40	7.37	7.62	44.96	53.68	57.14	42.64	38.95	35.24
All Grades	9.52	5.58	6.54	41.80	46.10	52.02	48.68	48.33	41.43

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	7.14	0.00	2.00	34.92	20.00	38.00	57.94	80.00	60.00
Grade 4	2.46	0.00	3.45	47.54	30.00	41.38	50.00	70.00	55.17
Grade 5	13.18	5.26	2.86	47.29	35.79	42.86	39.53	58.95	54.29
All Grades	7.69	1.89	2.80	43.24	29.43	40.81	49.07	68.68	56.39

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	5.56	1.41	3.00	52.38	61.97	70.00	42.06	36.62	27.00
Grade 4	3.25	1.94	5.17	65.04	58.25	64.66	31.71	39.81	30.17
Grade 5	10.08	6.32	8.57	55.04	64.21	69.52	34.88	29.47	21.90
All Grades	6.35	3.35	5.61	57.41	61.34	67.91	36.24	35.32	26.48

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	6.35	1.41	2.00	41.27	43.66	44.00	52.38	54.93	54.00
Grade 4	3.25	1.94	6.03	44.72	55.34	62.07	52.03	42.72	31.90
Grade 5	16.28	7.37	5.71	41.86	58.95	46.67	41.86	33.68	47.62
All Grades	8.73	3.72	4.67	42.59	53.53	51.40	48.68	42.75	43.93

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. The percentage of all students in the "standard exceeded area" has decreased overall.

2. 71.75% of the Overall Achievement for All Students shows they did not meet standard for the 20-21 school year.

3. Next steps would be to increase TK-2 fluency of reading. Data would be tracked via the implementation of comprehensive reading strategies for ELA support. This would support overall ELA test scores in grades 3-5.

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	125	119	100	125	69	100	125	69	100	100	58.0	100.0
Grade 4	123	113	116	122	104	115	122	104	115	99.2	92.0	99.1
Grade 5	131	118	106	131	92	105	131	92	105	100	78.0	99.1
All Grades	379	350	322	378	265	320	378	265	320	99.7	75.7	99.4

* 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	2360.	2315.	2341.	2.40	0.00	1.00	12.80	8.70	10.00	24.00	15.94	18.00	60.80	75.36	71.00
Grade 4	2417.	2356.	2399.	4.10	0.96	6.09	10.66	1.92	7.83	39.34	23.08	26.09	45.90	74.04	60.00
Grade 5	2473.	2405.	2434.	10.69	1.09	6.67	16.03	5.43	12.38	29.01	18.48	17.14	44.27	75.00	63.81
All Grades	N/A	N/A	N/A	5.82	0.75	4.69	13.23	4.91	10.00	30.69	19.62	20.63	50.26	74.72	64.69

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.

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	4.80	1.45	5.00	23.20	17.39	28.00	72.00	81.16	67.00
Grade 4	8.20	0.00	5.22	26.23	15.38	34.78	65.57	84.62	60.00
Grade 5	18.32	1.09	7.62	32.06	26.09	33.33	49.62	72.83	59.05
All Grades	10.58	0.75	5.94	27.25	19.62	32.19	62.17	79.62	61.88

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	8.00	4.35	1.00	32.80	26.09	33.00	59.20	69.57	66.00
Grade 4	4.92	0.00	6.96	38.52	28.85	29.57	56.56	71.15	63.48
Grade 5	10.69	1.09	6.67	38.17	34.78	39.05	51.15	64.13	54.29
All Grades	7.94	1.51	5.00	36.51	30.19	33.75	55.56	68.30	61.25

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	5.60	1.45	3.00	43.20	52.17	56.00	51.20	46.38	41.00
Grade 4	4.92	0.96	7.83	39.34	47.12	46.09	55.74	51.92	46.09
Grade 5	12.98	3.26	3.81	40.46	45.65	48.57	46.56	51.09	47.62
All Grades	7.94	1.89	5.00	41.01	47.92	50.00	51.06	50.19	45.00

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. Percent of students at "standard exceeded" has decreased.

2. 74.72% of students show standard not met in grades 3- 5 for the 20-21 school year.

3. Our next steps would include the implementation of Ready Math as an intervention piece for grades 3-5. Intervention groups would be identified via the use of iReady Math associated assessments.

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	1408.9	1394.5	1390.0	1423.8	1412.2	1404.0	1373.8	1353.3	1357.1	70	56	71
1	1435.4	1420.8	1410.3	1445.3	1441.4	1428.5	1425.1	1399.7	1391.5	76	80	64
2	1465.6	1458.5	1463.4	1478.2	1457.4	1466.3	1452.5	1459.0	1460.0	74	61	79
3	1455.4	1457.1	1470.5	1449.0	1458.8	1472.8	1461.3	1454.9	1467.8	59	69	60
4	1489.6	1459.3	1482.0	1485.5	1462.2	1481.1	1493.4	1456.0	1482.4	59	65	73
5	1500.6	1475.1	1505.7	1499.0	1475.9	1503.2	1501.8	1473.9	1507.6	43	56	66
All Grades										381	387	413

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	5.71	10.71	2.82	28.57	19.64	25.35	45.71	41.07	43.66	20.00	28.57	28.17	70	56	71
1	3.95	3.75	0.00	27.63	20.00	15.63	46.05	43.75	39.06	22.37	32.50	45.31	76	80	64
2	9.46	6.56	8.86	31.08	29.51	27.85	43.24	37.70	43.04	16.22	26.23	20.25	74	61	79
3	1.69	2.90	8.33	18.64	15.94	23.33	40.68	42.03	36.67	38.98	39.13	31.67	59	69	60
4	3.39	3.08	4.11	45.76	21.54	31.51	32.20	35.38	36.99	18.64	40.00	27.40	59	65	73
5	11.63	0.00	15.15	34.88	17.86	27.27	39.53	50.00	36.36	13.95	32.14	21.21	43	56	66
All Grades	5.77	4.39	6.54	30.71	20.67	25.42	41.73	41.60	39.47	21.78	33.33	28.57	381	387	413

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	14.29	12.50	2.82	30.00	32.14	32.39	38.57	30.36	36.62	17.14	25.00	28.17	70	56	71
1	13.16	12.50	9.38	34.21	25.00	23.44	36.84	48.75	39.06	15.79	13.75	28.13	76	80	64
2	21.62	13.11	18.99	40.54	34.43	25.32	31.08	40.98	43.04	6.76	11.48	12.66	74	61	79
3	8.47	11.59	15.00	32.20	37.68	36.67	25.42	24.64	21.67	33.90	26.09	26.67	59	69	60
4	25.42	12.31	21.92	44.07	30.77	35.62	18.64	35.38	20.55	11.86	21.54	21.92	59	65	73
5	32.56	10.71	28.79	44.19	51.79	39.39	11.63	14.29	16.67	11.63	23.21	15.15	43	56	66
All Grades	18.37	12.14	16.22	37.01	34.63	31.96	28.61	33.33	30.02	16.01	19.90	21.79	381	387	413

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	2.86	8.93	1.41	27.14	10.71	9.86	48.57	33.93	47.89	21.43	46.43	40.85	70	56	71
1	5.26	2.50	1.56	18.42	18.75	3.13	38.16	27.50	29.69	38.16	51.25	65.63	76	80	64
2	1.35	11.48	5.06	27.03	22.95	24.05	27.03	22.95	39.24	44.59	42.62	31.65	74	61	79
3	1.69	1.45	8.33	5.08	5.80	8.33	38.98	30.43	25.00	54.24	62.32	58.33	59	69	60
4	1.69	0.00	2.74	18.64	12.31	16.44	49.15	23.08	24.66	30.51	64.62	56.16	59	65	73
5	0.00	0.00	7.58	6.98	1.79	19.70	65.12	48.21	30.30	27.91	50.00	42.42	43	56	66
All Grades	2.36	3.88	4.36	18.37	12.40	14.04	42.78	30.49	33.17	36.48	53.23	48.43	381	387	413

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	12.86	19.64	14.08	72.86	73.21	66.20	14.29	7.14	19.72	70	56	71
1	43.42	27.50	23.44	42.11	65.00	54.69	14.47	7.50	21.88	76	80	64
2	18.92	27.87	25.32	70.27	63.93	62.03	10.81	8.20	12.66	74	61	79
3	1.69	15.94	33.33	61.02	43.48	53.33	37.29	40.58	13.33	59	69	60
4	11.86	21.54	38.36	67.80	56.92	49.32	20.34	21.54	12.33	59	65	73
5	11.63	12.50	18.18	72.09	64.29	69.70	16.28	23.21	12.12	43	56	66
All Grades	18.11	21.19	25.42	63.52	60.72	59.32	18.37	18.09	15.25	381	387	413

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	15.71	7.27	4.23	62.86	54.55	60.56	21.43	38.18	35.21	70	55	71
1	2.63	3.75	4.69	76.32	57.50	46.88	21.05	38.75	48.44	76	80	64
2	31.08	6.56	12.66	56.76	67.21	69.62	12.16	26.23	17.72	74	61	79
3	18.64	24.64	26.67	49.15	46.38	45.00	32.20	28.99	28.33	59	69	60
4	33.90	18.46	20.55	54.24	60.00	45.21	11.86	21.54	34.25	59	65	73
5	62.79	37.50	51.52	20.93	39.29	27.27	16.28	23.21	21.21	43	56	66
All Grades	24.67	15.80	19.61	56.17	54.40	49.88	19.16	29.79	30.51	381	386	413

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	0.00	5.36	2.82	82.86	50.00	61.97	17.14	44.64	35.21	70	56	71
1	15.79	7.50	4.69	38.16	38.75	25.00	46.05	53.75	70.31	76	80	64
2	5.41	19.67	8.86	52.70	44.26	50.63	41.89	36.07	40.51	74	61	79
3	1.69	1.47	3.33	28.81	29.41	40.00	69.49	69.12	56.67	59	68	60
4	1.69	1.54	0.00	45.76	33.85	45.21	52.54	64.62	54.79	59	65	73
5	4.65	1.79	12.12	67.44	41.07	50.00	27.91	57.14	37.88	43	56	66
All Grades	5.25	6.22	5.33	52.23	39.12	46.00	42.52	54.66	48.67	381	386	413

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	24.29	16.07	8.45	42.86	26.79	43.66	32.86	57.14	47.89	70	56	71
1	5.26	1.25	0.00	61.84	53.75	51.56	32.89	45.00	48.44	76	80	64
2	5.41	4.92	10.13	58.11	47.54	62.03	36.49	47.54	27.85	74	61	79
3	3.39	0.00	8.33	66.10	44.93	56.67	30.51	55.07	35.00	59	69	60
4	6.78	3.08	12.33	69.49	44.62	39.73	23.73	52.31	47.95	59	65	73
5	0.00	0.00	9.09	81.40	58.93	59.09	18.60	41.07	31.82	43	56	66
All Grades	8.14	3.88	8.23	61.68	46.51	52.06	30.18	49.61	39.71	381	387	413

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. The majority of students are in Level 2 out of 4 possible levels for Overall Language proficiency.

2. 54.66% of students test at the beginning level for the reading domain of the ELPAC.

3. Our next steps would include, the use of BPST to identify ELs who are in need of intervention. Guided reading would then be used to target reading deficiencies.

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**
655	**94.2**	**63.8**	**0.6**
Total Number of Students enrolled in Avenal Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	418	63.8
Foster Youth	4	0.6
Homeless	14	2.1
Socioeconomically Disadvantaged	617	94.2
Students with Disabilities	47	7.2

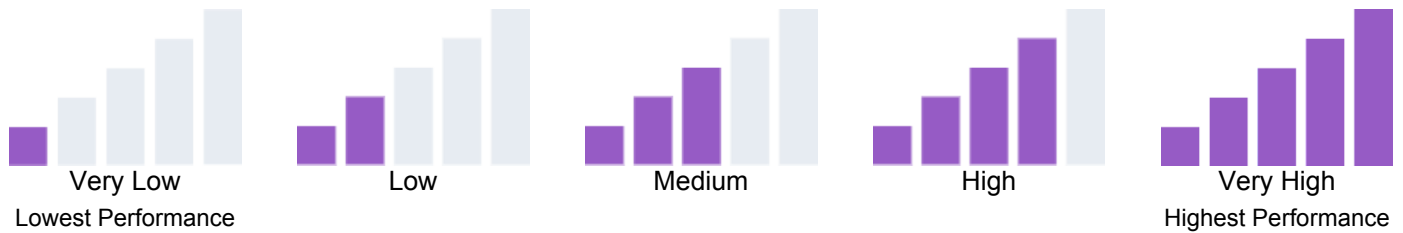| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian	11	1.7
Filipino		
Hispanic	629	96.0
Two or More Races	1	0.2
Pacific Islander		
White	14	2.1

Conclusions based on this data:

1. The highest subgroup in the student population is Socioeconomically Disadvantage with 94.8%.

2. The second highest subgroup in the student population is English Learners with 59.3%.

3. Next steps would include intervention priority to students who are Socioeconomically Disadvantaged. Interventions would include: Guided reading, Ready Math and afterschool tutorial.
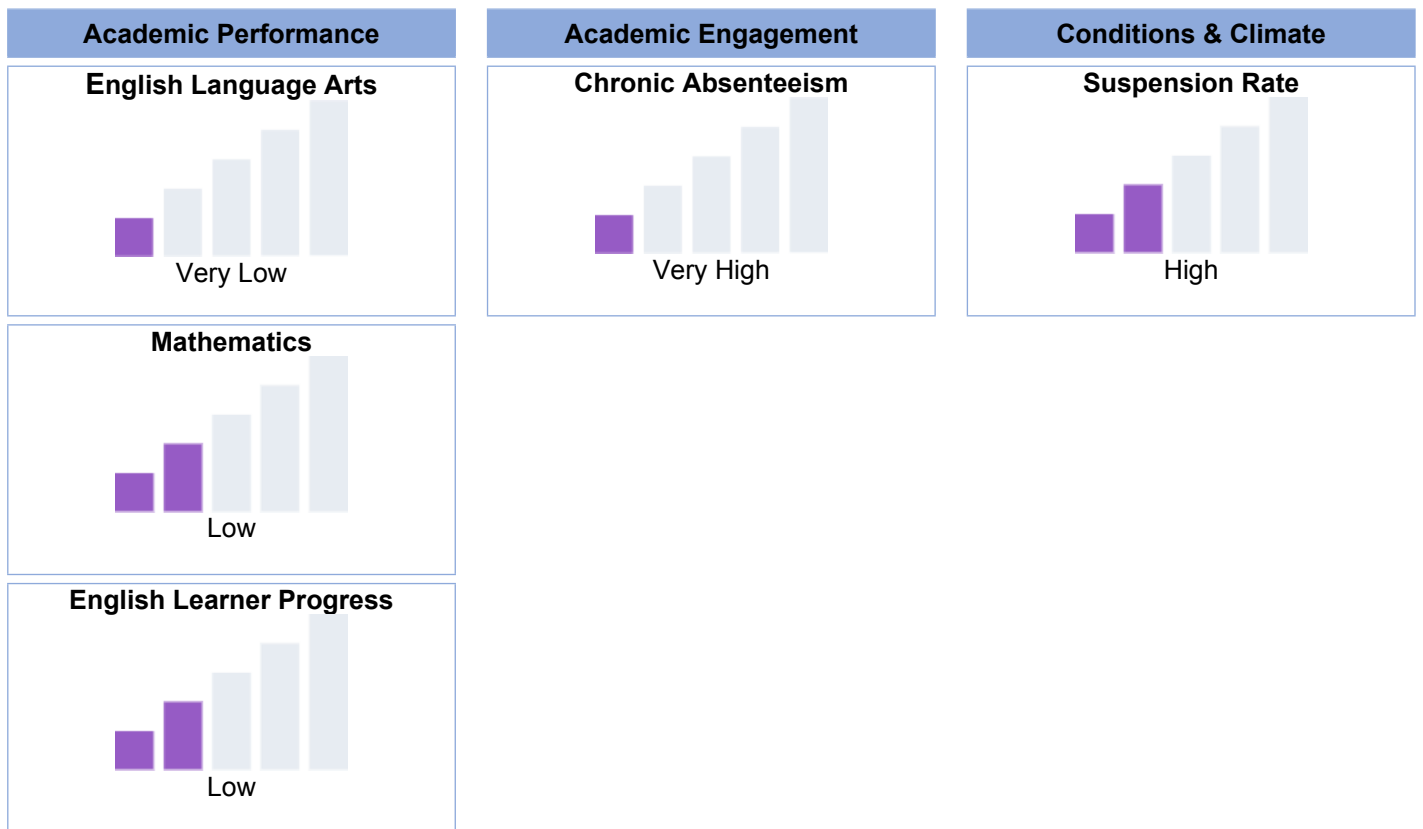
School and Student Performance Data

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).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic absenteeism and suspension rates were green, which indicates student number declined in these areas.

2. English Language Arts and Math are both areas that showed a need for focus.
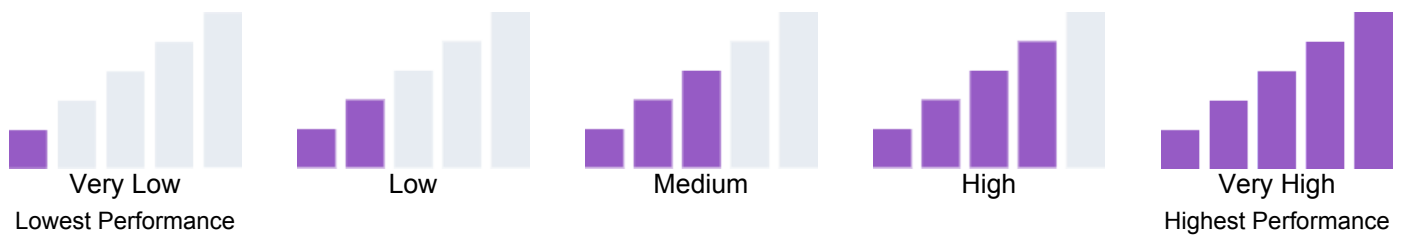
3. Next steps in this area would include a focus on Guided Reading to assist with reading intervention in grades TK-5, small group math intervention for TK-5 as well.

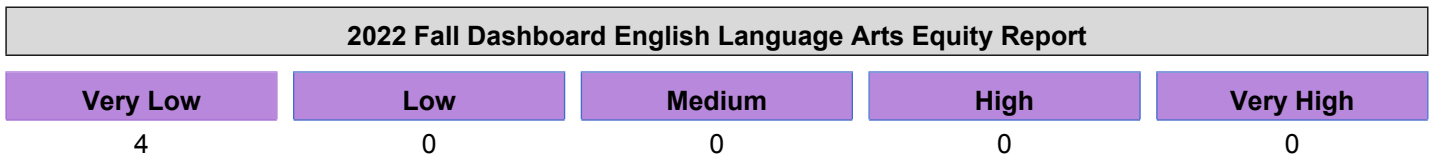# School and Student Performance Data

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).
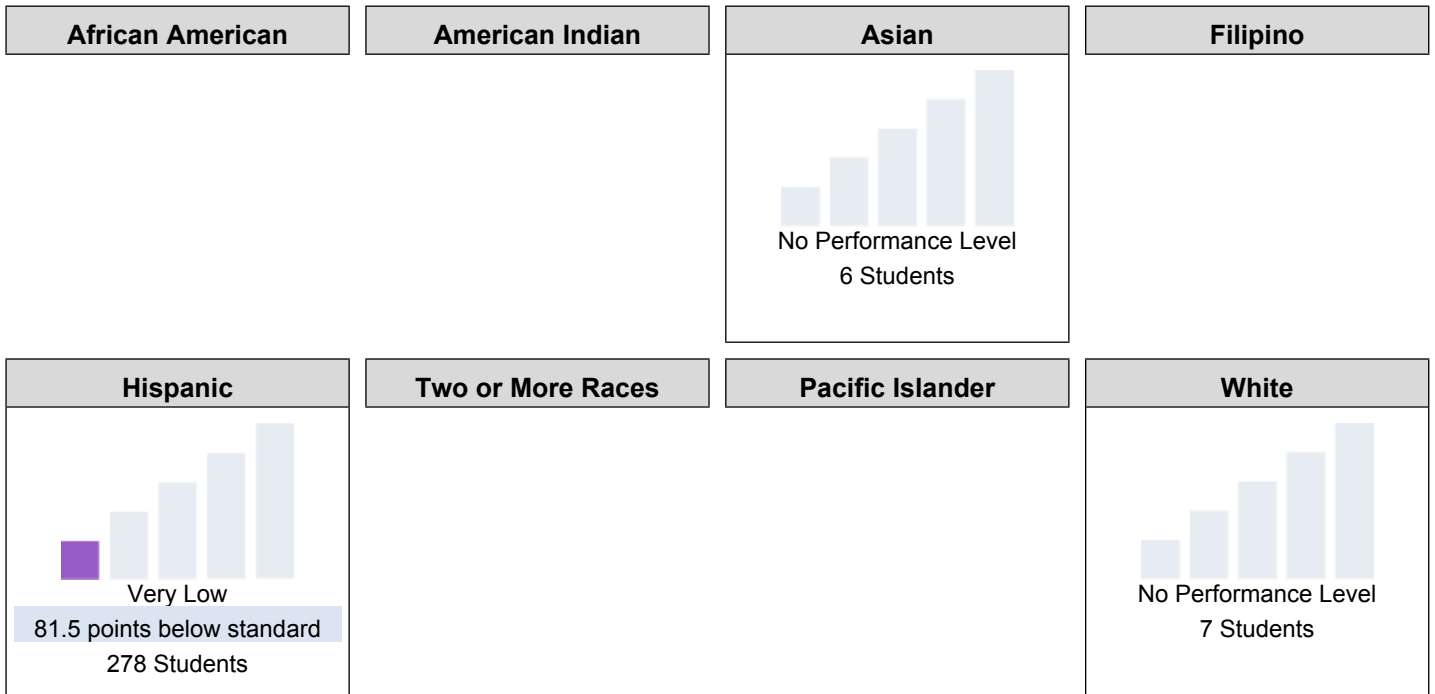
Very Low	Low	Medium	High	Very High

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	0	0	0	0

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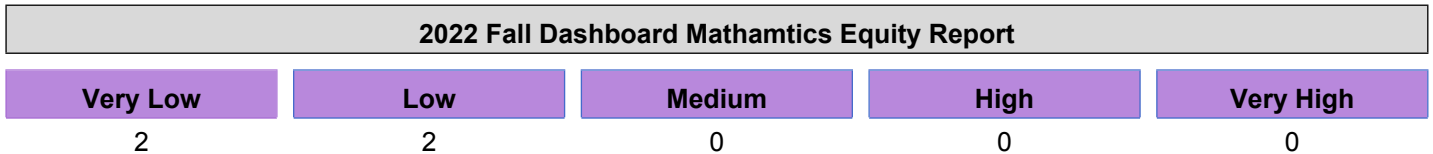mmative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low	Very Low	No Performance Level
82.4 points below standard	88.5 points below standard	2 Students
291 Students	198 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	Very Low
3 Students	84.7 points below standard	119.4 points below standard
	275 Students	33 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level 6 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very Low 81.5 points below standard 278 Students			No Performance Level 7 Students
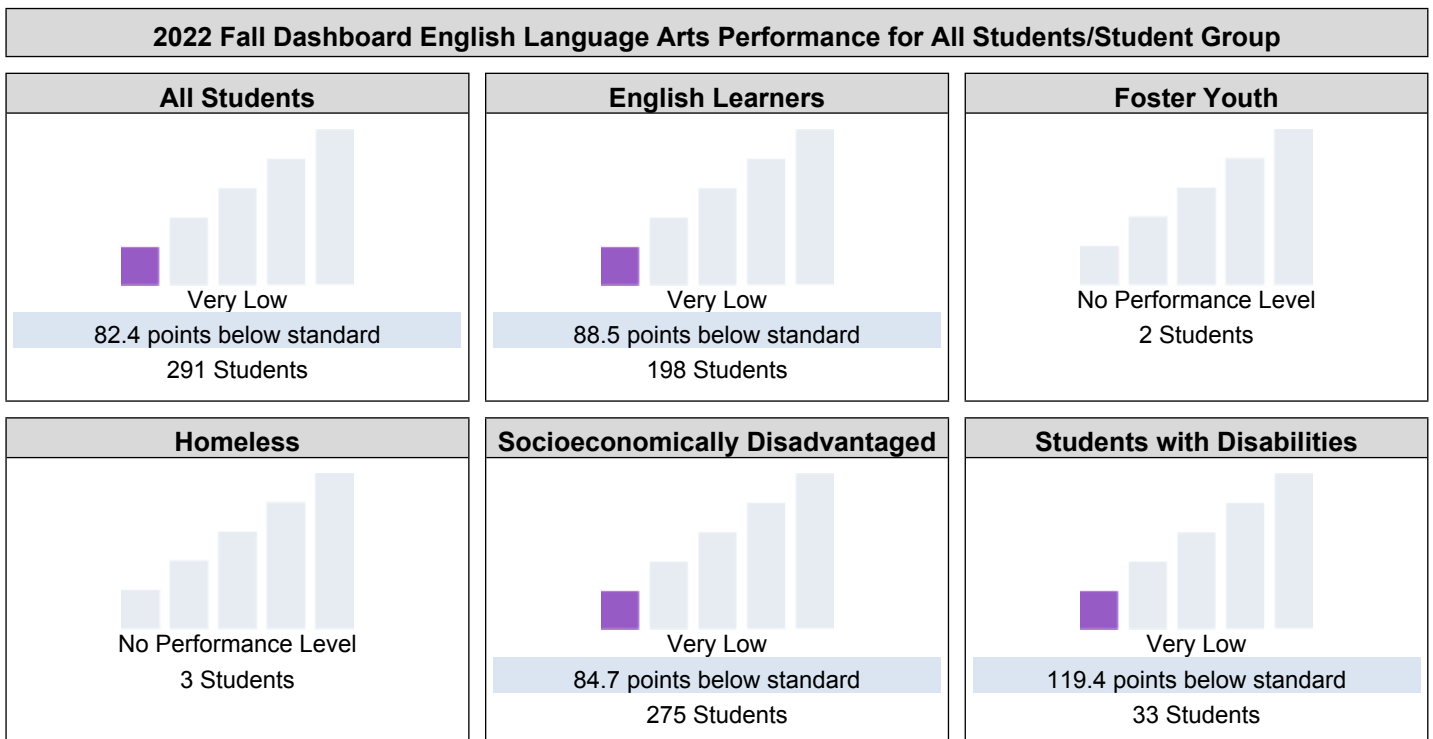
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.9 points below standard	9.3 points below standard	69.4 points below standard
181 Students	17 Students	92 Students

Conclusions based on this data:

1. English Learner students showed the least amount of loss, as they declined 5.6 points.

2. All groups declined significantly.

3. Next steps are continued coaching sessions for teachers surrounding ELD instruction.

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).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	2	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Very Low	No Performance Level
88.4 points below standard	97.9 points below standard	2 Students
290 Students	197 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
3 Students	91.3 points below standard	139.7 points below standard
	274 Students	33 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level 6 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low 88.1 points below standard 277 Students			No Performance Level 7 Students
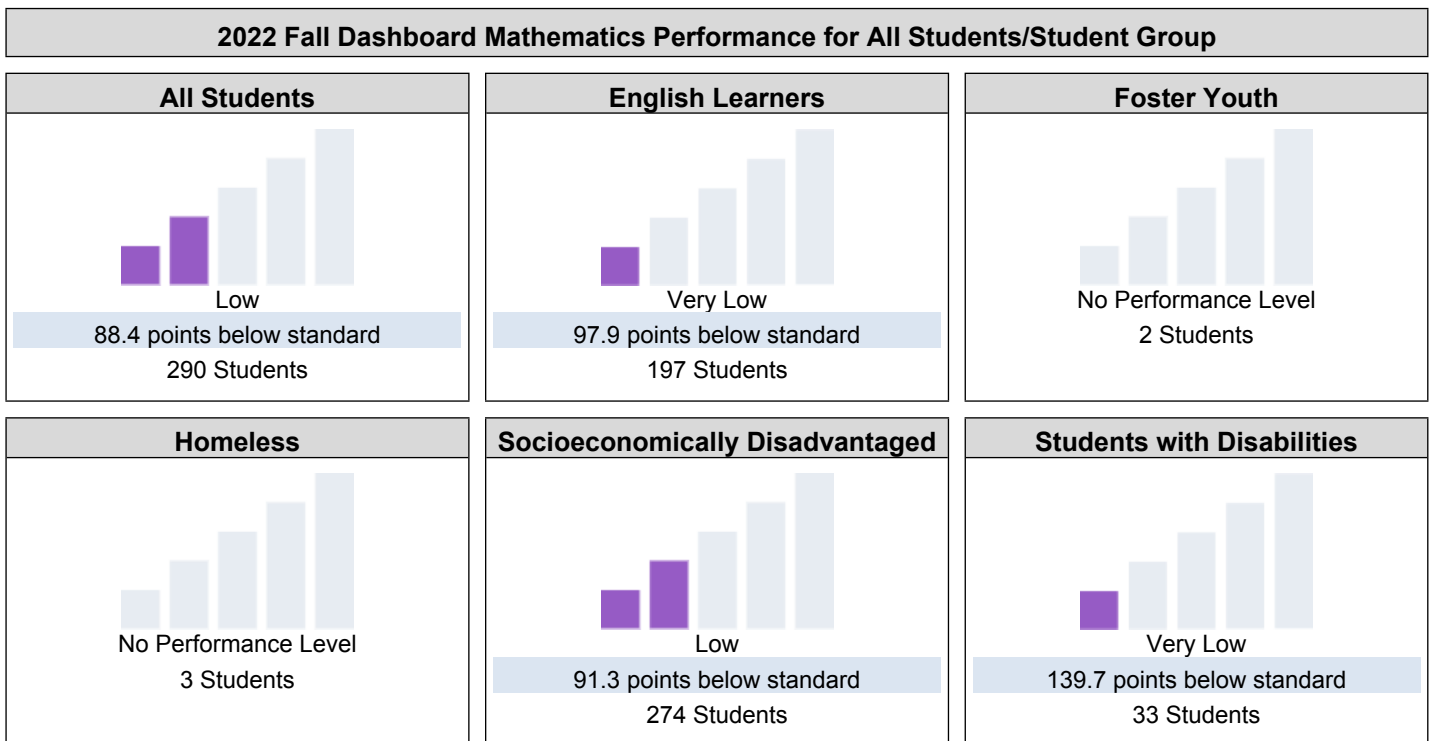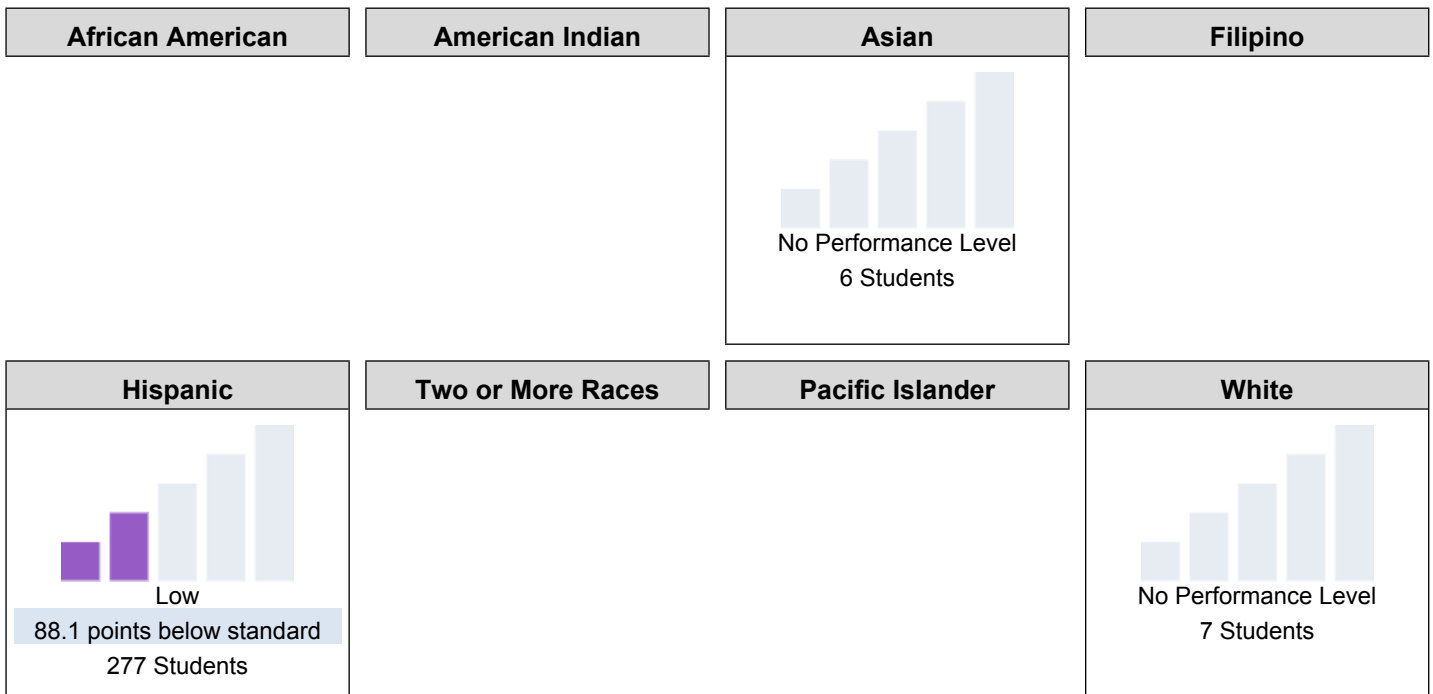
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107.1 points below standard 180 Students	0.1 points below standard 17 Students	68.3 points below standard 92 Students

Conclusions based on this data:

1. Homeless, English Learners and Students w/ Disability showed growth.

2. Although the "all students" group maintained, they still showed 62.5 points below standard.

3. Next steps would included intervention using Ready Math for students who are identified through iReady assessments.

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

Low

41.0 making progress towards English language proficiency

Number of EL Students: 322 Students

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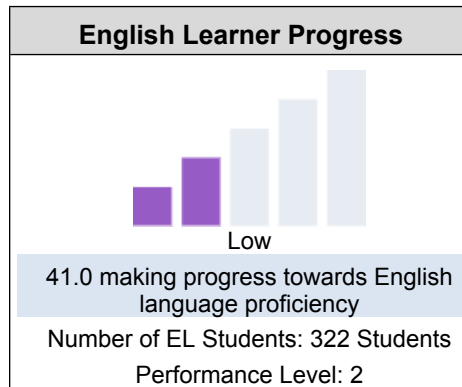
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
18.9%	40.1%	2.5%	38.5%

Conclusions based on this data:

1. 36.5% students progressed at least one ELPI level.

2. 25.8% students decreased one ELPI Level.

3. Next steps are designated and integrated ELD coaching to support student learning.

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.
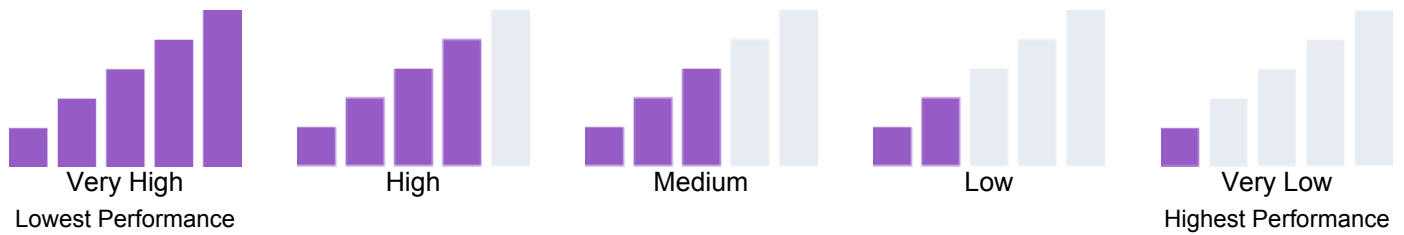
Conclusions based on this data:
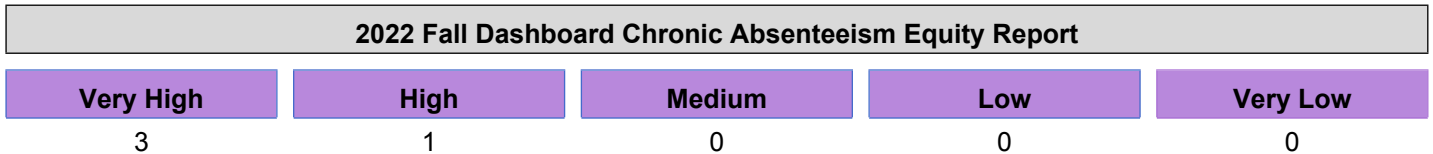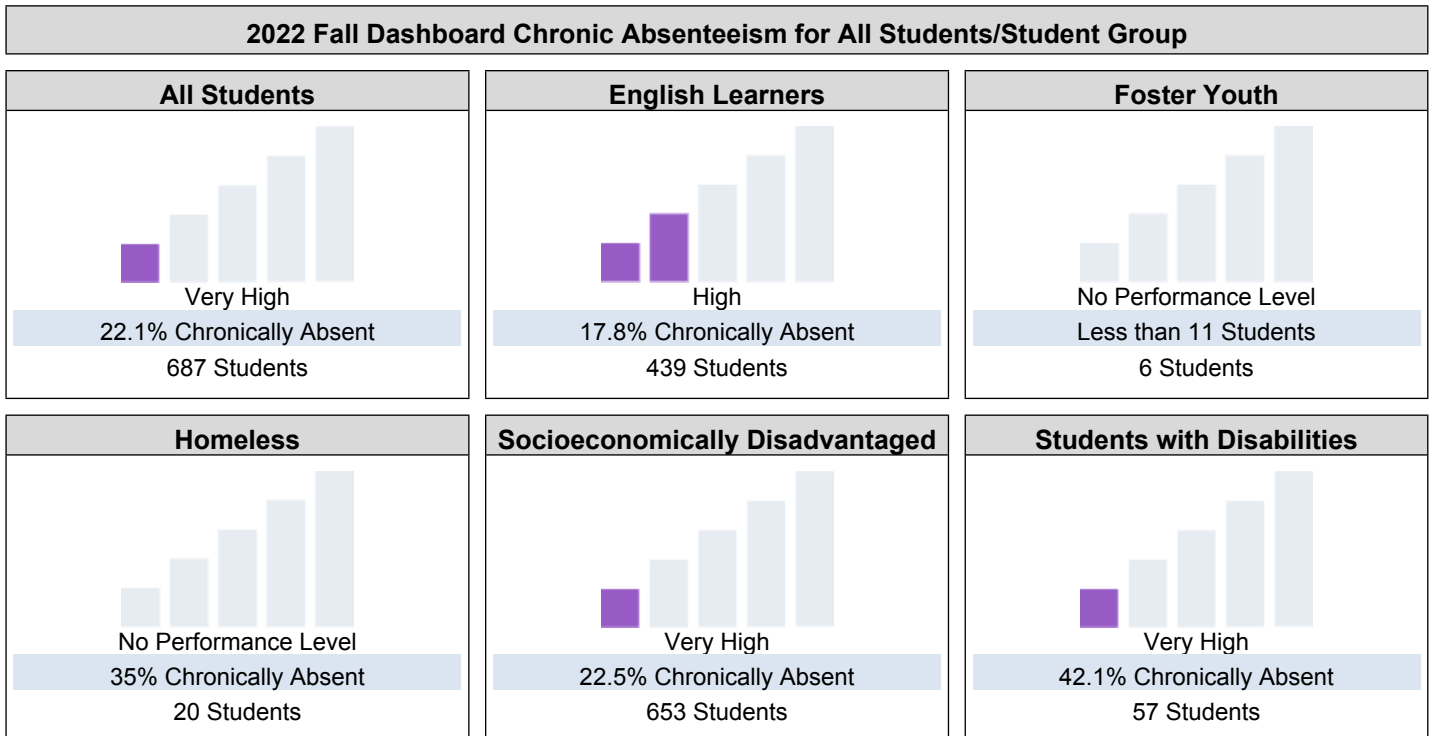
1.

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).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

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

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	High	No Performance Level
22.1% Chronically Absent	17.8% Chronically Absent	Less than 11 Students
687 Students	439 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
35% Chronically Absent	22.5% Chronically Absent	42.1% Chronically Absent
20 Students	653 Students	57 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level	
		18.2% Chronically Absent	
		11 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level		No Performance Level
22.2% Chronically Absent	Less than 11 Students		21.4% Chronically Absent
661 Students	1 Student		14 Students
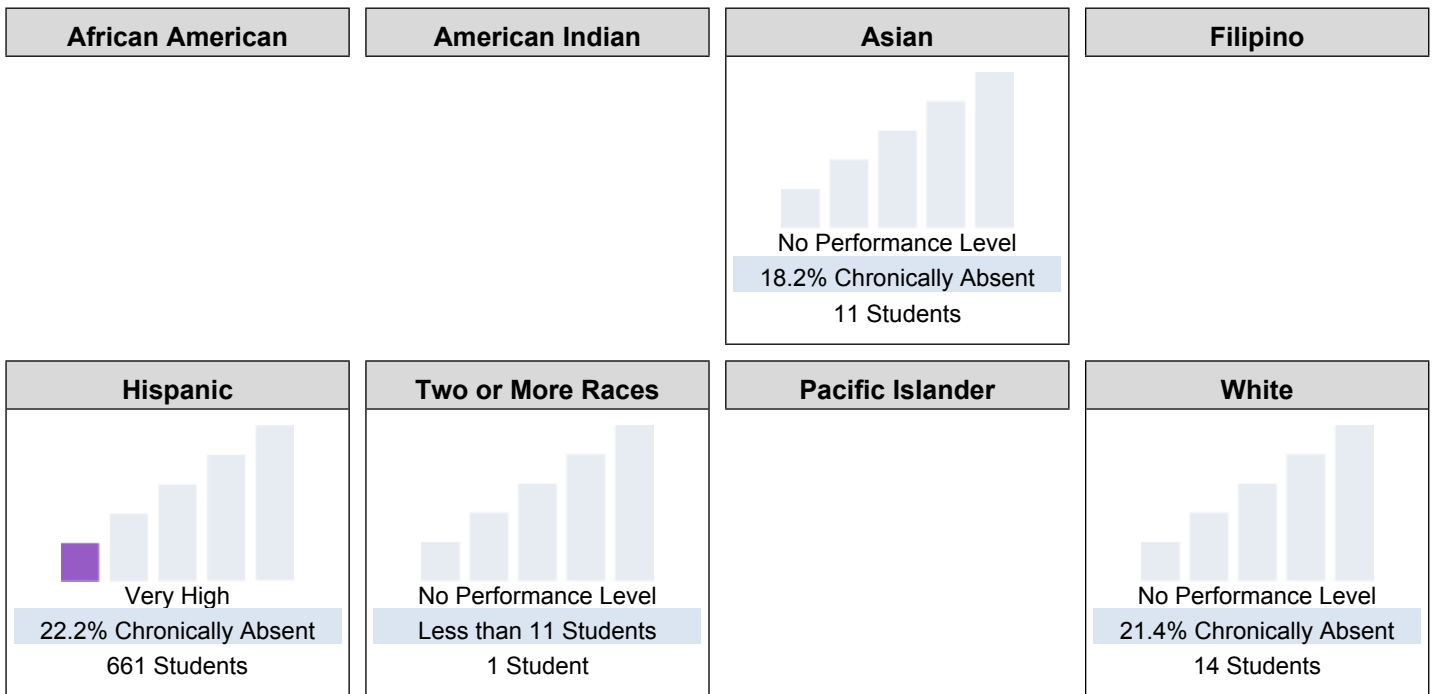
Conclusions based on this data:

1. There was an overall decline of chronic absenteeism with all students.

2. Students with disabilities are still in the Yellow.

3. Next steps is provide priority incentives for students who are Socioeconomically Disadvantaged in order to decrease chronic absenteeism.

School and Student Performance Data

Academic Engagement
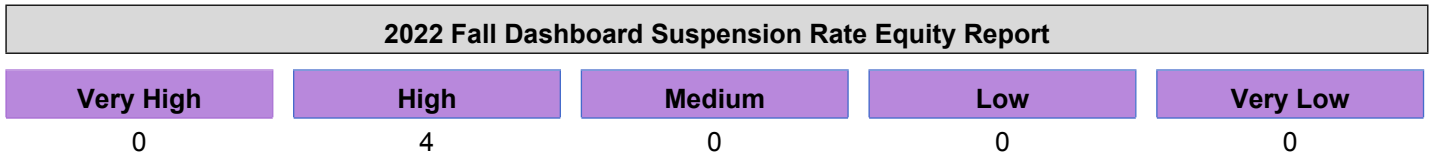## Graduation Rate

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.
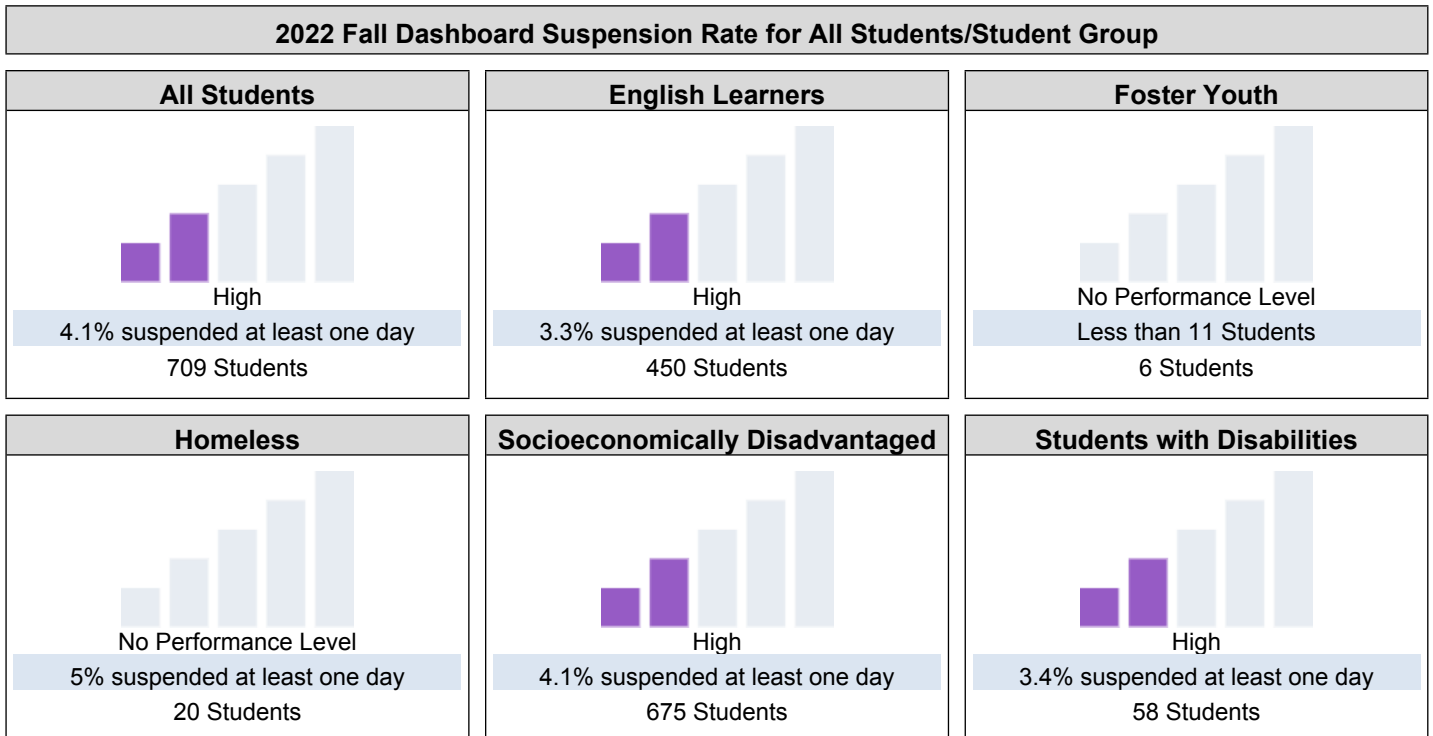
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

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
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).

Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	**High**	**Medium**	**Low**	**Very Low**
0	4	0	0	0

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**
High	High	No Performance Level
4.1% suspended at least one day	3.3% suspended at least one day	Less than 11 Students
709 Students	450 Students	6 Students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	High
5% suspended at least one day	4.1% suspended at least one day	3.4% suspended at least one day
20 Students	675 Students	58 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level	
		0% suspended at least one day	
		12 Students	

Hispanic	Two or More Races	Pacific Islander	White
High	No Performance Level		No Performance Level
4.1% suspended at least one day	Less than 11 Students		7.1% suspended at least one day
682 Students	1 Student		14 Students
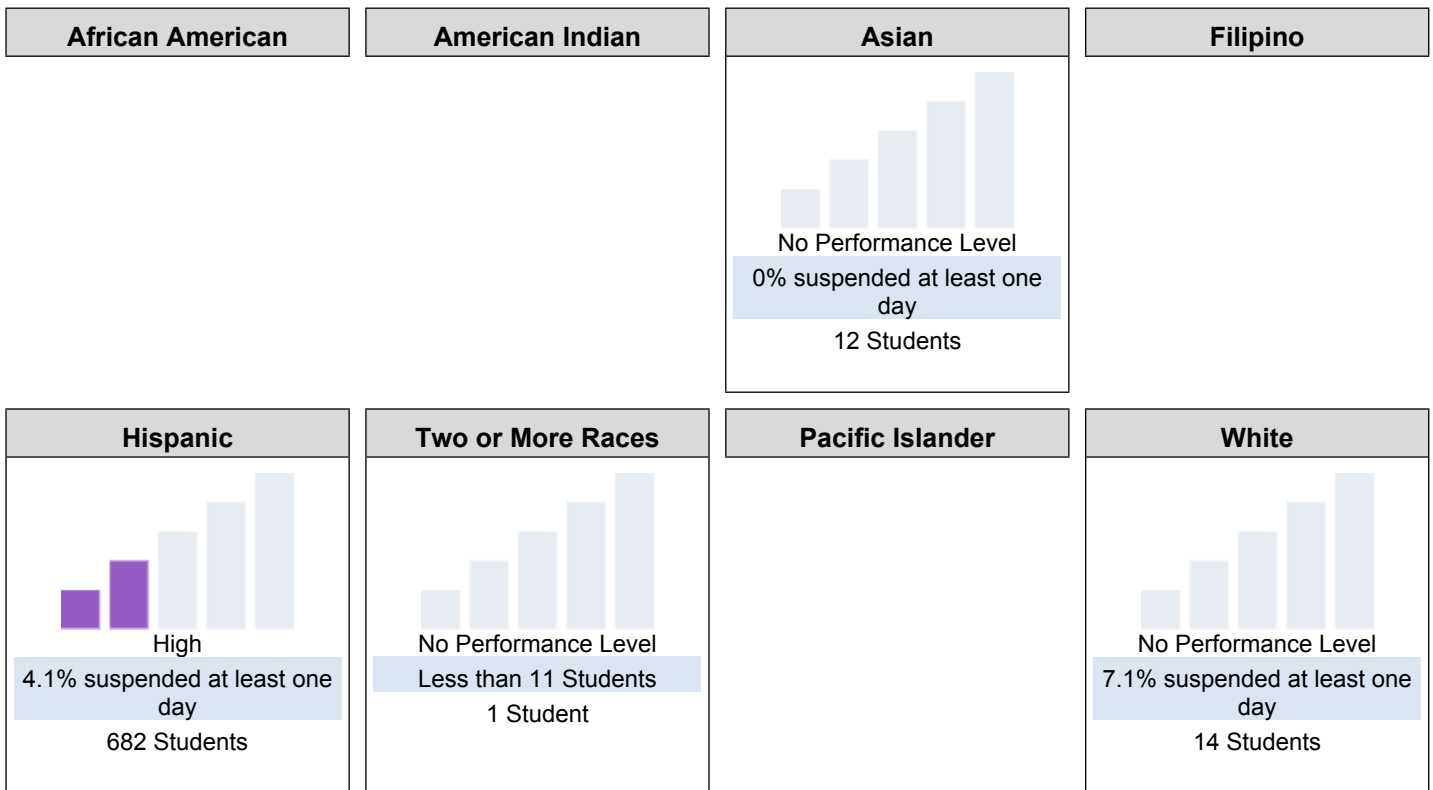
Conclusions based on this data:

1. Our suspension rate declined in the subgroups of Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, and Homeless.

2. English Learner student suspension rates increased.

3. Next steps, PBIS interventions will be prioritized for English Learner student to decrease suspension rates.

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

Priority 2: Implementation of State Standards, 4: Pupil Achievement, 7: Course Access, 8: Other Pupil Outcomes

LEA/LCAP Goal

The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous learning environments and relevant standards based instruction.

Goal 1

English Language Arts- Implement State ELA Common Core Standards. All students will reach high standards, at a minimum attaining a 10% increase in all sub-groups of students reaching proficiency or better in reading/language arts. All students will reach high standards, at a minimum attaining a 10% increase in all sub-groups of students reaching proficiency or better in math. There will be a focus on early literacy for grades TK-2nd involving professional development and coaching from outside agencies. Professional development will also continue around trauma informed practices and culturally responsive teaching in regards to strengthening student engagement.

Identified Need

The majority of students at AES are not meeting standard in the area of English Language Arts and Math. Students struggle with foundational reading skills, such as fluency and decoding. Students have consistently shown low progress in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metrics State Priority 2: 2A.. Implementation of State Standards 1. English Language Arts 2. Math 3. English Language Development 4. Health Education Content Standards 5. History-Social Science 6. Model School Library Standards 7. Physical Education Model Content Standards 8. Next Generation Science Standards 9. Visual and Performing Arts 2B. EL access to CCSS and the ELD standards	1.ELA- STAR Early Literacy Baseline-PR Below 25th- 62% 25th-49th- 15.9% 50th-74th- 9.6% 75th-Above- 12.6% STAR Reading Baseline- Below 25th- 52.1% 25th-49th- 16% 50th-74th- 10.8% 75th- Above- 21.1% 2.Math- Baseline STAR Math Baseline- Below 25th- 32.8% 25th-49th- 22.2% 50th-74th- 14.7% 75th- Above- 30.2% 3.ELD (Integrated)- Yellow 4.Health-	1.ELA- we will be using local assessments in the form of STAR Early Literacy, STAR Reading. STAR Early Literacy- Expected Outcome Below 25th- 35% 25th-49th- 19% 50th-74th- 5% 75th- Above- 41% STAR Reading- Expected Outcome Below 25th- 32% 25th-49th- 10% 50th-74th- 24% 75th- Above- 34% 2.Math- we will be using local assessments in the form of STAR Math. STAR Math- Expected Outcome

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5.History-Social Studies- Set Baseline Fall 2022 6.Model School Library Standards- 7.Physical Education Model Content Standards- 8.Next Generation Science Standards- Set Baseline Fall 2022 9.Visual and Performing Arts- Culminating Event of School wide Art Event 2B.EL access to CCSS and the ELD standards- ELPAC	Below 25th- 22% 25th-49th- 11% 50th-74th- 23% 75th-Above- 44% 3.ELD (Integrated)- ELPAC 4.Health- 5.History-Social Studies- Due to COVID-19 adoption of new History-Social Studies curriculum has been delayed. We will focus on unit assessments. 6.Model School Library Standards- 7.Physical Education Model Content Standards- 8. Next Generation Science Standards- Due to COVID-19 adoption of new Science curriculum has been delayed. We will focus on unit assessments. 9.Visual and Performing Arts- Culminating School-Wide event 2b.EL access to CCSS and the ELD standards- ELPAC
Metrics State Priority 4 Pupil Achievement 1. Statewide Assessments 2. EL progress as measured by ELPAC 3. EL reclassification rate	1. ELA- Yellow, Math- Yellow 2. ELA- Yellow 3.ELP- Low (no color assigned)	1. ELA and Math- we will be using local assessments in the form of STAR ELA and Math 2. ELPAC - 5% growth on ELPAC 3. El Reclassification - 5% growth of student reclassification
Metrics State Priority 7 Course Access: 7A) 1.Course Access for Grades TK-5	100% of students have access	100% of students have access
7B) Programs and services developed and provided for unduplicated students	ELA- STAR Early Literacy Baseline- PR Below 25th- 62% 25th-49th- 15.9% 50th-74th- 9.6% 75th-Above- 12.6% STAR Reading Baseline-	STAR Early Literacy- Expected Outcome Below 25th- 35% 25th-49th- 19% 50th-74th- 5% 75th- Above- 41% STAR Reading- Expected Outcome

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Below 25th- 52.1% 25th-49th- 16% 50th-74th- 10.8% 75th- Above- 21.1% Math- Baseline STAR Math Baseline- Below 25th- 32.8% 25th-49th- 22.2% 50th-74th- 14.7% 75th- Above- 30.2%	Below 25th- 32% 25th-49th- 10% 50th-74th- 24% 75th- Above- 34% Math- we will be using local assessments in the form of STAR Math. STAR Math- Expected Outcome Below 25th- 22% 25th-49th- 11% 50th-74th- 23% 75th-Above- 44%
7C) Programs and services developed and provided for individuals with exceptional needs	STAR Early Literacy Baseline- STAR Reading Baseline- STAR Math Baseline-	STAR Early Literacy Goal STAR Reading Goal STAR Math Goal
Metrics State Priority 8 Pupil Outcomes 1. ELA 2. Math 3. Science 4. Social Science 5. Physical Education (5th; 7th; and 9th grades.) 6.Visual and Performing Arts 8. Applied Arts 9. Electives as applicable.	1.ELA- STAR Early Literacy Baseline- PR Below 25th- 62% 25th-49th- 15.9% 50th-74th- 9.6% 75th-Above- 12.6% STAR Reading Baseline- Below 25th- 52.1% 25th-49th- 16% 50th-74th- 10.8% 75th- Above- 21.1% 2.Math- Baseline STAR Math Baseline- Below 25th- 32.8% 25th-49th- 22.2% 50th-74th- 14.7% 75th- Above- 30.2% 3.ELD (Integrated)- Yellow 4.Health- 5.History-Social Studies- Set Baseline Fall 2022 6.Model School Library Standards- 7.Physical Education Model Content Standards-	1.ELA- we will be using local assessments in the form of STAR Reading STAR Early Literacy- Expected Outcome Below 25th- 35% 25th-49th- 19% 50th-74th- 5% 75th- Above- 41% STAR Reading- Expected Outcome Below 25th- 32% 25th-49th- 10% 50th-74th- 24% 75th- Above- 34% 2.Math- we will be using local assessments in the form of STAR Math. STAR Math- Expected Outcome Below 25th- 22% 25th-49th- 11% 50th-74th- 23% 75th-Above- 44% 3.ELD (Integrated)- ELPAC 4.Health- 5.History-Social Studies- Due to COVID-19 adoption of new

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	8.Next Generation Science Standards- Set Baseline Fall 2022 9.Visual and Performing Arts- Culminating Event of School wide Art event 2B.EL access to CCSS and the ELD standards- ELPAC	History-Social Studies curriculum has been delayed. We will focus on unit assessments. 6.Model School Library Standards- 7.Physical Education Model Content Standards- 8. Next Generation Science Standards- Due to COVID-19 adoption of new Science curriculum has been delayed. We will focus on unit assessments. 9.Visual and Performing Arts- Culminating virtual School- Wide event 2b.EL access to CCSS and the ELD standards- ELPAC

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 - to include English Learners, Low Income and Homeless

Strategy/Activity

All students will receive meaningful classroom instruction using research-based strategies. Provide professional development, and instructional resources through the school year to support the implementation. Comprehensive Literacy training will also be provided by FCOE to the Tk-5 grade teachers along with supplemental materials purchased. Work will also be done through the P3CC in the area of Early Literacy and best practices defined through the cycle of inquiry will also be adopted by staff as grade appropriate. Achievement Teams as grade levels/spans will meet through out the year to plan teaching, discuss data and strategies around student need. Grade level teams will determine and request supplemental materials and manipulatives for ELA and Math (based on assessed student needs and alignment to state standards) as early in the year as possible. The adopted materials are implemented daily as designed to support the needs of all students. Identify students who have tested below grade-level on the BPST assessment. Certificated teachers will provide instructional support for Guided Reading and small group instruction. Identify students who have tested below grade level in Math assessments for Classified and Certificated Staff to provide instructional/supplemental support.

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)
8,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Certificated Salaries Extra Duty
8,000	Title III 1000-1999: Certificated Personnel Salaries Certificated Salaries Extra Duty
6,000	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Classified Salaries Extra Duty
7,000	Title III 2000-2999: Classified Personnel Salaries Classified Salaries Extra Duty, translation preparing communications materials
29,884	Title I Part A: Allocation 4000-4999: Books And Supplies Supplemental Books, Instructional Supplies, Equipment
8,714	Title III 4000-4999: Books And Supplies Supplemental Books, Instructional Supplies
9000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Conference, Memberships, Rentals, Communication
10000	Title III 5000-5999: Services And Other Operating Expenditures Conference, Memberships, Rentals, Communication
8,114	Title I Part A: Allocation 4000-4999: Books And Supplies Equipment
2,053	Title III 4000-4999: Books And Supplies Equipment

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Student Engagement will be a focus for staff with continued professional development in the areas of Trauma Informed Practices/Culturally Responsive Teaching and Kagan strategies. Supplemental materials along with incentives to help in creating a safe, positive environment for students including PBIS and Restorative Justice Practices. Staff will work together to recognize the positive behaviors students are already engaging in and also recognize students for effort and growth in academic areas.

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

Amount(s)	Source(s)
8,667	Title I Part A: Allocation 4000-4999: Books And Supplies Supplemental Material, Supplies
3,000	Title III 4000-4999: Books And Supplies Supplemental Materials and Supplies

Strategy/Activity 3
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)

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.

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity

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

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.

Comprehensive Literacy was the focus of work that was done with FCOE this year, not excluding guided reading which was still in practice as well. Orton Gillingham was not successfully implemented as planned, COVID restrictions keot from rotating through small groups and there was no additional training available for new staff. We are still in the process of gauging the effectiveness of the implementation of the comprehensive literacy strategies implemented across the grade levels.

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

Differences between the intended implementation and budgeted expenditures were due to changes caused by COVID-19 which was still an issue in regards to student and staff attendance through out the school year.

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

Goal 1, Action 1, we have added Comprehensive literacy strategies in addition to Guided Reading, P3CC work and Achievement Teams.
Goal1, Action 1, funds were changed in Certificated, Classified Salaries, and Books and Supplies
Goal 1, Action 2, funds were changed in Books and Supplies.

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

Priorities 1: Basic, 5: Pupil Engagement, 6: School Climate

LEA/LCAP Goal

The District will provide engaging and rigorous learning environments where students feel safe and want to be in school.

Goal 2

We will implement district wide data team protocol as part of Multi-Tiered System of Support and continued social-emotional learning centered upon student engagement.

Identified Need

The school recognizes the importance of building and maintaining trust built relationships, we will begin professional development and implementation around Multi-Tiered System of Support (MTSS). Students are likely to demonstrate academic success when they feel safe and secure in their environment. Additionally, administration and staff will provide opportunities for behavioral intervention and social emotional awareness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6A: Suspension Rate-All Students	2.5%	2% Suspension rate
5A: School Attendance Rates	94.1%	94% School attendance rate
5B: Chronic Absenteeism Rates	5.9%	5% Chronic Absenteeism Rates
6B: Pupil Expulsion Rates	0%	0% Pupil Expulsion Rates
6C: Sense of Safety and Connectedness Survey	75% of 5th grade students	80% of 5th grade students feel safe and connected
1A. The teachers of the school district are appropriately assigned and fully credentialed in the subject areas for the pupils they are teaching.	100%	100% teachers are appropriately assigned and fully credentialed
1B. Every pupil in the school district has sufficient access to the standards-aligned instructional materials	100%	100% of students have sufficient access to the standards-aligned instructional material
1C. School facilities are maintained in good repair.	100% based of FIT Report	100% of School facilities are maintained in good repair based on FIT report

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 - to include English Learners, Low Income and Homeless

Strategy/Activity

Staff will implement PBIS strategies which include incentives that will be run by and PBIS Aide, Ripple Effects, and Restorative Justice practices will be used to help students. Staff will be supported by the student support coordinator. Work around MTSS model will begin implementation.

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)
127,177	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Student Support Coordinator (SSC)
31,696	Title I Part A: Allocation 3000-3999: Employee Benefits Student Support Coordinator
4,000	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries After duties support phone calls, preparing mailers
4500	Title I Part A: Allocation 4000-4999: Books And Supplies Supplemental materials, supplies, incentives
4000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Conference, Memberships

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.

The implementation and activities that go along with this goal are school-wide and pertain to school climate. The implementation of Time to Teach along with the addition of our refocus centers were not implemented due to COVID-19.

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

Goal 2, Action 1: Salary for Student Support Coordinator (SSC) has increased based on step and column adjustments. Differences between the intended implementation and budgeted expenditures were due to changes caused by COVID-19

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.

Due to COVID-19 some of the activities were not able to happen, focus will be on student incentives to increase student positive behavior.
Goal 2, Action 1- Funds were changed to Classified Salaries.

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

Priority 3: Parent Involvement

LEA/LCAP Goal

The District will foster a culture of student, parent and community involvement by building and maintaining positive participation and relationships.

Goal 3

To create a positive and safe school climate that supports the connections between parents and staff and to create and maintain relationships within the community. Staff will be a part of professional development (Social-Emotional Learning, Trauma Informed Practices, Culturally Responsive Teaching) to help with strengthening the relationship between school and community.

Identified Need

The school recognizes the importance of building and maintaining trust to foster health relationships within the local community. Students are more likely to demonstrate academic success when the school and parents work together as partners to support each individual student.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3A: Parental Involvement	25% parent participation rate	30% participation rate in Zoom or hybrid meetings.
3B: Parental involvement for unduplicated students	25% parent participation rate	30% participation rate in Zoom or hybrid meetings.
3C: Parent involvement for unduplicated students with Exceptional needs	25% parent participation rate	30% participation rate in Zoom or hybrid meetings.

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 - to include English Learners, Low Income and Homeless

Strategy/Activity

Staff will be a part of professional development (Social-Emotional Learning, Trauma Informed Practices, Culturally Responsive Teaching, Capturing Kids Hearts) to help with strengthening the relationship between school and community. Our site will also continue to host Family Art Nights, Art Gallery Nights and other community involvement events.

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)
2699	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials, supplies and equipment
5500	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
2500	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries

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.

We have found art to be an effective medium to make parents feel welcome and participate in school activities, we have been offering these types of activities for 6-7 years now so parents/community have grown accustomed to the practice.

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

Differences between the intended implementation and budgeted expenditures were due to changes caused by COVID-19

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.

These services and meetings will take place virtually, hybrid manner or in person due to COVID-19 precautions.

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	$290,504
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$290,504.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$249,038.00
Title I Part A: Parent Involvement	$2,699.00
Title III	$38,767.00

Subtotal of additional federal funds included for this school: $290,504.00

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

State or Local Programs	Allocation ($)

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

Total of federal, state, and/or local funds for this school: $290,504.00

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
Title I	251,737	251,737.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	249,038.00
Title I Part A: Parent Involvement	2,699.00
Title III	38,767.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	148,677.00
2000-2999: Classified Personnel Salaries	19,500.00
3000-3999: Employee Benefits	31,696.00
4000-4999: Books And Supplies	67,631.00
5000-5999: Services And Other Operating Expenditures	23,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	140,677.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	12,500.00
3000-3999: Employee Benefits	Title I Part A: Allocation	31,696.00
4000-4999: Books And Supplies	Title I Part A: Allocation	51,165.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	13,000.00

4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,699.00
1000-1999: Certificated Personnel Salaries	Title III	8,000.00
2000-2999: Classified Personnel Salaries	Title III	7,000.00
4000-4999: Books And Supplies	Title III	13,767.00
5000-5999: Services And Other Operating Expenditures	Title III	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	108,432.00
Goal 2	171,373.00
Goal 3	10,699.00

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

6 Parent or Community Members

Name of Members	Role
Blanca Vargas	Principal
Bryanna Loya	Parent or Community Member
Aracely Enriquez	Parent or Community Member
Jessica Quintana	Parent or Community Member
Maria Aguilar	Parent or Community Member
Selina Barroteran	Other School Staff
Leticia Garcia	Classroom Teacher
Guadalupe Rodriguez	Classroom Teacher
Sandra Young	Classroom Teacher
Antonia Herrera	Parent or Community Member
Irma Ramirez	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
[signature]	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 June 2, 20222.

Attested:

Signature	
[signature]	Principal, Blanca Rodriguez Vargas on Jan 23, 2023
[signature]	SSC Chairperson, Jessica Quintana on Jan 23, 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.

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/

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