

School Year: **2020-21**



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
Dairyland Elementary School	20651776023923	12/9/2020	12/15/2020

Purpose and Description

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

Schoolwide Program

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

The use of federal funds will be in direct alignment with state funds as we strive to achieve the three identified LCAP goals. Along with state-funded tutoring, federal funds will be applied to programs used in a tutoring or small group environment to scaffold student standards mastery. Examples include Renaissance Place, used as an assessment tool and a supplemental reading program. Typing.com is federally funded and is a tool used in conjunction with state-funded laptops to assist students with the skills needed to access the technology provided. Federal funds will also be aligned with state supplemental and concentration grants to provide training and professional development to support state-funded programs and materials such as STEM instruction and technology applications.

Overall, Federal funds are used to supplement state and locally funded activities that are designed to meet the goals of the LCAP.

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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).

Due to COVID19, school closure, and distance learning, stakeholders were not successfully surveyed in 2020. The district attempted a survey but it was not a fair representation due to low participation.

The following are results from the survey conducted in May of 2019:

Dairyland parents who responded:

92% feel welcome at their child's school.

95% feel that their child is safe at school.

93% feel that the school is meeting their child's needs in ELA; 92% in math; 90% in science and social studies.

Students who responded (6-8 grades):

87% feel welcome at their school.

80% feel safe at school.

89% feel that the school is meeting their needs in ELA; 86% in math; 82% in science and social studies.

Classroom Observations

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

During the school year, classroom observations were conducted on a weekly basis in each classroom by an administrator. The observations consisted of a five minute visit in the classroom observing the teacher and evaluating his or her engagement strategies in-person or on Zoom. At the end of each semester, there was a individual conference with the teacher and an administrator to review the observations. Teachers are given a goal of one engagement strategy per minute. 90% of teachers met or surpassed their goal for engagement strategies.

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)

Typically, the district analyzes student growth from SBAC results, but due to the school closure in the spring of 2020, SBAC was not administered. As a result, the district has relied on local assessments, which are key in evaluating student mastery. 4-8 grade students are evaluated with the RESULTS lexile reading assessment three times throughout the school year. Teachers have been trained in this program and use the materials to determine instruction and placement. In the area of math, teachers assess students at the beginning of the year with an initial publisher-provided assessment. These local assessments are integral in determining student needs. In addition, math facts practice programs are used to help students develop their skills by mastering specific objectives. In both ELA and Math, local assessment data is analyzed by teachers and administrators to differentiate instruction and provide focus to target needed areas of improvement.

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

In both ELA and Math, local assessment data is analyzed by teachers and administrators to differentiate instruction and provide focus to target needed areas of improvement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of Dairyland's teachers are fully-credentialed.

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

Dairyland participates in university internship programs as well as BTSA for all beginning teachers and teacher interns. Ongoing professional development is provided for curriculum, instructional delivery, and technology during summer meetings and buy-back days. In addition, teachers participate in training offered by the local county office of education and pedagogical seminars provided by specialists based on interest and district-identified need.

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

Staff development is focused on California State Standards, assessment, and the professional needs of our teachers. Staff development for summer and fall of 2020 centered around technology and lesson delivery via Zoom, Google Classroom, Seesaw, and other effective platforms.

For all employee groups, staff development is evaluated annually by administration and the District management team to determine effectiveness. State and local student assessment results as well as teacher evaluations and school climate survey data are considered in determining continuation of exiting training initiatives or needs for alternative training. In all cases, professional development opportunities are designed to increase students' capacity to learn and thrive through the goals of the LCAP.

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

Teachers are observed on a weekly basis for engagement techniques, lesson delivery, and classroom management. At the end of each semester, engagement data is reviewed and teachers are counseled on professional development needs. Teachers are also made aware of training through which university credits are offered as well as opportunities for administrative coursework offered by local colleges and county offices.

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

Teachers collaborate by grade level once a week. During collaboration, teachers discuss student progress, curriculum, assessments, results, etc.

Teaching and Learning

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

Math, Language Arts, Social Studies, Science and ELD curricula are aligned to California State Standards. We use state adopted research-based curricula in Language Arts, Math, ELD, and Intervention programs.

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

Dairyland School meets the minimum instructional minutes for both English Language Arts and Mathematics.

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

Dairyland offers ELA intervention for students who are not mastering standards. After school tutoring is available for students who have not mastered math standards.

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

All groups use standards-based instructional materials. Students with specific needs are grouped at designated times each day to work at their appropriate level of instruction. Tutoring is also available before, during, and after school.

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 students use SBE-adopted and standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

Students that are identified as being at-risk are placed in intervention programs that use state-approved intervention curriculum. These programs provide small group instruction at student ability levels. Groups are taught by trained, experienced teachers and paraprofessionals. Frequent assessment enables students to be moved to grade level programs when they are ready (RTI program). Teachers are working toward 85% mastery of core curriculum by providing re-teaching and differentiated instruction. Small group tutoring is also available. Additional technology and software programs including Seesaw, SpellingCity and Typing.com have been implemented to further support the learning needs of ADUSD students.

Evidence-based educational practices to raise student achievement

All students requiring intervention receive research-based instruction with SBE-adopted curriculum in order to raise student achievement.

Parental Engagement

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

Parents and families are encouraged to participate in their child's educational program.

The District's Parent and Family Engagement policy was developed and is reviewed twice each year by School Site Council. The policy is distributed in writing to all parents in the student handbook on the first day of school. ADUSD provides regular communication with weekly classroom letters, monthly superintendent's newsletters, and ClassDojo messages. All written communication is offered in English and Spanish. In addition, parents are encouraged to take part in the district's Parent Teacher Club. The district offers further participation through School Site Council as well as DELAC committees.

At the beginning of each year, parents are welcomed with a "Back to School Conferences" during which teachers and administrators are available to establish a rapport and inform parents of involvement opportunities.

Parents are encouraged to use a student information portal for access to school data and real time student grading information. Training for the parent portal is offered in the summer months and reviewed again at fall conferences. 98% of parents participated in first quarter conferences during the 2019-20 school year. During those meetings, curriculum and grading procedures are explained and state test score (SBAC) results are reviewed. For families without portal access, bi-weekly grade updates are sent home. Teachers also include curriculum-based and standard-specific information in weekly newsletters about current classroom learning topics. Parent meetings are also held periodically to address such topics as internet safety and responsible social media use and monitoring.

Our DELAC committee is informed about district programs for EL students and given explicit instruction on SBAC results and standards-based curriculum in place.

Parents are encouraged to provide input for LCAP goals, materials, and programs that enhance their child's education through a variety of venues. Input is gleaned for priorities from an LCAP Committee, Parent Teacher Club, and DELAC. In addition, parent input is welcomed at a biannual open LCAP forum. The School Site Council also provides input and monitoring activities to ensure that federal programs sited on the SPSA are in alignment with parent engagement goals.

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)

Alview-Dairyland has a school site council which meets to provide input, plan, and evaluate all ConApp programs.

Funding

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

We operate a multiage reading intervention program for students. Dairyland provides intervention with a 75 minute Language Arts class and a 60 minute math period and a 30 minute math tutoring period. In both courses, grade level standards are taught in small group settings. Percent of teacher and paraprofessional salaries spent in intervention as well as instructional supplies are funded with Supplemental / Concentration grants and Title I. Also, tutoring is provided through LCFF funding. In addition, we use flexible title funding to implement an anti-smoking/drug curriculum, "Too Good for Drugs". The district has adopted a character education program, Project Wisdom, which is also funded through LCFF grants. In addition, computers are used to accommodate student data analysis and math benchmarking. Also, through LCFF funding, "Super Tutoring" has been implemented in March and April each year to ensure student grade level subject mastery.

Fiscal support (EPC)

The district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPC's in ELA/ELD, mathematics, and the School Plan for Student Achievement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council was part of the planning process for the SPSA review and update. We consulted with the SSC on August 26, 2020 and December 9, 2020. The review was in the context of a meeting with all council members present.

The SPSA went before our local governing board on December 15, 2020 at a board meeting. The SPSA was approved by our board on December 15, 2020.

Resource Inequities

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

Dairyland is not eligible for CSI or ATSI.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.93%			2
African American	%	%	0%			0
Asian	2.94%	2.26%	1.85%	6	5	4
Filipino	0.49%	0.45%	0.93%	1	1	2
Hispanic/Latino	59.80%	54.3%	50.93%	122	120	110
Pacific Islander	%	%	0%			0
White	36.27%	42.53%	44.91%	74	94	97
Multiple/No Response	0.49%	0.45%	0.46%	1	1	0
Total Enrollment				204	221	216

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 4	32	44	44
Grade 5	52	35	49
Grade 6	45	52	30
Grade 7	44	42	51
Grade 8	31	48	42
Total Enrollment	204	221	216

Conclusions based on this data:

1. Enrollment decreased by 5 students.
2. The percentage of Hispanic students decreased from 54.3% to 50.93%.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	73	68	76	35.8%	30.8%	35.2%
Fluent English Proficient (FEP)	33	32	16	16.2%	14.5%	7.4%
Reclassified Fluent English Proficient (RFEP)		10	0	0	13.7%	0.0%

Conclusions based on this data:

1. The number of English Learners increased by 8.
2. There were 16 students RFEP in 2019-20, which was 7.4% of English learners.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	49	33	44	49	33	44	49	33	44	100	100	100
Grade 5	43	50	34	43	50	34	43	50	34	100	100	100
Grade 6	41	46	47	41	45	47	41	45	47	100	97.8	100
Grade 7	30	43	42	30	43	41	30	43	41	100	100	97.6
Grade 8	35	30	48	34	30	48	34	30	48	97.1	100	100
All Grades	198	202	215	197	201	214	197	201	214	99.5	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	2465.	2472.	2441.	20.41	24.24	15.91	22.45	27.27	15.91	24.49	24.24	29.55	32.65	24.24	38.64
Grade 5	2509.	2504.	2492.	13.95	24.00	11.76	41.86	24.00	32.35	20.93	20.00	29.41	23.26	32.00	26.47
Grade 6	2532.	2526.	2547.	17.07	11.11	21.28	26.83	31.11	31.91	41.46	51.11	29.79	14.63	6.67	17.02
Grade 7	2556.	2562.	2576.	10.00	9.30	14.63	40.00	46.51	51.22	36.67	34.88	26.83	13.33	9.30	7.32
Grade 8	2568.	2573.	2579.	8.82	16.67	18.75	38.24	30.00	37.50	35.29	36.67	25.00	17.65	16.67	18.75
All Grades	N/A	N/A	N/A	14.72	16.92	16.82	32.99	31.84	33.64	30.96	33.33	28.04	21.32	17.91	21.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	16.33	12.12	20.45	51.02	57.58	40.91	32.65	30.30	38.64
Grade 5	27.91	28.00	17.65	53.49	52.00	52.94	18.60	20.00	29.41
Grade 6	17.07	13.33	31.91	58.54	64.44	42.55	24.39	22.22	25.53
Grade 7	20.00	20.93	24.39	60.00	55.81	58.54	20.00	23.26	17.07
Grade 8	26.47	16.67	31.25	52.94	56.67	47.92	20.59	26.67	20.83
All Grades	21.32	18.91	25.70	54.82	57.21	48.13	23.86	23.88	26.17

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	30.61	27.27	18.18	51.02	63.64	56.82	18.37	9.09	25.00
Grade 5	30.23	32.00	29.41	46.51	42.00	52.94	23.26	26.00	17.65
Grade 6	31.71	17.78	23.40	51.22	62.22	63.83	17.07	20.00	12.77
Grade 7	23.33	27.91	34.15	63.33	65.12	58.54	13.33	6.98	7.32
Grade 8	20.59	26.67	20.83	58.82	53.33	62.50	20.59	20.00	16.67
All Grades	27.92	26.37	24.77	53.30	56.72	59.35	18.78	16.92	15.89

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	10.20	15.15	11.36	63.27	66.67	77.27	26.53	18.18	11.36
Grade 5	16.28	22.00	11.76	72.09	52.00	70.59	11.63	26.00	17.65
Grade 6	14.63	4.44	10.64	73.17	84.44	82.98	12.20	11.11	6.38
Grade 7	20.00	16.28	9.76	50.00	65.12	82.93	30.00	18.60	7.32
Grade 8	5.88	13.33	18.75	88.24	73.33	62.50	5.88	13.33	18.75
All Grades	13.20	14.43	12.62	69.54	67.66	75.23	17.26	17.91	12.15

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	26.53	18.18	13.64	40.82	57.58	47.73	32.65	24.24	38.64
Grade 5	20.93	28.00	17.65	60.47	44.00	47.06	18.60	28.00	35.29
Grade 6	17.07	22.22	34.04	65.85	68.89	53.19	17.07	8.89	12.77
Grade 7	33.33	30.23	26.83	56.67	60.47	65.85	10.00	9.30	7.32
Grade 8	17.65	26.67	22.92	64.71	66.67	52.08	17.65	6.67	25.00
All Grades	22.84	25.37	23.36	56.85	58.71	53.27	20.30	15.92	23.36

Conclusions based on this data:

1. All data is from 2018-19 because SBAC was not administered in the spring of 2020 due to COVID19 and the school closure.
2. The overall percentage of student who scored proficient (Standard Met or Standard Exceeded) increased slightly from 47.71% to 48.76%.
3. Continue with intervention, ELD, and tutoring to targeted student groups.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	49	33	44	49	33	44	49	33	44	100	100	100
Grade 5	43	50	34	43	50	34	43	50	34	100	100	100
Grade 6	42	46	47	42	45	47	42	45	47	100	97.8	100
Grade 7	30	43	42	30	43	41	30	43	41	100	100	97.6
Grade 8	35	30	48	34	30	48	34	30	48	97.1	100	100
All Grades	199	202	215	198	201	214	198	201	214	99.5	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	2474.	2477.	2472.	18.37	18.18	4.55	24.49	18.18	38.64	38.78	51.52	45.45	18.37	12.12	11.36
Grade 5	2502.	2516.	2504.	9.30	28.00	17.65	20.93	20.00	20.59	51.16	28.00	29.41	18.60	24.00	32.35
Grade 6	2536.	2541.	2561.	16.67	13.33	34.04	23.81	26.67	17.02	38.10	51.11	27.66	21.43	8.89	21.28
Grade 7	2544.	2550.	2562.	20.00	18.60	19.51	20.00	20.93	29.27	33.33	44.19	34.15	26.67	16.28	17.07
Grade 8	2596.	2594.	2594.	32.35	36.67	27.08	8.82	13.33	16.67	50.00	26.67	35.42	8.82	23.33	20.83
All Grades	N/A	N/A	N/A	18.69	22.39	21.03	20.20	20.40	24.30	42.42	40.30	34.58	18.69	16.92	20.09

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	30.61	18.18	22.73	28.57	54.55	43.18	40.82	27.27	34.09
Grade 5	16.28	32.00	29.41	53.49	36.00	38.24	30.23	32.00	32.35
Grade 6	23.81	24.44	40.43	50.00	55.56	31.91	26.19	20.00	27.66
Grade 7	30.00	25.58	31.71	33.33	39.53	41.46	36.67	34.88	26.83
Grade 8	44.12	46.67	33.33	41.18	30.00	45.83	14.71	23.33	20.83
All Grades	28.28	28.86	31.78	41.41	43.28	40.19	30.30	27.86	28.04

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	16.33	18.18	11.36	57.14	51.52	52.27	26.53	30.30	36.36
Grade 5	16.28	20.00	14.71	55.81	48.00	47.06	27.91	32.00	38.24
Grade 6	16.67	13.33	34.04	54.76	66.67	44.68	28.57	20.00	21.28
Grade 7	16.67	20.93	24.39	46.67	48.84	48.78	36.67	30.23	26.83
Grade 8	20.59	23.33	31.25	61.76	36.67	43.75	17.65	40.00	25.00
All Grades	17.17	18.91	23.83	55.56	51.24	47.20	27.27	29.85	28.97

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	24.49	21.21	13.64	46.94	54.55	65.91	28.57	24.24	20.45
Grade 5	6.98	14.00	14.71	69.77	64.00	50.00	23.26	22.00	35.29
Grade 6	23.81	17.78	31.91	54.76	51.11	46.81	21.43	31.11	21.28
Grade 7	23.33	11.63	26.83	50.00	72.09	58.54	26.67	16.28	14.63
Grade 8	23.53	40.00	25.00	58.82	50.00	58.33	17.65	10.00	16.67
All Grades	20.20	19.40	22.90	56.06	59.20	56.07	23.74	21.39	21.03

Conclusions based on this data:

1. All data is from 2018-19 because SBAC was not administered in the spring of 2020 due to COVID19 and the school closure.
2. The percent proficient (Standard Exceeded or Standard Met) increased from 38.89% to 42.79%.
3. Continue with intervention and tutoring needs to targeted student groups.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 4	1524.7	1531.2	1511.3	1526.2	1537.6	1535.7	15	21
Grade 5	1537.8	1549.2	1525.7	1545.2	1549.2	1552.5	17	13
Grade 6	1553.1	1542.2	1547.4	1541.3	1558.4	1542.5	14	13
Grade 7	1585.5	1549.9	1582.9	1536.7	1587.7	1562.7	15	11
Grade 8	1542.9	1561.3	1523.2	1568.5	1562.3	1553.3	11	12
All Grades							72	70

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	*	28.57	*	57.14	*	9.52		4.76	15	21
5	*	30.77	*	46.15	*	23.08		0.00	17	13
6	*	23.08	*	61.54	*	15.38		0.00	14	13
7	80.00	36.36	*	36.36	*	27.27		0.00	15	11
8	*	33.33	*	25.00	*	41.67	*	0.00	11	12
All Grades	47.22	30.00	41.67	47.14	*	21.43	*	1.43	72	70

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	*	66.67	*	23.81		4.76		4.76	15	21
5	*	61.54	*	38.46		0.00		0.00	17	13
6	*	61.54	*	30.77		7.69		0.00	14	13
7	73.33	45.45	*	27.27	*	27.27		0.00	15	11
8	*	33.33	*	41.67	*	25.00		0.00	11	12
All Grades	62.50	55.71	31.94	31.43	*	11.43		1.43	72	70

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	*	14.29	*	52.38	*	28.57	*	4.76	15	21
5	*	15.38	*	30.77	*	53.85		0.00	17	13
6	*	0.00	*	46.15	*	46.15	*	7.69	14	13
7	*	18.18	*	54.55	*	9.09	*	18.18	15	11
8	*	16.67	*	16.67	*	50.00	*	16.67	11	12
All Grades	34.72	12.86	38.89	41.43	19.44	37.14	*	8.57	72	70

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
4	*	61.90	*	33.33		4.76	15	21	
5	*	30.77	*	69.23		0.00	17	13	
6	*	46.15	*	46.15		7.69	14	13	
7	*	9.09	*	72.73	*	18.18	15	11	
8	*	8.33	*	66.67	*	25.00	11	12	
All Grades	54.17	35.71	41.67	54.29	*	10.00	72	70	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
4	*	52.38	*	42.86		4.76	15	21	
5	70.59	84.62	*	15.38		0.00	17	13	
6	*	61.54	*	38.46		0.00	14	13	
7	86.67	54.55	*	45.45		0.00	15	11	
8	*	58.33	*	41.67		0.00	11	12	
All Grades	68.06	61.43	31.94	37.14		1.43	72	70	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	*	4.76	*	80.95	*	14.29	15	21
5	*	23.08	64.71	76.92	*	0.00	17	13
6	*	0.00	*	61.54	*	38.46	14	13
7	*	18.18	*	54.55	*	27.27	15	11
8	*	25.00	*	16.67	*	58.33	11	12
All Grades	34.72	12.86	45.83	61.43	19.44	25.71	72	70

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	*	33.33	*	66.67	*	0.00	15	21
5	*	15.38	*	84.62		0.00	17	13
6	*	30.77	*	69.23		0.00	14	13
7	*	0.00	*	100.00		0.00	15	11
8	*	0.00	*	100.00	*	0.00	11	12
All Grades	48.61	18.57	48.61	81.43	*	0.00	72	70

Conclusions based on this data:

1. All data is from 2018-19 because ELPAC was not administered to all of the EL students in the spring of 2020 due to COVID19 and the school closure.
2. Overall, the greatest percentage (47.22%) of students scored in the "Level 4" category, which means that at this level students have well developed oral (listening and speaking) and written (reading and writing) skills.
3. Tables indicate that the majority of students are moving one ELPAC level each year. Number of English Learners decreases as student progress through the grade levels as reclassification criteria are met.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
221	64.3	30.8	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	68	30.8
Socioeconomically Disadvantaged	142	64.3
Students with Disabilities	13	5.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	5	2.3
Filipino	1	0.5
Hispanic	120	54.3
White	94	42.5





Conclusions based on this data:

1. More than half of students are socioeconomically disadvantaged and more than one-third are English learners. There are no foster youth at Dairyland.
2. The greatest percentage of students are Hispanic.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 424 479 457">English Language Arts</p>  <p data-bbox="295 506 370 533">Green</p>	<p data-bbox="673 424 950 457">Chronic Absenteeism</p>  <p data-bbox="782 506 837 533">Blue</p>	<p data-bbox="1177 424 1388 457">Suspension Rate</p>  <p data-bbox="1253 506 1328 533">Green</p>
<p data-bbox="251 621 414 655">Mathematics</p>  <p data-bbox="295 703 370 730">Green</p>		

Conclusions based on this data:

1. The indicators for ELA and Math were both green. The suspension rate was green and chronic absenteeism was blue.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 7.7 points above standard Increased ++3.6 points 211	<p>English Learners</p>  Yellow 15 points below standard Increased ++6.2 points 90	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 5.5 points below standard Increased ++4.5 points 137	<p>Students with Disabilities</p>  No Performance Color 18 points above standard 13

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 15.3 points below standard Maintained ++1.8 points 112	 No Performance Color 0 Students	 No Performance Color 0 Students	 Green 31 points above standard Maintained -2.1 points 92

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
47.3 points below standard Declined -3.5 points 64	64.6 points above standard Increased Significantly ++26.6 points 26	23.7 points above standard Maintained -0.3 points 116

Conclusions based on this data:

- Overall students increased by 3.6 points and scored 7.7 points above standard. English learners increased by 6.2 points. English Only students maintained and decreased 0.3 points. The socioeconomically disadvantaged student group increased by 4.5 points.
- The Hispanic student group maintained and gained 1.8 points. The White student group maintained and lost 2.1 points.
- More intervention, ELD, and tutoring needs to be targeted to all student groups that did not increase.

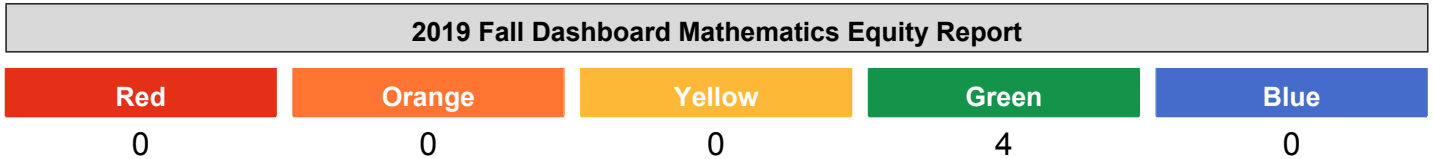
School and Student Performance Data

Academic Performance Mathematics





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







This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>2.7 points above standard</p> <p>Increased ++11.1 points</p> <p>211</p>	<p>English Learners</p>  <p>Green</p> <p>15.1 points below standard</p> <p>Increased ++14.9 points</p> <p>90</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>7 points below standard</p> <p>Increased Significantly ++15.2 points 137</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>4.9 points above standard</p> <p>13</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 18.4 points below standard Increased ++10.2 points 112			 Green 23 points above standard Maintained ++2.7 points 92

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
40.3 points below standard Increased ++8.3 points 64	47.1 points above standard Increased Significantly ++28.3 points 26	13.7 points above standard Increased ++6.6 points 116

Conclusions based on this data:

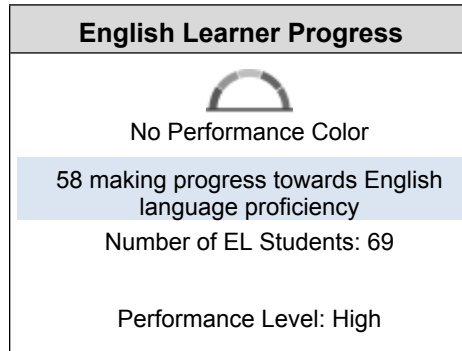
1. Overall students increased by 11.1 points. English learners increased by 14.9 points. English Only students increased by 6.6 points. The socioeconomically disadvantaged student group increased by 15.2 points.
2. The Hispanic student group increased by 10.2 points. The White student group maintained and gained 2.7 points.
3. More intervention, ELD, and tutoring needs to be targeted to all student groups that did not increase significantly.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.0	28.9	7.2	50.7

Conclusions based on this data:

- 50.7 of English learners progressed at least one ELPI level.

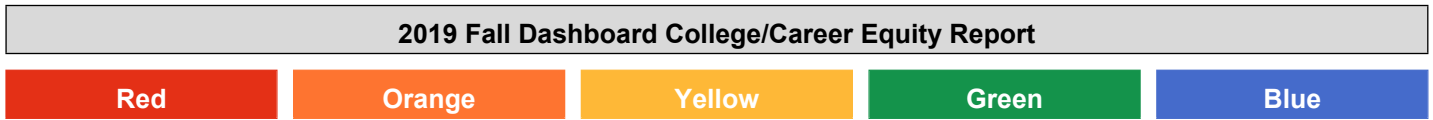
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

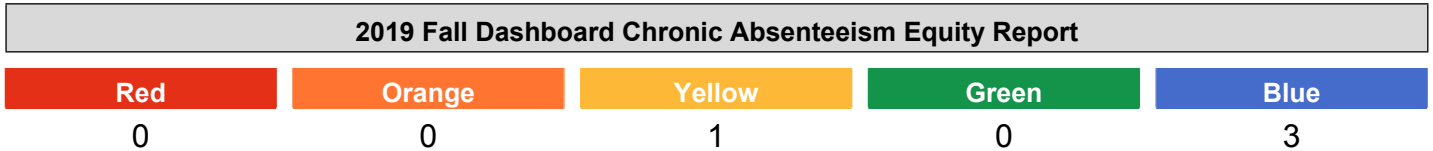
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>2.6</p> <p>Declined Significantly -3.2</p> <p>232</p>	<p>English Learners</p>  <p>Blue</p> <p>2.3</p> <p>Declined -5.8</p> <p>86</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>2.6</p> <p>Declined Significantly -4.8</p> <p>154</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0</p> <p>15</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Blue 2.3 Declined -5.8 130	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 3.2 Increased +0.6 95

Conclusions based on this data:

- Overall chronic absenteeism declined 3.2%. All student groups declined, except the white student group, which increased by 0.6.

School and Student Performance Data

Academic Engagement Graduation Rate

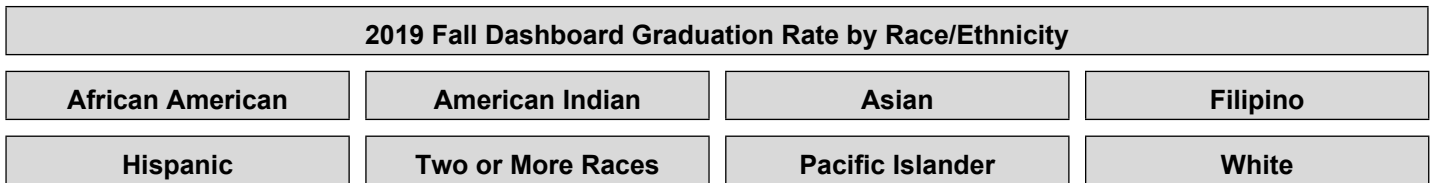
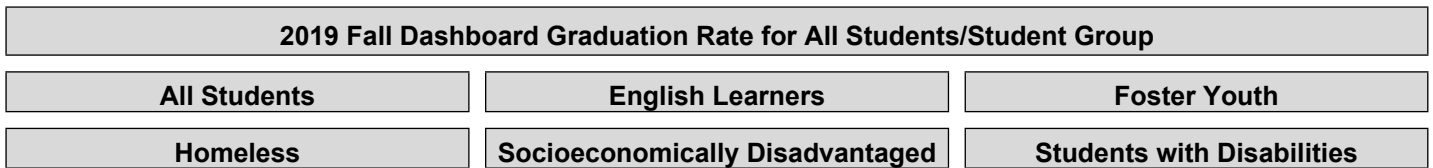
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

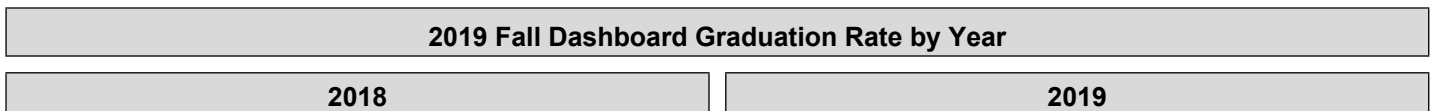
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

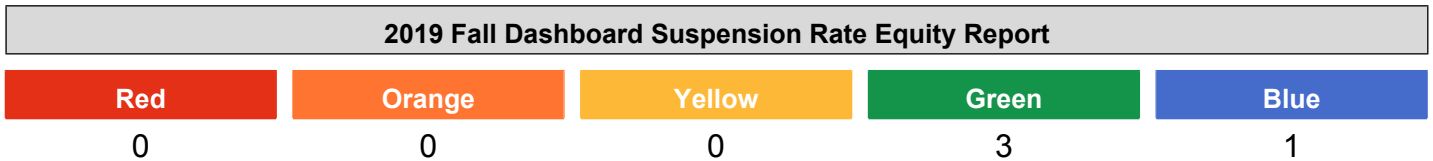
School and Student Performance Data

Conditions & Climate Suspension Rate





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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>2.6</p> <p>Declined -0.8</p> <p>234</p>	<p>English Learners</p>  <p>Green</p> <p>3.4</p> <p>Declined -0.6</p> <p>87</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>3.9</p> <p>Declined -0.5</p> <p>155</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0</p> <p>15</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.6 Declined -1.1 131	 No Performance Color Less than 11 Students - Data 1		 Blue 0 Maintained 0 96

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.3	2.6

Conclusions based on this data:

- The suspension rate dropped by 0.7% and 2.6% of students were suspended at least once. 4.6% of Hispanic students were suspended and 0% of white students were suspended at least once. 3.4% of English Learners and 3.9% of Socioeconomically Disadvantaged students were suspended at least once.

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

Preparation for Success

LEA/LCAP Goal

Prepare students for success in high school and higher education and or vocational job market.

Goal 1

Prepare students for success in high school and higher education and or vocational job market.

Identified Need

Students need the necessary tools to be successful citizens as adults.

The English Learner Progress Indicator (ELPI) showed 58% of English learners showed progress towards English language proficiency. The reclassification rate at Dairyland was 7%. Academic achievement gaps are closing, but remain, with English Learners, Low Income, and Hispanic students. In ELA, ELs were in the yellow category; Hispanics were in the orange category; low-income students scored in the yellow range. In Math, ELs, Hispanics, and low-income students all scored in the green category.

Chronic absenteeism rate: 2.6%--declined by 3.3% in the 2018-19 school year.

The overall Suspension Rate Indicator decreased by .8% from the base year and all student groups were evenly distributed in the green category, except for the white student group in the blue category.

Additional data for CAASPP and ELD progress will be examined when it becomes available in 2020-21.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TEACHERS APPROPRIATELY CREDENTIALLED AND ASSIGNED.	100%	100% of teachers will be appropriately credentialed and assigned.
STUDENTS HAVE SUFFICIENT ACCESS TO HIGH-QUALITY, STANDARDS-ALIGNED CURRICULUM AND	100%	100% of students have access to high-quality, standards-aligned curriculum and instructional materials.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
INSTRUCTIONAL MATERIALS.		
THE IMPLEMENTATION OF STATE BOARD ADOPTED ACADEMIC CONTENT AND PERFORMANCE STANDARDS FOR ALL STUDENTS	100%	100% of students, including English learners, will receive daily instruction in academic content and performance standards and, for English Learners, English language development standards adopted by the state board for all pupils.
ACADEMIC INDICATOR, ELA (DISTANCE FROM STANDARD)	All: 7.7 points above EL: 15 points below Low Income: 5.5 points below Hispanic: 15.3 points below White: 31 points above Students w/Disabilities: 18 points above	Mean distance from Standard will improve -- All students: 7 points to 9.4 points above. (Green category) EL: 10.1 points to 14 points below (Yellow Category) Low Income: 8 points to 2.7 points below (Green Category) Hispanic: 10 points to 10.7 points below (Yellow Category) White: 5 points to 39.4 points above (Green Category) Students with Disabilities: 10 points
ACADEMIC INDICATOR, MATH (DISTANCE FROM STANDARD)	All: 2.7 points above EL: 15.1 points below Low Income: 7 points below Hispanic: 18.4 points below White: 23 points above Students with Disabilities: 4.9 points above	Mean distance from Level 3 in will improve -- All students: 5 points to 3.3 points below. (Green category) EL: 8 points to 21.8 points below (Green Category) Low Income: 8 points to 13.1 points below (Green Category) Hispanic: 8 points to 20.3 points below (Green Category) White: 5 points to 24.8 points above (Green Category) Students with Disabilities: 10 points
LOCAL READING ASSESSMENTS	Comprehension Scores: Gr. 4 88% Gr. 5 99% Gr. 6 90%	Students will show yearly improvement or maintain high levels on local reading assessments, including Accuracy, Fluency, and Comprehension.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ENGLISH LEARNER PROGRESS INDICATOR	58%	<p>The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2020-2021, based on the state assessment scores.</p> <p>The rate of students redesignated as fluent English proficient (FEP) will be maintained at the 2019-2020 rate of 7%.</p> <p>The English Learner Progress Indicator will be determined after the new baseline is established and new ELPI color assigned.</p>
ATTENDANCE RATE	96%	Students will be increasingly engaged as measured by a districtwide student attendance rate maintained at 98% or above.
CHRONIC ABSENTEEISM RATE	2.6%	Students will be increasingly engaged as measured by a chronic absenteeism rate below 4.9% (Green Category)
MIDDLE SCHOOL DROPOUT RATE	0%	Students will be significantly engaged as measured by a middle school dropout rate of 0%.
SUSPENSION RATE INDICATOR	All: 2.6% EL: 3.4% Low Income: 3.9% Hispanic: 4.6% White: 0% Students with Disabilities: 0%	<p>School climate will be enhanced as measured by the Suspension Rate Indicator, which will decrease</p> <p>All students: .4% to 1.5%. (Green Category)</p> <p>EL: .4% to 1.4%. (Green Category)</p> <p>Low Income: .5% to 1.7%. (Green Category)</p> <p>Hispanic: .7% to 2.2%. (Green Category)</p> <p>White: .1% to .5%. (Blue Category)</p> <p>Students with Disabilities: .5% (No color assigned)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EXPULSION RATE	0%	School climate will be enhanced as measured by maintaining the expulsion rate at 0%.
SCHOOL CLIMATE SURVEY	Results from May 2019: 95% Parent Satisfaction 84% Student Satisfaction No survey in May 2020 due to COVID19 and school closure	School climate will be enhanced as measured by: 90%+ satisfaction rate on parent surveys. 90%+ satisfaction rate on student surveys.
AVERAGE CLASS SIZE	23:1 Average Class Size, Grades 4-6	Average class sizes for 4-6 grade students will be maintained below 24.
ACCESS TO TECHNOLOGY	100% 1-1 student/device ratio in grades 4-8.	Students' access to technology will be maintained at a 1-to-1 ratio in grades 4-8.
ACCESS TO A BROAD COURSE OF STUDY	100% access	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Recruit, hire, and retain highly-qualified instructional staff.

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)

2116592

Source(s)

LCFF - Base
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, ELD, science, and social studies.
- Provide students with high-quality supplementary instructional materials in ELA, math, ELD, science, social studies, and STEM.

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)

25000

Source(s)

LCFF - Base
4000-4999: Books And Supplies

8000

LCFF - Base
4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve the use of technology in instruction by:

- Identifying online training, coaching, new hardware, or other support teachers may need to support student learning and effective interventions.
- Maintaining a one-to-one student/device ratio in grades 4-8.
- Retain services of the full-time technology support person.

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)

5000

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies

5000	LCFF - Supplemental 4000-4999: Books And Supplies
61110	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures
36800	LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue replacement/increase of library books, including better facilities, to support students in improving literacy.

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)

5000

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Provide 2 Paraprofessionals at Dairyland to support push-in instruction for low-performing students and those with disabilities.

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)

34000

LCFF - Supplemental
2000-2999: Classified Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, and Low Income

Strategy/Activity

In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners.

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)

5000

Source(s)

LCFF - Supplemental
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, and Low Income

Strategy/Activity

Teachers work after regular school hours to present small group instruction, principally for unduplicated students, for standards mastery, and to support English learners' access to core curriculum. (Tutoring)

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)

50000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support high-quality physical education to students by continuing the services of a P.E. consultant and replenish equipment for grades K-8.

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)

2000

Source(s)

LCFF - Base
5800: Professional/Consulting Services And
Operating Expenditures
4300

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, and Low Income

Strategy/Activity

Expand unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by contracting with the Sanger SAM (Science, Art, and Music) Academy for continuing regular school hours STEM curriculum and instruction. Program to be expanded to include two STEM instructors.

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)

95000

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
5800

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Provide each teacher with 20 or more years of experience a stipend between \$1500-\$2025 (dependent on years over 20).

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)

12500

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, and Low Income

Strategy/Activity

Provide each classroom with \$100 to purchase special or additional materials that are principally directed toward meeting the needs of Unduplicated Pupils.

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)

1700

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2018-19

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.

Implementation of the actions to reach this goal was conducted as planned with a few exceptions:

In implementing Activity 3 (Improve the use of technology), the district determined the initial technology support services were insufficient to support the infrastructure and other needs resulting from achieving a 1-to-1 student/device ratio. As a result, the district discontinued its contract with MCSOS for technology support and hired our own Director of Technology.

The District was fortunate to find the paraprofessional to provide additional support to struggling students to implement Activity 9 when we were not able to hire a credentialed teacher.

The actions and services in support of English Language Arts and mathematics appeared to be effective, as reflected in the state assessment results. As noted in the “Greatest Progress” section, all students overall, and each student group, exceeded expectations for points from standard but did not meet targets for overall growth. Actions principally directed towards improving progress for unduplicated pupils also appeared to be effective with regard to achievement but were still below targets for growth. Further actions with regard to tutoring and 4-6th grade intervention in both ELA and Math were implemented mid-year to support desired growth outcomes for targeted student groups.

With regard to local assessments, some grade levels showed little or no progress in comprehension due to higher level end-of-year passages. Weekly timed readings have strengthened fluency in most grade levels. All grades need to continue to focus on the Accelerated Reader program and timed reading practice to enhance overall reading skills and strategies for growth in the 2020-21 school year.

English Learner progress also exceeded anticipated outcomes. The reclassification rate of 7% was nearly double the goal.

Actions to keep the district’s schools welcoming and safe appear to have had a more positive impact on parent perceptions than on those of the 6-8 grades students who completed surveys. Satisfaction rates among parents were all above 90%, meeting our expected outcomes.

A higher percentage of students felt “safe at school” than did in the 2018 survey. However, students’ satisfaction rates in the areas of school maintenance/cleanliness fell below 80%.

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

Teachers found that professional development opportunities that focused on technology were most valuable because of the transition to distance learning.

Planned expenditures were overestimated for teachers and underestimated for student technology needs. Total expenditure figure for complete action, however, was accurate.

Due to distance learning and the state mandates in regards to social distancing and student safety, there will not be field trips, traveling teachers, and assemblies in the 2020-2021 school year.

Teacher tutoring exceeded expectations. Teacher tutoring exceeded expectations. Teachers tutor in-person and via Zoom.

We did not have the need to replace as much equipment as anticipated. Our teachers were diligent to monitor the usage.

The teacher longevity stipend was budgeted incorrectly at \$500 per teacher. The incentive amount is on a sliding scale dependent on the amount of years over 20; ranging from \$1500-\$2025.

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.

Results from ELA and Math indicate that subgroups grew in their subject matter mastery but did not meet targets for points away from standard. As a result, for 2020-21, we will continue with intervention focusing on small group instruction to support those subgroups.

The additional regular classroom teacher will remain in place as part of the general fund to accommodate smaller class sizes in those grade levels.

The district has continued with STEM lab through distance learning through Zoom. It has proven a tremendous success. To sustain the lab and use it and other classroom opportunities to provide expanded STEM curriculum and instruction, stakeholders agreed that the district should contract with the Sanger SAM Academy. (Goal 1)

Teacher training and experience are essential contributors to the academic success of our students and the district's upward progress. Because we believe that it is in the best interests of our Unduplicated Pupils to receive instruction from experienced teachers, the district and its stakeholders agree that it should make efforts to retain those teachers. To that end, the district will provide an additional stipend between \$1500-\$2025 (dependent on years of service) for each current teacher with service of 20 or more years with the district. (Goal 1)

Academic results show gaps closing, and overall improvement. We believe that providing teachers with additional funds to purchase materials principally directed toward addressing the needs of struggling students, student performance will continue to increase. The district will allot each classroom \$100 for this purpose. (Goal 1)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive, Clean, Safe, and Healthy Environment

LEA/LCAP Goal

ADUSD is dedicated to providing a positive, clean, safe, and healthy environment in which students are able to learn to the best of their abilities.

Goal 2

ADUSD is dedicated to providing a positive, clean, safe, and healthy environment in which students are able to learn to the best of their abilities.

Identified Need

Students need the necessary tools to be successful citizens as adults.

The English Learner Progress Indicator (ELPI) showed 58% of English learners showed progress towards English language proficiency. The reclassification rate at Dairyland was 7%. Academic achievement gaps are closing, but remain, with English Learners, Low Income, and Hispanic students. In ELA, ELs were in the yellow category; Hispanics were in the orange category; low-income students scored in the yellow range. In Math, ELs, Hispanics, and low-income students all scored in the green category.

Additional data for CAASPP and ELD progress will be examined when it becomes available.

Chronic absenteeism rate: 2.6%--declined by 3.3% in the 2018-19 school year.

The overall Suspension Rate Indicator decreased by .8% from the base year and all student groups were evenly distributed in the green category, except for the white student group in the blue category.

Due to COVID19, school closure, and distance learning, stakeholders were not successfully surveyed in 2020. The district attempted a survey but it was not a fair representation due to low participation. So, results from the May 2019 School Climate Survey were analyzed. The results were as follows: 98% of parents stated that they felt their child is safe at their school. 96% of parents stated that they felt the teachers care about their child. 96% of parents stated that the teachers motivate their student to learn. 95% of parents stated that the school keeps them well-informed about their child's academic progress. 95% of parents stated that their child's school is clean and well-maintained.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facilities Inspection Tool: School facilities are maintained in good repair.	Campus received "Exemplary" ratings.	Maintain "Exemplary" rating on the Facility Inspection Tool regarding the condition and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		safety of buildings and grounds at both sites.
Academic Indicator, ELA (Distance from Standard)	All: 7.7 points above EL: 15 points below Low Income: 5.5 points below Hispanic: 15.3 points below White: 31 points above Students w/Disabilities: 18 points above	Mean distance from Standard will improve -- All students: 7 points to 9.4 points above. (Green category) EL: 10.1 points to 14 points below (Yellow Category) Low Income: 8 points to 2.7 points below (Green Category) Hispanic: 10 points to 10.7 points below (Yellow Category) White: 5 points to 39.4 points above (Green Category) Students with Disabilities: 10 points
Academic Indicator, Math (Distance from Standard)	All: 2.7 points above EL: 15.1 points below Low Income: 7 points below Hispanic: 18.4 points below White: 23 points above Students with Disabilities: 4.9 points above	Mean distance from Level 3 in will improve -- All students: 5 points to 3.3 points below. (Green category) EL: 8 points to 21.8 points below (Green Category) Low Income: 8 points to 13.1 points below (Green Category) Hispanic: 8 points to 20.3 points below (Green Category) White: 5 points to 24.8 points above (Green Category) Students with Disabilities: 10 points
English Learner Progress Indicator	58%	The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2020-2021, based on the state assessment scores. The rate of students redesignated as fluent English proficient (FEP) will be maintained at the 2018-2019 rate of 7%. The English Learner Progress Indicator will be determined after the new baseline is

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		established and new ELPI color assigned.
Chronic Absenteeism Rate	2.6%	Students will be increasingly engaged as measured by a chronic absenteeism rate 4.9%. (Green Category)
Middle School Dropout rate	0%	Students will be significantly engaged as measured by a middle school dropout rate of 0%.
Suspension Rate Indicator	All: 2.6% EL: 3.4% Low Income: 3.9% Hispanic: 4.6% White: 0% Students with Disabilities: 0%	School climate will be enhanced as measured by the Suspension Rate Indicator, which will decrease All students: .4% to 1.5%. (Green Category) EL: .4% to 1.4%. (Green Category) Low Income: .5% to 1.7%. (Green Category) Hispanic: .7% to 2.2%. (Green Category) White: .1% to .5%. (Blue Category) Students with Disabilities: .5% (No color assigned)
Expulsion Rates	0%	School climate will be enhanced as measured by maintaining the expulsion rate at 0%.
School Climate Survey	95% Parent Satisfaction 84% Student Satisfaction	School climate will be enhanced as measured by: 90%+ satisfaction rate on parent surveys. 90%+ satisfaction rate on student surveys.
Average Class Size	23: Average Class Size, Grades 4-6	Average class sizes for 4-6 grade students will be maintained below 24.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain the interiors and exteriors of all buildings and grounds clean, well-lighted, and free of hazards.

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)

145000

Source(s)

LCFF - Base
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain excellent support services to students, staff, and parents.

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)

211724

Source(s)

LCFF - Base
2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue character education activities at both schools.

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)

0

Source(s)

None Specified
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, and Low Income

Strategy/Activity

In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners.

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)

5000

Source(s)

LCFF - Supplemental
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue a "Caught Being Good" program to encourage students to act appropriately by offering incentives to do so.

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)

0

Source(s)

Parent Teacher Association/Parent Faculty Club
(PTA/PFC/PTSO, PTO, etc.)
None Specified

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

All actions to support this goal were implemented as planned.

As noted in this section under Goal 1, the actions and services in support of English Language Arts and mathematics appeared to be effective for growth, as reflected in the state assessment results.

The actions and services implemented to provide students with clean, safe campuses resulted in “exemplary” ratings on the Facilities Inspection Tool (FIT).

Actions and services undertaken to provide a positive, clean, safe, and healthy environment also appear to have been effective in helping to significantly reduce the suspension rate. Expulsion and dropout rates remain at zero.

Also, the Chronic Absenteeism rate met anticipated outcomes.

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

The cost of services was higher than planned based on additional maintenance and safety projects at both campuses.

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.

Stakeholders agreed that increasing the amount and availability of tutoring services might help academic growth for Unduplicated Students and continue closing achievement gaps. As an incentive, teacher tutoring rates have been significantly increased. (Goal 1)

Academic results show gaps closing, and overall improvement. We believe that providing teachers with additional funds to purchase materials principally directed toward addressing the needs of struggling students, student results will continue to increase. The district will allot each classroom \$100 for this purpose. (Goal 1)

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

Stakeholders as Partners in Student Education

LEA/LCAP Goal

Parents, family, and community stakeholders will become more fully engaged as partners in the education of students in ADUSD.

Goal 3

Parents, family, and community stakeholders will become more fully engaged as partners in the education of students in ADUSD.

Identified Need

There is an ongoing need to provide parents with a variety of opportunities to engage in their children's education.

Five parents participated in the Parent Advisory Committee.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Efforts to seek parent input in making decisions for the school district and each individual school site. Promote parent participation in programs for unduplicated pupils.	Five parents participated in DELAC.	20 or more parents will participate in the District English Learner Advisory Committee (DELAC).
Promote parent participation.	n/a	85% of parents will participate in one or more school activities.
Efforts to seek parent input in making decisions for the school district and each individual school site. Promote parent participation in programs for individuals with exceptional needs.	SSC – 5 PAC -- 5	Parents will regularly participate in the School Site Council (SSC) and Parent Advisory Committee (PAC). The number of parents participating in the PAC will increase from the prior year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Promote parent participation in programs for unduplicated pupils.		
Promote parent participation in programs for unduplicated pupils.	Fifteen parents attended classes.	The number of parents participating in English language development classes will increase over the prior year.
Promote parent participation in programs for unduplicated pupils.	Five parents used the computer program.	The number of parents using the English language acquisition computer program will increase over the prior year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Sponsor school activities to encourage parent participation in school activities and in school and district committees.

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)

1200

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
5800

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Annually survey parents to solicit input on communication, climate, and conditions at both schools.

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)

0

Source(s)

None Specified
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, and Low Income

Strategy/Activity

Provide babysitting for DELAC meetings, Parent EL classes, and other parent meetings to promote participation by low-income parents, parents of English Learners, and parents of students with exceptional needs.

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)

700

Source(s)

LCFF - Supplemental
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide computer programs for English language acquisition and mastery for home use.

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)

500

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Offer English language development classes for parents.

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)

5000

Source(s)

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
2900

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a quarterly newsletter to all parents in English and Spanish.

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)

0

Source(s)

None Specified
None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide translation services at all public meetings.

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)

3000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2018-19

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.

Via the communications sent home by each teacher in the Friday Folders, ClassDojo messages, and phone calls home, parents were invited to be more fully engaged in the education of their students.

In May of 2019, all parents with children in grades K-8 were provide access to the district/school satisfaction survey. 48.7% of parents responded to the survey.

In May of 2019, all 6th,7th, and 8th grade students were provided access to the school satisfaction survey and 100% of students responded.

In May 2019, School Climate Survey indicated, 95% of the parents who responded felt they were welcome at their child's school.

95% of Parents Attended Parent-Teacher Conferences in the Fall.

45 Parents attended an LCAP information night in January of 2019.

PTC, SSC, DELAC and LCAP Committee meetings have regular attendance.

ESL Classes for adults had increased attendance in 2018-19 due to a bilingual instructor.

In 2019-20, almost 50% of parents participated in the School Climate Survey as opposed to 22% who participated in 2017-18 as the District moved back to a paper/pencil version for data collection.

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

The district spent less than budgeted to provide important translation services at parent/teacher conferences and IEP meetings; many of the meetings and events were in the context of bilingual translators' regular duty day and unable to be isolated as a translation service. In addition, two of the three new teachers as well as the new vice principal are bilingual and fewer translators were needed.

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.

Parents have been reluctant to use ESL programs at home. They appear to be more comfortable with the direct instruction that is offered on the school site and many lack the hardware devices at home to utilize the technology. (Goal 3)

Providing Spanish interpretation services at meetings and activities in which parents were invited to participate seemed to increase the amount and level of participation, so that budget will be significantly increased. (Goal 3)

The district will increase efforts next year in soliciting parent participation on the survey and look at additional ways in which parents might be encouraged to respond. (Goal 3)

Goals, Strategies, & Proposed Expenditures

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

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	\$84781
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,834,826.00

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

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$2,545,116.00
LCFF - Supplemental	\$289,710.00
None Specified	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$0.00

Subtotal of state or local funds included for this school: \$2,834,826.00

Total of federal, state, and/or local funds for this school: \$2,834,826.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	2,545,116.00
LCFF - Supplemental	289,710.00
None Specified	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,182,092.00
2000-2999: Classified Personnel Salaries	250,724.00
4000-4999: Books And Supplies	146,400.00
5800: Professional/Consulting Services And Operating Expenditures	110,610.00
None Specified	145,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	2,116,592.00
2000-2999: Classified Personnel Salaries	LCFF - Base	211,724.00
4000-4999: Books And Supplies	LCFF - Base	33,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	38,800.00
None Specified	LCFF - Base	145,000.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	65,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	39,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	113,400.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	71,810.00
None Specified	None Specified	0.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,462,702.00
Goal 2	361,724.00
Goal 3	10,400.00

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:

- Sheila Perry School Principal
- Sherrie Trost Classroom Teachers
- Mary Bertao Other School Staff
- Karen Upton Parent or Community Members

Name of Members	Role
Robin Walton	Classroom Teacher
Marisol Ramirez	Other School Staff Parent or Community Member
Terianne Silveira	Parent or Community Member
Raquel Mercado	Parent or Community Member
Linda Cederlof	Parent or Community Member
Jennifer Goncalves	Parent or Community Member
Sandra Hansen	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/30/19.

Attested:

Principal, Sheila Perry on 12/15/2020

SSC Chairperson, Karen Upton on / /

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.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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 Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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