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
Sundale Elementary School	54 72173 6054399	December 16, 2020	January 12, 2021

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.

Sundale School utilizes federal funds to support meeting the actions addressed in the Learning Continuity Plan and the LCAP to enhance and support the services to our students.

Table of Contents

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).

At this time of Distance Learning a majority of our parents would like students back on campus at least for a partial day, with all safety precautions being put into place with social distancing. Teachers agree although they want to ensure all safety precautions and protocols are in place on campus and in the classrooms.

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

Classrooms are frequently visited by administration. Formal observations are conducted two times per year with our Probationary teachers, and every other year for teachers who have taught less than ten years and every five years for all other permanent teachers. Probationary teachers are supported through the BTSA Program as well as with our new teacher mentor on campus. Teachers are performing well.

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)

Sundale utilizes both State and Local assessments to help drive instruction for our students, set school goals, meet the academic needs of our students and adjust intervention strategies as needed.

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

The teachers and the Principal utilize a computerized platform called IO Assessments to house all of the District and State assessment results. The District's Assessment Director submits reports to the Principal comparing subgroups in addition to grade level results.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sundale has dedicated three days for Professional Development in addition to offerings throughout the year that staff is encouraged to participate in through the Tulare County Office of Education as well as on campus offerings.

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

Teachers are trained by the Curriculum Representatives which the adoption recommendation is taken from. The Tulare County Office of Education also provides support on all curricular areas.

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

The District takes into considerations recommendations from staff on areas for professional development as well as being based on needs of the school and students. All trainings are connected to the California Common Core Standards and the assessment results of Sundale Students and their Social-Emotional needs.

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

Sundale has a certificated teachers assigned as a coach in the following curricular areas: English Language Arts, Mathematics, Science, College and Career Readiness and Technology. These coaches support the teachers through trainings as well as individual classroom and/or student needs.

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

Grade level meetings are scheduled for teachers throughout the year as well as department meetings in middle school.

Teaching and Learning

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

All curriculum is reviewed by the Districts School Site Council and approved by the Sundale School Board. All curriculum is directly aligned to the California State Common Core Standards.

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

Teachers adhere to all State requirements for required instructional minutes.

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

Classroom schedules are shared with the Principal as well as grade level Scope and Sequence Annual Planning addressing the teaching of all standards.   The District provides Response to Intervention Support through the use of classified staff as well as tutoring, math academy and reading academy being offered and students are assigned to based on their academic needs.

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

All Instructional materials are aligned to the State Common Core Standards. Additional supports are available for students who are English Learners.

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 text books are SBE-adopted with any additional materials being approved by both the School Site Council and Sundale School Board.

Opportunity and Equal Educational Access

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

Teachers provide support in the classroom as well as classified staff. There are three classrooms in the middle school that provide a self contained schedule for students in grades 6th-8th who have academic needs. These classrooms have a classified staff assigned to them as well as lower student to teacher ratio. Intervention opportunities are offered to all students such as: tutoring, reading academy, math tutoring and services through our Foundation after school program. Sundale also has an Individual Learning Plan that teacher use to set individual goals for students to assist them to meet their academic or behavior needs.

Evidence-based educational practices to raise student achievement

Sundale uses Kagan Strategies to build student's confidence, encourage students to participate and work collaboratively in class. Specially Designed Academic Instruction in English is used to support students who are learning the English Language. Small group and one on one student support provided to students.

Parental Engagement

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

Sundale has two counselors, a Homeless Liaison, as well as a Family Services Worker contracted with the Tulare County Office of Education who all provide support to families. Students may be enrolled in Tutoring, Reading/Math Academy, Summer School, additional classroom support, and small group instruction.

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)

The Consolidated Application is presented to the School Site Council, which consists of parents, community members, teachers and students. Throughout the year staff are kept informed of the budget and are able to meet with the Superintendent on any questions they may have.

Funding

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

LCFF Supplemental, Title I and Title IV and TITLE V funds are all allocated to support students who are underperforming. These funds are used for additional supplemental support materials, professional development for staff, salaries for classified and certificated staff to teach summer school and cover to support the intervention supports references under the resource section above.

Fiscal support (EPC)

LCFF Supplemental, Title I and Title IV, TITLE V and the General Fund.

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 Parent Teacher Association provided input during the December 1st meeting, teachers on December 10th and the School Site Council on December 16th.

Resource Inequities

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

None were identified.

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	0.48%	0.61%	.61%	4	5	5
African American	0.36%	0.24%	.24%	3	2	2
Asian	0.60%	0.61%	.61%	5	5	5
Filipino	0.12%	0.12%	.12%	1	1	1
Hispanic/Latino	48.61%	48.79%	48.35%	402	403	395
Pacific Islander	0.12%	0.12%	.12%	1	1	1
White	49.21%	48.43%	47.98%	407	400	392
Multiple/No Response	0.12%	0.24%	1.84%	1	2	15
Total Enrollment				827	826	817

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	99	101	108
Grade 1	96	89	88
Grade 2	94	95	90
Grade3	91	92	91
Grade 4	93	89	88
Grade 5	79	90	90
Grade 6	99	82	86
Grade 7	87	98	83
Grade 8	89	90	93
Total Enrollment	827	826	817

Conclusions based on this data:

1. Sundale has experienced a decrease in enrollment which is attributed to families moving out of state as well as families choosing their District's of residence or Home Schooling due to the pandemic and Distance Learning.

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	105	99	96	12.7%	12.0%	11.8%
Fluent English Proficient (FEP)	56	56	44	6.8%	6.8%	5.4%
Reclassified Fluent English Proficient (RFEP)	32	32	12	23.0%	30.5%	11.4%

Conclusions based on this data:

1. The English Learner population is declining at Sundale.

2. We have found that more of our parents are working and learning the English language themselves.

3. Sundale has been successful with the number of students that have been redesignated.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# 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 3	96	88	89	95	87	89	95	87	89	99	98.9	100
Grade 4	78	92	90	78	92	90	78	92	90	100	100	100
Grade 5	94	78	86	94	78	86	94	78	86	100	100	100
Grade 6	87	102	83	87	102	83	87	102	83	100	100	100
Grade 7	89	91	98	89	90	98	89	90	98	100	98.9	100
Grade 8	82	90	88	82	90	87	82	90	87	100	100	98.9
All	526	541	534	525	539	533	525	539	533	99.8	99.6	99.8

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

Grade Level	Overall Achievement for All Students														
	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 3	2422.	2415.	2415.	22.11	16.09	24.72	26.32	28.74	20.22	23.16	25.29	23.60	28.42	29.89	31.46
Grade 4	2466.	2472.	2464.	28.21	27.17	24.44	20.51	25.00	27.78	19.23	16.30	15.56	32.05	31.52	32.22
Grade 5	2501.	2494.	2514.	17.02	20.51	31.40	34.04	30.77	27.91	22.34	14.10	20.93	26.60	34.62	19.77
Grade 6	2549.	2530.	2534.	24.14	17.65	24.10	35.63	38.24	37.35	21.84	24.51	14.46	18.39	19.61	24.10
Grade 7	2582.	2565.	2571.	24.72	15.56	15.31	42.70	43.33	50.00	25.84	24.44	21.43	6.74	16.67	13.27
Grade 8	2579.	2589.	2589.	17.07	16.67	24.14	39.02	44.44	35.63	25.61	30.00	28.74	18.29	8.89	11.49
All Grades	N/A	N/A	N/A	22.10	18.92	23.83	33.14	35.25	33.40	23.05	22.63	20.83	21.71	23.19	21.95

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% 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 3	22.11	19.54	26.97	44.21	56.32	46.07	33.68	24.14	26.97
Grade 4	24.36	32.61	24.44	42.31	42.39	45.56	33.33	25.00	30.00
Grade 5	21.28	30.77	33.72	56.38	41.03	45.35	22.34	28.21	20.93
Grade 6	31.03	25.49	28.92	40.23	47.06	40.96	28.74	27.45	30.12
Grade 7	28.09	23.33	24.49	52.81	53.33	57.14	19.10	23.33	18.37
Grade 8	28.05	31.11	32.18	51.22	47.78	43.68	20.73	21.11	24.14
All Grades	25.71	27.09	28.33	48.00	48.05	46.72	26.29	24.86	24.95

Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.05	13.79	13.48	46.32	55.17	50.56	32.63	31.03	35.96
Grade 4	24.36	25.00	22.22	43.59	50.00	48.89	32.05	25.00	28.89
Grade 5	31.91	30.77	34.88	47.87	39.74	46.51	20.21	29.49	18.60
Grade 6	36.78	27.45	32.53	42.53	47.06	45.78	20.69	25.49	21.69
Grade 7	38.20	31.11	38.78	56.18	50.00	47.96	5.62	18.89	13.27
Grade 8	31.71	22.22	34.48	51.22	57.78	55.17	17.07	20.00	10.34
All Grades	30.67	25.05	29.46	48.00	50.09	49.16	21.33	24.86	21.39

Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.05	21.84	25.84	67.37	65.52	58.43	11.58	12.64	15.73
Grade 4	21.79	22.83	18.89	56.41	66.30	67.78	21.79	10.87	13.33
Grade 5	19.15	15.38	15.12	61.70	55.13	69.77	19.15	29.49	15.12
Grade 6	25.29	19.61	18.07	63.22	61.76	59.04	11.49	18.63	22.89
Grade 7	24.72	13.33	18.37	59.55	72.22	72.45	15.73	14.44	9.18
Grade 8	17.07	20.00	13.79	69.51	68.89	77.01	13.41	11.11	9.20
All Grades	21.52	18.92	18.39	63.05	65.12	67.54	15.43	15.96	14.07

Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.21	16.09	17.98	48.42	54.02	49.44	27.37	29.89	32.58
Grade 4	24.36	25.00	21.11	44.87	53.26	52.22	30.77	21.74	26.67
Grade 5	27.66	19.23	32.56	43.62	48.72	44.19	28.72	32.05	23.26
Grade 6	40.23	36.27	31.33	44.83	45.10	43.37	14.94	18.63	25.30
Grade 7	46.07	34.44	29.59	46.07	54.44	55.10	7.87	11.11	15.31
Grade 8	35.37	45.56	33.33	47.56	43.33	55.17	17.07	11.11	11.49
All Grades	32.95	29.87	27.58	45.90	49.72	50.09	21.14	20.41	22.33

Conclusions based on this data:

1. The overall achievement of our students moving from 2017-2018 to 2018-2019 increased by 8.06 points. The District looks at both students who both Met the Standard and Exceeded the Standard.

2. Students are performing very well in all domains with 75% or more of students being at Standard Met or Above Standard in all the domains.

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 3	96	87	89	95	86	89	95	86	89	99	98.9	100
Grade 4	78	92	90	78	92	90	78	92	90	100	100	100
Grade 5	94	78	86	94	78	86	94	78	86	100	100	100
Grade 6	87	102	83	87	102	83	87	102	83	100	100	100
Grade 7	89	92	98	89	92	98	89	92	98	100	100	100
Grade 8	82	90	88	82	90	88	82	90	88	100	100	100
All	526	541	534	525	540	534	525	540	534	99.8	99.8	100

* 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 3	2465.	2448.	2450.	35.79	22.09	28.09	24.21	39.53	28.09	24.21	18.60	28.09	15.79	19.77	15.73
Grade 4	2508.	2501.	2490.	32.05	33.70	25.56	25.64	27.17	28.89	35.90	25.00	33.33	6.41	14.13	12.22
Grade 5	2517.	2516.	2528.	22.34	30.77	30.23	24.47	17.95	17.44	29.79	24.36	31.40	23.40	26.92	20.93
Grade 6	2525.	2529.	2534.	19.54	20.59	28.92	20.69	19.61	21.69	29.89	35.29	18.07	29.89	24.51	31.33
Grade 7	2557.	2556.	2552.	21.35	21.74	24.49	29.21	31.52	20.41	24.72	26.09	33.67	24.72	20.65	21.43
Grade 8	2582.	2589.	2575.	35.37	34.44	29.55	19.51	21.11	18.18	14.63	16.67	25.00	30.49	27.78	27.27
All Grades	N/A	N/A	N/A	27.62	27.04	27.72	24.00	26.11	22.47	26.48	24.63	28.46	21.90	22.22	21.35

	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 3	50.53	45.35	35.96	35.79	32.56	43.82	13.68	22.09	20.22
Grade 4	43.59	46.74	40.00	35.90	29.35	35.56	20.51	23.91	24.44
Grade 5	27.66	39.74	36.05	41.49	23.08	37.21	30.85	37.18	26.74
Grade 6	22.99	23.53	32.53	33.33	39.22	32.53	43.68	37.25	34.94
Grade 7	30.34	32.61	29.59	34.83	36.96	40.82	34.83	30.43	29.59
Grade 8	36.59	42.22	35.23	28.05	24.44	31.82	35.37	33.33	32.95
All Grades	35.24	37.96	34.83	35.05	31.30	37.08	29.71	30.74	28.09

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 3	35.79	32.56	33.71	38.95	46.51	39.33	25.26	20.93	26.97
Grade 4	33.33	38.04	24.44	38.46	42.39	56.67	28.21	19.57	18.89
Grade 5	25.53	23.08	32.56	48.94	43.59	45.35	25.53	33.33	22.09
Grade 6	22.99	24.51	30.12	52.87	50.98	39.76	24.14	24.51	30.12
Grade 7	22.47	23.91	24.49	53.93	57.61	51.02	23.60	18.48	24.49
Grade 8	36.59	33.33	34.09	37.80	52.22	47.73	25.61	14.44	18.18
All Grades	29.33	29.26	29.78	45.33	49.07	46.82	25.33	21.67	23.41

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 3	43.16	30.23	37.08	38.95	52.33	41.57	17.89	17.44	21.35
Grade 4	28.21	34.78	26.67	51.28	45.65	54.44	20.51	19.57	18.89
Grade 5	20.21	20.51	26.74	44.68	52.56	50.00	35.11	26.92	23.26
Grade 6	21.84	21.57	19.28	47.13	58.82	46.99	31.03	19.61	33.73
Grade 7	25.84	23.91	26.53	56.18	58.70	55.10	17.98	17.39	18.37
Grade 8	39.02	33.33	21.59	37.80	46.67	51.14	23.17	20.00	27.27
All Grades	29.71	27.41	26.40	45.90	52.59	50.00	24.38	20.00	23.60

Conclusions based on this data:

1. Sundale students decreased their overall performance by 3 points from prior year.

2. All Domain areas decreased by a few points with the exception of Concepts and Procedures was up by 2.65 points from prior year.

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 K	*	1390.8	*	1401.1	*	1366.5	*	15
Grade 1	1454.3	*	1462.7	*	1445.4	*	14	7
Grade 2	1495.6	1492.1	1492.4	1492.0	1498.4	1491.9	20	15
Grade 3	1488.4	1500.7	1485.5	1504.2	1490.6	1496.7	14	19
Grade 4	*	*	*	*	*	*	*	8
Grade 5	*	*	*	*	*	*	*	9
Grade 6	1531.3	*	1522.2	*	1540.0	*	12	7
Grade 7	1536.5	*	1518.5	*	1554.1	*	15	10
Grade 8	*	*	*	*	*	*	*	10
All Grades							109	100

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
K	*	0.00	*	26.67	*	33.33	*	40.00	*	15
1	*	*	*	*	*	*	*	*	14	*
2	*	13.33	55.00	46.67		40.00		0.00	20	15
3	*	15.79	*	42.11	*	42.11	*	0.00	14	19
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*		*	12	*
7	*	*	*	*	*	*	*	*	15	*
8	*	*		*	*	*		*	*	*
All Grades	34.86	18.00	34.86	34.00	20.18	36.00	10.09	12.00	109	100

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
K	*	0.00	*	33.33	*	26.67	*	40.00	*	15
1	*	*	*	*	*	*		*	14	*
2	70.00	33.33	*	60.00		6.67		0.00	20	15
3	*	31.58	*	57.89	*	0.00	*	10.53	14	19
4	*	*	*	*	*	*		*	*	*
5	*	*		*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	12	*
7	*	*	*	*	*	*	*	*	15	*
8	*	*	*	*	*	*		*	*	*
All Grades	49.54	28.00	31.19	40.00	12.84	19.00	*	13.00	109	100

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
K	*	0.00		13.33	*	66.67	*	20.00	*	15
1	*	*	*	*	*	*	*	*	14	*
2	*	13.33	*	13.33	*	60.00		13.33	20	15
3		10.53	*	15.79	*	63.16	*	10.53	14	19
4		*	*	*	*	*	*	*	*	*
5		*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	12	*
7	*	*	*	*	*	*	*	*	15	*
8	*	*	*	*		*		*	*	*
All Grades	22.94	12.00	32.11	20.00	26.61	46.00	18.35	22.00	109	100

	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**
K	*	6.67	*	66.67	*	26.67	*	15
1	*	*	*	*		*	14	*
2	60.00	20.00	*	73.33		6.67	20	15
3	*	26.32	*	68.42	*	5.26	14	19
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	12	*
7	*	*	*	*	*	*	15	*
All Grades	52.29	19.00	41.28	69.00	*	12.00	109	100

	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**
K	*	0.00	*	66.67	*	33.33	*	15
1	*	*	*	*	*	*	14	*
2	85.00	40.00	*	60.00		0.00	20	15
3	*	63.16	*	31.58	*	5.26	14	19
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	12	*
7	*	*	*	*	*	*	15	*
All Grades	58.72	39.00	32.11	50.00	*	11.00	109	100

	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**
K	*	0.00	*	93.33	*	6.67	*	15
1	*	*	*	*	*	*	14	*
2	65.00	13.33	*	73.33		13.33	20	15
3	*	5.26	*	68.42	*	26.32	14	19
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	12	*
7	*	*	*	*	*	*	15	*
All Grades	32.11	12.00	41.28	61.00	26.61	27.00	109	100

Grade Level	Writing Domain — Percentage of Students by Domain Performance Level for All Students							
	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
K	*	13.33	*	46.67	*	40.00	*	15
1	*	*	*	*	*	*	14	*
2	*	20.00	65.00	66.67		13.33	20	15
3	*	15.79	*	73.68	*	10.53	14	19
4	*	*	*	*	*	*	*	*
6	*	*	*	*		*	12	*
7	*	*	*	*	*	*	15	*
All Grades	25.69	14.00	64.22	70.00	10.09	16.00	109	100

Conclusions based on this data:

1. Sundale's decreased in their number of English Learners tested by 9 students.

2. Student's performance decreased in all areas from prior year.

3. 2018 was the first of the adoption of the ELPAC test. During the 2017-2018 testing year it was piloted.

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**
826	**46.2**	**12.0**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	99	12.0
Foster Youth	4	0.5
Homeless	55	6.7
Socioeconomically Disadvantaged	382	46.2
Students with Disabilities	27	3.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.2
American Indian	5	0.6
Asian	5	0.6
Filipino	1	0.1
Hispanic	403	48.8
Two or More Races	7	0.8
Pacific Islander	1	0.1
White	400	48.4

Conclusions based on this data:

1. A majority of our students population are White (48.4%) or Hispanic (48.8%) Ethnicity.

2. Less than half of our students (46.2%) come from low Socioeconomically Disadvantaged families.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Blue	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. Overall our students are performing well in all areas (Blue and Green).
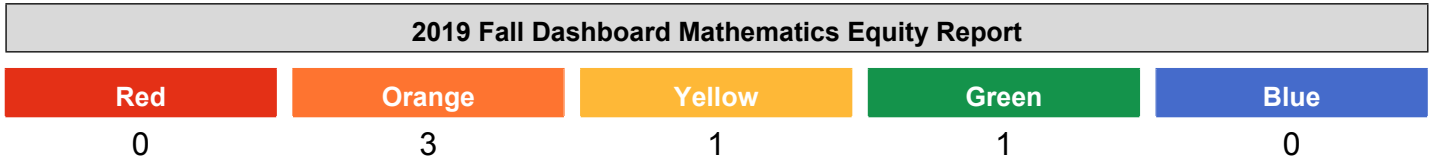
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	1	0

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

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
8.9 points above standard	50.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.1 points	Declined -9.9 points	7
519	91	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Orange	No Performance Color
40.7 points below standard	28 points below standard	99.1 points below standard
Declined Significantly -33 points	Maintained ++0.2 points	15
32	233	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
2	4		1

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
8.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	25.9 points above standard
Maintained ++0.3 points			Increased ++7.4 points
256	1		255

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**
84.6 points below standard	6.9 points above standard	20.9 points above standard
Increased ++11.3 points	Maintained ++1.4 points	Increased ++4.3 points
57	34	419

Conclusions based on this data:

1. The subgroups which declined were English Learners an Homeless from prior year results. Due to the low numbers within those groups slight changes by a few students, impacts greatly.

2. The English Learner group (with no prior year comparison) gained 11.3 points .

3. Our students who have been Reclassified as English Learners maintained good performance.

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:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	1	0

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		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
0.3 points above standard	60 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.4 points	Declined -3.3 points	
		7
519	91	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	No Performance Color
53.3 points below standard	40 points below standard	147.4 points below standard
Declined Significantly -27 points	Declined -3.9 points	15
32	233	

| 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity |

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color		No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
2	4		1

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color		Green
17.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy		17.7 points above standard
Maintained -0.2 points	1		Maintained -2.8 points
256			255

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
84.8 points below standard	18.3 points below standard	12.4 points above standard
Increased Significantly ++26.3 points	Declined -6.9 points	Declined -3.9 points
57	34	419

Conclusions based on this data:

1. The over all performance among all subgroups (EL, Homeless and Socioeconomically Disadvantaged) declined.

2. The current English Learners for the year increased their proficiency by 26.3 points.

3. Reclassified English Learners did not perform as well, declining 6.9 points.

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

English Learner Progress
No Performance Color
52.4 making progress towards English language proficiency
Number of EL Students: 82
Performance Level: Medium
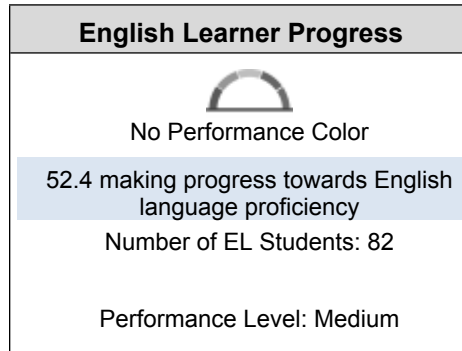
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
18.2	29.2	9.7	42.6

Conclusions based on this data:

1. Scores reflect the EL ELPAC State Assessment.

2. More students are progressing to the next level of proficiency on the ELPAC test (42.6)

3. ELPI= English Learner Progress Indicator indicates 18.2 students decreased a level from prior year testing.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	2
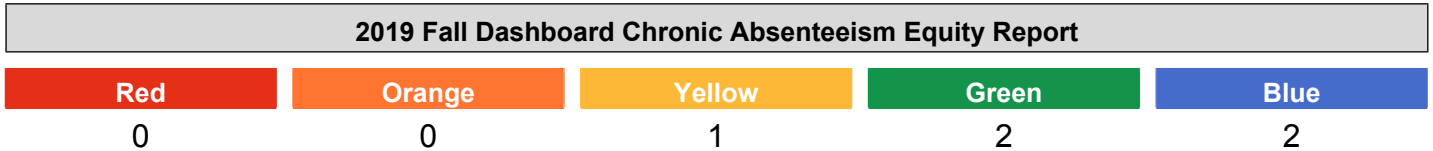
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
2.1	1	0
Declined -0.6	Maintained +0.1	12
848	104	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Green	No Performance Color
3.6	3.9	6.5
Increased +2	Declined -1	Declined -1
56	412	31

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	5	5	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
2.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	1.5
Declined -1.2			Maintained -0.2
420	8	1	406

Conclusions based on this data:

1. There are no concerns at this time with our absenteeism rate.

School and Student Performance Data

Conditions & Climate
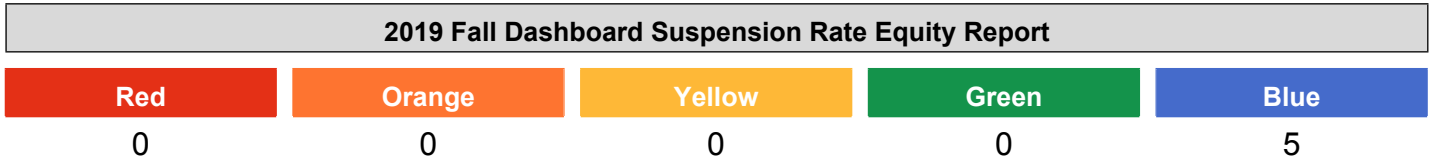## Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	5

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

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.4	0	0
Maintained -0.2	Declined -0.8	12
853	107	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Blue	Blue	No Performance Color
0	0.5	0
Maintained 0	Maintained 0	Maintained 0
56	415	31

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 2	Less than 11 Students - Data 5	Less than 11 Students - Data 5	Less than 11 Students - Data 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
0.2	Less than 11 Students - Data 8	Less than 11 Students - Data 1	0.5
Maintained -0.2			Maintained -0.2
424			407

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.6	0.4

Conclusions based on this data:

1. Sundale has great results with their suspension rate. Very few students being suspended annually.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Academic Achievement

LEA/LCAP Goal

Student's will be supported in all academic areas with their achievement increasing in the area of Math and English Language Arts (ELA) as measured by District and State Assessments.

Goal 1

Student's will be supported in all academic areas with their achievement increasing in the area of Math and English Language Arts (ELA) as measured by District and State Assessments.

Identified Need

Through the District and State Assessments all students, including English Learners, Poverty, Foster an Homeless will meet the average yearly growth in ELA and Math. The decline overall in the area of ELA (SBAC Test) by 5.2 points is an area of focus. The District will work to show gains in this area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Performance	Baseline: 2018 ELA: Declined 5.2 points; Math: Maintained -1.8 points Actual: 2019 ELA: Increased 4.1 points; Math: Maintained -1.4 points	Change from prior year-increased or maintained by +6 points
Star Reading Performance	Baseline: 2019 61.5% At or Above Standard Actual: 2020 61.75% At or Above Standard	Reach and Maintain an average of 70% of students performing At or Above Grade Level Standard.
Star Math Performance	Baseline: 2019 72.88% At or Above Standard Actual: 2020 78.88 At or Above Standard	Reach and Maintain an average of 70% of students performing At or Above Grade Level Standard.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide intervention support and teaching through Response to Intervention (RTI) time in classrooms, reading academy, math academy, tutoring and summer school session (if applicable), all done by certificated and classified staff support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
390,936	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries
10,166	LCFF - Supplemental 4000-4999: Books And Supplies 5000-5999: Services and other Operating Expenses
331	Rural Education Achievement Program (REAP) 7000-7439: Other Outgo Indirect costs
97,515	Special Education 2000-2999: Classified Personnel Salaries
2,655,000	General Fund 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries
129,585	Title I 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries
3,502	Title I 4000-4999: Books And Supplies
93,692	Special Education 1000-1999: Certificated Personnel Salaries
9,281	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries
9,802	Title II Part A: Improving Teacher Quality 4000-4999: Books And Supplies 5000-5999: Services and other Operating Expenses

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Learners

LEA/LCAP Goal

English Learners will increase their proficiency on the State Language Assessment (ELPAC) as well on District and State Academic Assessments.

Goal 2

English Learners will increase their proficiency on the State Language Assessment (ELPAC) as well on District and State Academic Assessments.

Identified Need

In 2018-2019 State Assessment (SBAC) results indicated that our EL group declined by 9.9 points from the prior in the area of ELA and the group declined by 3.3 points in Math. ELPAC shows a decrease as well from prior year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Performance	Baseline: 2019 54.17% of students meeting levels 3 and 4 Actual: 2020 42% of students meeting levels 3 and 4	70% of students reaching combined levels of 3 and 4.
Smarter Balance Performance- ELA	Baseline: 2018 Declined by Increased 7.3 points Actual: 2019 Declined by -9.9 points	Increase of 6 points
Smarter Balance Performance- Math	Baseline: 2018 Increased by 4.2 points Actual: 2019 Declined by -3.3 points	Increase of 6 points
STAR Reading Performance	Baseline: 2019 Reading Average Scale Score = 341.50 Actual: 2020 Reading Average Scale Score = 313.67; Decreased by 27.83	Increase the average scaled score by 50 for Reading

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math Performance	Baseline: 2019 Math Average Scale Score = 591.36 Actual: 2020 Math Average Scale Score = 584.24 ; Decreased by 7.12	Increase the average scaled score by 50 for Math

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)

English Language Learners

Strategy/Activity

Maintain staff time (para professional) to better provide for our EL students, including our LTEL's (Long Term 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)	Source(s)
33,240	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries
9,705	Title III 2000-2999: Classified Personnel Salaries
12,908	Rural Education Achievement Program (REAP) 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries
12,727	Title I 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries
800	LCFF - Supplemental 4000-4999: Books And Supplies
594	Title III 4000-4999: Books And Supplies
683	Title III

	5000-5999: Services And Other Operating Expenditures

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

21st Century Learning

LEA/LCAP Goal

Provide students a 21st Century Learning experience by using technological devices and Worked Based Learning Opportunities through the Sundale College Career Readiness Model.

Goal 3

Provide students a 21st Century Learning experience by using technological devices and Worked Based Learning Opportunities through the Sundale College Career Readiness Model.

Identified Need

Continue to update and add devices as needed in classrooms and train staff and students to utilize the devices to reach the greatest benefits.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student technology portable devices available to students	2019: 674 portable devices (chromebooks and ipads) 2020: 799 portable devices (chromebooks and ipads)	Have all students with a portable device access.
Replace older portable technology devices	2019: Replaced 38 2020: Replaced 125	Replace with updated devices, at least 30 per 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

Provide students a 21st century learning experience through the use of technological devices and 21st century classroom furniture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500	LCFF - Supplemental 6000-6999: Capital Outlay
10,000	General Fund 6000-6999: Capital Outlay
29,529	LCFF - Supplemental 2000-2999: Classified Personnel Salaries
11,355	General Fund 2000-2999: Classified Personnel Salaries
3,632	Title I 2000-2999: Classified Personnel Salaries

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social and Emotional Student support

LEA/LCAP Goal

Students will be provided with a physical and emotionally safe environment in which to engage, learn and reach their fullest potential.

Goal 4

Students will be provided with a physical and emotionally safe environment in which to engage, learn and reach their fullest potential.

Identified Need

The District is recognizing the increase of students with social and emotional concerns. Students will have a safe atmosphere on campus with counselors to speak to as needed as well as having positive relations with staff members.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sense of student safety while on campus.	2018-2019 81% / 2019-2020 73%	80% of students feel safe on campus.
Sense of school safety (Staff and Parents)	2018-2019 Parents 93.75% / 2019-2020 Parents 60% 2018-2019 Staff 67% / 2019-2020 97%	80%+ of parents believe Sundale has a safe campus. 80%+ of staff believe Sundale has a safe campus.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide counseling and support services to students.

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)
54,924	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries counselors
40,000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Contracted TCOE School Psychologist
16,790	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Contracted TCOE School Nurse
14,439	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Contracted TCOE Family Services Support

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	$203,949
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	$3,652,636.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$149,446.00
Title II Part A: Improving Teacher Quality	$19,083.00
Title III	$10,982.00

Subtotal of additional federal funds included for this school: $179,511.00

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

State or Local Programs	Allocation ($)
General Fund	$2,676,355.00
LCFF - Supplemental	$592,324.00
Rural Education Achievement Program (REAP)	$13,239.00
Special Education	$191,207.00

Subtotal of state or local funds included for this school: $3,473,125.00

Total of federal, state, and/or local funds for this school: $3,652,636.00

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

Expenditures by Funding Source

Funding Source	Amount
General Fund	2,676,355.00
LCFF - Supplemental	592,324.00
Rural Education Achievement Program (REAP)	13,239.00
Special Education	191,207.00
Title I	149,446.00
Title II Part A: Improving Teacher Quality	19,083.00
Title III	10,982.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,359,053.00
2000-2999: Classified Personnel Salaries	184,976.00
4000-4999: Books And Supplies	24,864.00
5000-5999: Services And Other Operating Expenditures	683.00
5800: Professional/Consulting Services And Operating Expenditures	71,229.00
6000-6999: Capital Outlay	11,500.00
7000-7439: Other Outgo	331.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	General Fund	2,655,000.00
2000-2999: Classified Personnel Salaries	General Fund	11,355.00
6000-6999: Capital Outlay	General Fund	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	445,860.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	62,769.00
4000-4999: Books And Supplies	LCFF - Supplemental	10,966.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	71,229.00
6000-6999: Capital Outlay	LCFF - Supplemental	1,500.00
1000-1999: Certificated Personnel Salaries	Rural Education Achievement Program (REAP)	12,908.00
7000-7439: Other Outgo	Rural Education Achievement Program (REAP)	331.00
1000-1999: Certificated Personnel Salaries	Special Education	93,692.00
2000-2999: Classified Personnel Salaries	Special Education	97,515.00
1000-1999: Certificated Personnel Salaries	Title I	142,312.00
2000-2999: Classified Personnel Salaries	Title I	3,632.00
4000-4999: Books And Supplies	Title I	3,502.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	9,281.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	9,802.00
2000-2999: Classified Personnel Salaries	Title III	9,705.00
4000-4999: Books And Supplies	Title III	594.00
5000-5999: Services And Other Operating Expenditures	Title III	683.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,399,810.00
Goal 2	70,657.00
Goal 3	56,016.00

| Goal 4 | 126,153.00 |

School Site Council Membership

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

1 School Principal

8 Classroom Teachers

1 Other School Staff

7 Parent or Community Members

2 Secondary Students

Name of Members   **Role**

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 .

Attested:

Principal, Cindy Gist 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.

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 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/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019