La Habra City
School District

BOARD OF EDUCATION - REGULAR MEETING

AGENDA

District Office - Board Room
500 N. Walnut Street, La Habra, CA 90631

Thursday, January 12, 2023 06:00 PM

4:00 p.m. - Work/Study Session
5:00 p.m. - Closed Session
6:00 p.m. - Call to Order/Regular Meeting
(Meetings are recorded for use in official minutes)

1. Work/Study Session

Start time: 04:00 PM

- School principals will present their School Plans for Student Achievement (SPSA)
- District Priorities

2. Formal Call to Order

Start time: 05:00 PM

3. Adjourn to Closed Session

4. Closed Session

a. Public Employee Discipline/Dismissal/Release/Personnel Matters
Government Code Sections 54954.5(d), 54957

b. Conference with Labor Negotiators District Representatives:
Dr. Mario A. Carlos, Superintendent
Employee Organization(s): California School Employees Association (CSEA), Chapter #135/La Habra Education Association (LHEA)
Government Code Sections 54954.5(f), 54957.6

c. Settlement Agreement for Student #1218944
Government Code Section 54962

5. Second Call to Order

Start time: 06:00 PM

- Welcome
- Pledge of Allegiance

6. Report from Closed Session

7. Action Item: Adoption of Agenda (Action)

Motion__________ **Second**__________ **Board Action**__________

8. Action Item: Approval of Minutes of the Regular Meeting of December 15, 2022 (Action)

Motion__________ **Second**__________ **Board Action**__________

9. Correspondence: Clerk of the Board

10. Public Interest

- Sierra Vista School

11. Public Comment

Members of the audience may address the Board of Education on agenda items during consideration of that item and items not on the agenda that are within the Board's subject matter jurisdiction. Speaking time is limited to three (3) minutes per speaker with a maximum of twenty (20) minutes per topic. Persons wishing to address the Board should complete and submit a Presentation Card, available on the table near the hallway door. The Presentation Card must be completed and given to the Secretary prior to the meeting. Matters not on the agenda may neither be acted upon nor discussed by the Board, but will be researched and responded to in any one of the following ways: 1) by telephone after research; 2) by mail after research; or 3) at a subsequent Board meeting as an agenda item.

12. CONSENT CALENDAR (Action)

Motion__________ **Second**__________ **Board Action**__________

a. EDUCATIONAL SERVICES (Consent Agenda)

1. **Contract Reports - Educational Services**

   Ed Services (p. 6)

2. **Staff Development**

   Staff Development (p. 8)

3. **Memberships**

   Memberships (p. 10)

4. **University Agreements**

   Hope University (p. 11)

b. BUSINESS SERVICES (Consent Agenda)

1. Contract Reports - Business Services

   Business Services (p. 15)

2. Expenditures Report

   Expenditures (p. 16)

3. Field Contracts

   Field Contracts (p. 17)

c. PERSONNEL SERVICES (Consent Agenda)

1. Separations/New Hires

   Separations (p. 19)

   New Hires (p. 20)

13. GENERAL MATTERS

a. Action Item: Approval of Modified Calendar for 2022-2023 (Action)

Trustees will be requested to approve the modified school calendar for 2022-2023.

Motion__________ **Second**__________ **Board Action**__________

Juneteenth Agenda Memo (p. 21)

2022-23 Student Calendar (p. 22)

b. Action Item: Approval of Increase in Health and Welfare Cap for California School Employees Association (CSEA) (Action)

Trustees will be requested to approve the Memorandum of Understanding increasing the Health and Welfare cap by 15% for CSEA beginning February 1, 2023.

Motion__________ **Second**__________ **Board Action**__________

CSEA MOU Memo (p. 23)

Health & Welfare MOU (p. 24)

14. BUSINESS MATTERS

a. Action Item: Approval of 2021-22 Annual Audit for Bond Measure O (Action)

Trustees are requested to approve the 2021-22 Annual Audit for Bond Measure O.

Motion__________ **Second**__________ **Board Action**__________

2021-22 Annual Audit for Bond Memo (p. 25)

La Habra City SD Measure O Final Governance Letter (p. 26)

Measure O Final Financial Statements (p. 30)

b. Action Item: Approval of 2021-22 Annual Audit Report (Action)

Trustees are requested to approve the 2021-22 Annual Audit Report.

Motion__________ **Second**__________ **Board Action**__________

2021-22 Financial Audit Memo (p. 57)

La Habra City SD Final Governance Letter (p. 59)

La Habra City SD Final Financial Statements (p. 64)

15. INSTRUCTION AND PERSONNEL

a. Action Item: Approval of School Accountability Report Cards (SARC) (Action)

Trustees are requested to approve the publication of the 2021-2022 School Accountability Report Cards for Arbolita, El Cerrito, Ladera Palma, Las Lomas, Las Positas, Sierra Vista, Walnut, Imperial and Washington Schools.

Motion__________ **Second**__________ **Board Action**__________

SARC Memo (p. 183)

Arbolita (p. 184)

El Cerrito (p. 203)

Ladera Palma (p. 223)

Las Lomas (p. 242)

Las Positas (p. 261)

Sierra Vista (p. 280)

Walnut (p. 299)

IMS (p. 318)

WMS (p. 337)

b. Action Item: Approval of School Plan For Student Achievement (SPSA) (Action)

Trustees are requested to approve the School Plan for Student Achievement for Arbolita, El Cerrito, Ladera Palma, Las Lomas, Las Positas, Sierra Vista, Walnut, Imperial and Washington Schools.

Motion__________ **Second**__________ **Board Action**__________

SPSA Memo (p. 355)

Arbolita (p. 356)

El Cerrito (p. 431)

Ladera Palma (p. 502)

Las Lomas (p. 582)

Las Positas (p. 665)

Sierra Vista (p. 738)

Walnut (p. 813)

IMS (p. 883)

WMS (p. 960)

16. Board/Superintendent Comments:

17. Adjournment

Motion__________ **Second**__________ **Board Action**__________

18. NEXT BOARD MEETING:

The next regular meeting of the Board of Education is scheduled for February 9, 2023 at 6:00 p.m., at the District Education Board Room, 500 N. Walnut Street, La Habra, California.

La Habra City School District is a tobacco-free district. Tobacco use is prohibited on District property at all times. Any individual with a disability who requires reasonable accommodation to participate in a Board meeting may request assistance by contacting the Superintendent's Office at 562-690-2300; fax: 562-690-4154.

La Habra City School District
500 North Walnut, La Habra, California 90631-3769

REQUEST FOR APPROVAL OF CONTRACTS / AGREEMENTS / EDUCATIONAL SERVICES

PROGRAM	LOCATION	START DATE	END DATE	CONSULTANT	INVOICE AMOUNT	FUNDING SOURCE
Agreement for field trip admission to Riley's Farm, Gold Mine and Civil War Adventures	District	4/8/2023	4/29/2023	Colonial Chesterfield at Riley's Farm	$9,900.00	ELOP
Agreement to provide introductory dance instruction and choreography	Arbolita	1/18/2023	5/24/2023	Adiago Dance Studio	$10,700.00	ELOP
Two days of Outdoor Education Science Program	El Cerrito, Arbolita, Walnut	4/5/2023	5/10/2023	Irvine Ranch Outdoor Education	$62,535.00	ESSER II, Restricted
RATIFICATION						
Physical Education Instructional Minutes Log System Implementation and Software Service Agreement #10002383	District	8/15/2022	6/30/2023	Orange County Department of Education	$7,100.00	S&C
Agreement to provide Tier II PBIS implementation to include teaming, intervention practices, screening procedures and data for evaluation	Imperial	12/5/2022	6/30/2024	Orange County Department of Education	$4,500.00	Title I
Amendment to agreement to provide Project GLAD training and demonstrations	District	10/1/2022	6/30/2023	Orange County Department of Education	$4,724.00	Title III
Staffing Services Agreement to provide a physical therapist to the District	District	12/6/2022	1/31/2023	ProCare Therapy	$18,900.00	Special Education

Board Approved: January 12, 2023

La Habra City School District
500 North Walnut, La Habra, California 90631-3769

REQUEST FOR APPROVAL OF CONTRACTS / AGREEMENTS / EDUCATIONAL SERVICES

PROGRAM	LOCATION	START DATE	END DATE	CONSULTANT	INVOICE AMOUNT	FUNDING SOURCE
RATIFICATION						
Agreement to provide after school enrichment classes including coding and digital animation	El Cerrito	1/9/2023	6/30/2023	Moving Mindz	$4,000.00	ELOP

Board Approved: January 12, 2023

LA HABRA CITY SCHOOL DISTRICT
REQUEST FOR APPROVAL/RATIFICATION OF PROFESSIONAL DEVELOPMENT PROGRAMS

GENERAL PROGRAM	LOCATION	DATE	OVERVIEW	ATTENDEE(S)	ESTIMATED EXPENSE	FUNDING SOURCE
Computer Using Educators (CUE) Conference	Palm Springs	3/16 - 3/18/2023	To gain further knowledge in technology for classroom instruction	Ryan Bean Susan Goellrich	$1,934.00	ESSER
Association of Two-Way and Dual Language Education Conference	Virtual	1/28 - 2/4/2023	To learn more writing options for dual language instruction	Elaine Serna	$225.00	S&C
Governor's Budget Workshop	Long Beach	1/19/2023	To obtain information and guidance on the budget for the 23-24 fiscal year	Mario Carlos Ofelia Hanson Jami Lopez	$990.00	Unrestricted
California School Personnel Commissioners Association Annual Conference	Long Beach	1/22 - 1/24/2023	To learn fundamentals and best practices of the Merit System	Danelle Bautista Brenda Baez-Llamas Denise Orozco Sharon Brown Kerry Woods	$5,684.00	Unrestricted
Every Child Counts Symposium	Palm Desert	1/10 - 1/13/2023	To learn updates in special education and student services	Hong Yee Ingrid Zapiain Patricia Barrientos	$5,000.00	ADR
Southern California School Nutrition Association Meeting	Buena Park	12/9/2022	Directors meeting to discuss providing healthy meals to students	Cheryl Eubanks	$90.00	Unrestricted
The Breakthrough Coach	Virtual	2/13 - 2/14/2023	Fundamental practices to help work more efficiently	Erika Lopez Allison Goettman	$1,390.00	ESSER
Educational Services Summit	Palm Desert	6/28 - 6/30/2023	Help support leadership and collaboration	Anna Navarro	$1,130.00	EEBG

Board Approved: January 12, 2023

LA HABRA CITY SCHOOL DISTRICT
REQUEST FOR APPROVAL/RATIFICATION OF PROFESSIONAL DEVELOPMENT PROGRAMS

GENERAL PROGRAM	LOCATION	DATE	OVERVIEW	ATTENDEE(S)	ESTIMATED EXPENSE	FUNDING SOURCE
Project GLAD NTC Renewal Training	Virtual	Various dates between 2/1-3/31/2023	Renewal Course	Olga Cammer Danette Brown	$1,500.00	EEBG
California Association of Latino Superintendents and Administrators	Monterey Bay	1/26 - 1/28/2023	Focus on Results training	Anna Navarro	$1,927.00	EEBG
Contracting with Confidence	Virtual	1/24/2023	To learn more about contracting, procurement and CUPCCAA requirements	Carrie Aponte	$215.00	Unrestricted

Board Approved: January 12, 2023

La Habra City School District
Memberships

ORGANIZATION	PERIOD	FEES	EMPLOYEE	PO#	ACCOUNT#
Crisis Prevention Institute (CPI)	2/17/2023-2/17/2024	$200.00	Helen Fernandez	S30P0971	1010-0000-0-5300-0000-2100-330-00000000

Board Approved: January 12, 2023

Hope International University
# of Fullerton, California
MOU - Agreement

THIS AGREEMENT entered this ___ day ___________, by and between Hope International University of Fullerton, California, hereinafter called the University, and

La Habra City School District

hereinafter called the district:

WITNESSETH

WHEREAS the governing board of any school district is authorized to enter into agreements with a state college, the University of California, or any other university or college accredited by the State Board of Education as a teacher education institution, to provide teaching experience through practice teaching to students enrolled in teacher training curricula of such institutions; and

La Habra City School District

WHEREAS any such agreement may provide for the payment in money or in services for the services rendered by the school district of an amount not to exceed the actual cost to the school district of the services rendered; and

WHEREAS, it has been determined between parties hereto that the payments to be made to the district under this agreement do not exceed the actual cost to the district of the services rendered by the district;

NOW, THEREFORE, it is mutually agreed between the parties hereto as follows:

I.

The district shall provide teaching experience through practice teaching in schools and classes of the district in terms of a defined unit of time for students of the university possessing valid preliminary certificates and assigned by the University to practice teaching in schools or classes of the district, and under the direct supervision and instruction of such employees of the district, as the University through their duly authorized representative may agree upon.

If either the District or the University concludes that a particular assignment is not beneficial to the elementary or secondary school class(es) involved, and/or the cooperating teaching, and/or the student teacher, that assignment may be terminated. If the District and the University mutually agree, another assignment within the district may be pursued.

"Practice teaching" as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the district holding valid credentials issued by the State Commission on Teacher Credentialing, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools and classes in which the practice teaching is provided.

Employees supervising practice teaching (a) shall have completed a minimum of three (3) years of satisfactory teaching in the subject(s) of the classes in which the practice teaching is to occur, and in teaching the age groups(s) represented in the class(es) in which practice teaching is to occur; and (b) shall have been recommended by the District for supervising practice teachers by virtue of exemplary teaching performance, knowledge of current trends in teaching of the subject(s) taught in classes in which practice teaching is to occur, and knowledge of the student population represented in the class(es) in which practice teaching is to occur; the master teacher will document the completion of 10 hours of training in areas required by CTC. The placement will actively use the CA Standards and be a technology rich learning environment.

Each placement will have the access to focus students in the classroom for the student teacher to complete their Teaching Performance Assessments: an IEP, 504 or GATE student; an EL learner; a student from an underserved education group or group that needs to be served differently.

This contract also covers the pre-service observation hours that may be completed in your district within classrooms settings meeting the requirements listed above by the Commission for Teacher Credentialing.

II.

The University will pay the district according to the following schedule:

A. For each candidate who spends a semester at a school, the school will receive $100 for working with the candidate (For each half semester the school will receive $50.)
B. For each candidate who teaches for four (4) for five (5) weeks, the supervising master teacher will receive $100.
C. For each candidate who teaches for eight (8) to ten (10) weeks, the supervising master teacher will receive $150.
D. For each candidate who teaches for up to (12) weeks, the supervising master teacher will receive $200.

"Unit of practice teaching" as used herein and elsewhere in this agreement shall mean the specified period assigned in the district to qualify for the practice teaching requirement by the University. It is understood that in each instance a unit must fall within the semester or school year calendar adopted by the district.

The number of units of practice teaching to be provided for each student of the University assigned to practice teaching under this agreement shall be determined by the University.

III.

An assignment of a student of the University to practice teaching in schools or classes of the district ordinarily shall be for approximately four (4), five (5), eight (8), ten (10) or twelve (12) weeks.

The assignment of a student of the University to practice teaching in the district shall be deemed to be effective for the purposes of this agreement as of the date the student presents to the proper authorities of the district the assignment card or other document given him or her by the University effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

A student of the University will provide verification and proof of a Certificate of Clearance issued by the State, a TB test and a current CPR/First Aid card. A student of the University will comply with said district's COVID policy for certificated employees.

Absences of a student from assigned practice teaching shall not be counted as absences in computing the quarter units of practice teaching provided the student by the district.

IV.

Within a reasonable time following the close of each quarter of the University, the District shall submit an invoice, in triplicate, to the University for payment at the rate provided herein, for practice teaching provided by the district under and in accordance with this agreement during said quarter. The district shall attach to the invoice a certificate, in triplicate, executed by a duly authorized representative of the district certifying that the district expended or became obligated to expend in providing such practice teaching an amount not less than the amount on the invoice. The University will pay the amount of such invoice from monies made available for such purpose by or pursuant to the laws of the State.

V.

The term of this agreement shall commence on the 1st of January, 2023 and is ongoing until June 30, 2026.

VI.

The University or District may terminate the agreement date by giving at least thirty (30) days prior written notice.

VII.

Notwithstanding any other provisions of this agreement, details such as maximum number of students, the defined unit of time, or the distribution of assignments of said students to training levels, shall be arranged for by and between the University and the

District; it being understood that the District shall not be obligated to accept assignments of training students beyond the ability of the District, within their established training programs, to effectively provide services pursuant to this agreement; and further, that the University shall not be obligated to pay the District for services in any amount in excess of that provided for under the terms of this agreement.

VIII.

Each of the parties to this agreement agrees to indemnify, defend, and save harmless the officers, agents, and employees of the other from all claims and losses accruing or resulting in connection with the performance of this agreement, and from all claims and losses accruing and resulting to any person, firm or corporation who may be injured or damaged by the actions arising directly out of the work to be performed pursuant to this agreement.

If any legal action is necessary to enforce the terms of this agreement or to settle a dispute concerning this agreement, the prevailing party shall be entitled to reasonable attorney’s fees and court costs in addition to any other relief to which the party may be entitled to the extent awarded by the court.

IX.

All workers’ compensation insurance shall be at the cost of the University, and all premiums will be paid by the University.

IN WITNESS WHEREOF the parties hereto have caused this agreement to be executed by their duly authorized offices the day and year first herein before written.

La Habra City School District

By: ____________________________________

Title: __________________________________

HOPE INTERNATIONAL UNIVERSITY

By: ____________________________________
Dr. Doug Domene

Title- Dean College of Education

La Habra City School District
500 North Walnut, La Habra, California 90631-3769

REQUEST FOR APPROVAL OF CONTRACTS / AGREEMENTS / BUSINESS SERVICES

PROGRAM	LOCATION	START DATE	END DATE	CONSULTANT	INVOICE AMOUNT	FUNDING SOURCE
RATIFICATION						
Addendum to Agreement to provide Architectural Services and Facilities Program Consulting Services	Various	4/1/2022	12/31/2022	Little Diversified Architectural Consulting	per rate sheet	Bond
Program to streamline the way required documents are updated and published, such as, School Accountability Report Card (SARC) and Single Plan for Student Achievement (SPSA)	District	1/1/2023	12/31/2023	Document Tracking Services	$6,375.00	General Fund

Board Approved: January 12, 2023

Warrant Reports: November 30, 2022 – December 28, 2022

Approve warrants numbered 30-091451 through 30-091684 for the amount of $2,071,038.59 as presented.

0101	General fund	$1,378,636.18
1212	Child Development	$456.80
1313	Nutrition Services	$121,499.09
2129	Building Fd GO Bond S-2012E	$567,189.97
2525	Capital Facilities	$1,225.00
4040	Special Reserve FD for Capital Outlay	$2,031.55
	TOTAL	**$2,071,038.59**

La Habra City School District

500 North Walnut, La Habra, California 90631-3769

REQUEST FOR RATIFICATION OF FIELD CONTRACTS

VENDOR	DESCRIPTION	LOCATION	AMOUNT
Cal Building Systems	Labor and materials for fire alarm system repairs	Washington	$8,702.00
Century Paving	Labor and materials to remove dirt, prep, pave, resurface and restripe	Arbolita	$44,990.00
East Whittier Glass & Tinting	Labor and materials to provide and install six new tempered glass window panes	Ladera Palma, Sierra Vista	$3,855.00
Golden Coast Construction	Labor and materials to repair and paint the back wall of the Teacher's Lounge	Ladera Palma	$9,100.00
Golden State Paving	Labor and materials for asphalt work	Walnut	$26,000.00
KYA Services	Labor and materials to repair the playground surface	Las Lomas	$2,234.66
KYA Services	Labor and materials to remove existing surface, prep and install new carpet, walk off mat, base and reducers	Las Positas	$10,605.05
KYA Services	Labor and materials to remove existing surface, prep and install new carpet, walk off mat, base and reducers	Walnut	$4,066.73
KYA Services	Labor and materials to remove existing surface, prep and install new carpet, walk off mat, base and reducers	Washington	$24,965.78
Luna Construction	Labor and materials for bleacher, partition wall, double door and wall sound board demolition work, and installation of a door	Las Positas, Imperial	$56,643.00
MJ Wiretech	Labor and materials to relocate a projector	Sierra Vista	$3,250.00
MJ Wiretech	Labor and materials to install and test cables and patch panels	Washington	$5,600.00
Rivera Painting Plus	Labor and materials to prep, prime and paint the exterior of the main office and MPR	Walnut	$16,450.00

Board Approved: January 12, 2023

Rivera Painting Plus	Labor and materials to prep, prime, and paint the main parking lot fence and doors and windows	Washington, Imperial	$10,150.00
Williams Tree Service	Labor and materials to trim trees along east property line, and to chip on site debris	Ladera Palma, Las Positas	$14,175.00
Wolverine Fence	Labor and materials to remove existing chain link fence, furnish and install a single swing gate	El Cerrito	$2,450.00
Wolverine Fence	Labor and materials to furnish and install handrail and pickets, move chain link fence and gate, furnish and install metal door jamb	Ladera Palma, District Office, El Cerrito, Walnut	$16,060.00

Board Approved: January 12, 2023

La Habra City School District

To: Board of Trustees

From: Danelle Bautista, Director of Classified Personnel/Insurance Supervisor

Date: January 12, 2023

CC: Superintendent

Re: Separations

NAME/JOB TITLE/ SCHOOL	HIRE DATE	REASON	EFFECTIVE DATE
CLASSIFIED			
Campos, Albert Student Supervisor Washington	5/16/2018	Terminated	12/19/2022
Contreras, Thomas Day Custodian Walnut	9/30/1980	Retired	12/29/2022
Gerber, Rosa Cafeteria Worker Nutrition Services	1/18/2000	Retired	1/4/2023
Longo, Sarah I A II-SE/Health & Medical Imperial	8/22/2014	Resigned	1/13/2023
Morales, Zachariah Info Svcs Tech I District Office	9/17/2014	Resigned	12/30/2022
Ramirez, Rosemary Student Supervisor Walnut	11/3/2022	Resigned	11/4/2022

Board Approved: January 12, 2023

La Habra City School District

To: Board of Trustees

From: Danelle Bautista, Director of Classified Personnel/Insurance Supervisor
Sheryl Tecker, Ed.D., Associate Superintendent of Human Resources

Date: January 12, 2023

CC: Superintendent

Re: Ratification of New Employees

NAME/ JOB TITLE SCHOOL	STATUS	COLUMN/STEP	RATE OF PAY	HIRE DATE
CLASSIFIED				
*Callejas, Vianca Extended Care Supervisor KidZone	Probationary	63-1	$6,730.98/month	11/16/2022
Chavez, Tania Secretary District Office	Probationary	27-2	$4,094.00/month	12/21/2022
Esquivel, Anthony Info Svcs Tech I Walnut	Probationary	25-2	$22.17/hour	12/19/2022
Leon-Calderon, Dominique I A I-Sp Ed El Cerrito	Probationary	17-1	$17.32/hour	12/20/2022
Lua, Wendy I A I-Sp Ed Las Positas	Probationary	17-1	$17.32/hour	12/12/2022

*Promoted from another position

Board Approved: January 12, 2023

La Habra City School District

To: Board of Trustees

From: Sheryl Tecker, Ed.D., Associate Superintendent, Human Resources

Date: January 12, 2023

CC: Superintendent

Re: Juneteenth State Holiday

Background:
On September 29, 2022, Governor Newsom signed Assembly Bill ("AB") 1655, which, in effect, added Juneteenth (June 19th) as a state holiday. AB 1655 did not specifically add Juneteenth as a listed day of school closure in Education Code section 37220. However, AB 1655 amended Education Code sections 37220 and 45203 to define days "appointed by the President" to include the President signing into law legislation that creates a nationwide federal holiday. On June 17, 2021 President Biden signed such legislation recognizing June 19 as a federal holiday.

Juneteenth commemorates the emancipation of the enslaved African Americans in 1865. AB 1655 requires that all community colleges and K-12 school districts close on Juneteenth or pay classified employees who work that day 2.5 times their regular rate of pay.

Rationale:
Education Code section 37220(e) permits the governing boards of K-12 school districts to adopt a resolution revising the date on which the district closes to observe any holiday other than Veterans Day, including Juneteenth. In 2023, June 19th falls on Monday after the regular school year concludes. LHCSD will observe Juneteenth on the 19th of June with all schools and the district office closed. Observing Juneteenth will result in one less day for Summer BRIDGE programs and a three-day weekend for our 12-month employees (Schedule 1). In 2023, there is no need for a board resolution to change the observance date.

Recommended Action:
The District recommends the Board of Trustees approve the modified school calendar for 2022-2023.

Financial Implications, if any:
None.

Trimesters
1st - 8/15/2022 - 11/10/2022
2nd - 11/14/2022 - 2/24/2023
3rd - 2/27/2023 - 6/2/2023

LA HABRA CITY SCHOOL DISTRICT
School Year 2022 - 2023

August 2022

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	(12)	13
14	⑮	⑯	17	18	19	20
21	**22**	**23**	24	25	26	27
28	29	30	31			

8/9 - 8/10 Professional Develop. Days
8/11 - Pre-Service Day
8/12 - TK/Kindergarten Orientation Day
8/15 - TK/K-6 gr. First Day of Instruction
8/15 - IMS 6-7 gr. and WMS 7 gr. only Min. Day
8/16 - IMS & WMS 8 gr. First Day of Instruction

TK,K-7th - 13 Days
8th - 12 Days

September 2022

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

9/5 - Labor Day

21 Days

October 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	[7]	8
9	[10	11	12	13	14]	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10/7 - Min. Day Teacher Prep. for TK/K-8 Parent Conferences
10/10 ~ 10/14 - Min. Days Parent Conferences TK/K-8

21 Days

November 2022

S	M	T	W	T	F	S
		1	2	3	[4]	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11/4 - Min. Day Teacher Prep. for 1st trimester Report Cards
11/7 - No School Professional Development Day
11/11 - Veteran's Day
11/21 ~ 11/25 - Thanksgiving Recess

15 Days

December 2022

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12/23 - No School Professional Development Day
12/26 ~ 12/30 - Winter Recess

16 Days

January 2023

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	⑨	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	[27]	28
29	[30	31]				

1/2 ~ 1/6 - Winter Recess
1/9 - Students Return
1/16 - Martin Luther King Day
1/27 - Min. Day Teacher Prep. for TK/K-8 Parent Conferences
1/30 ~ 1/31 - Min. Days Parent Conferences TK/K-8

16 Days

February 2023

S	M	T	W	T	F	S
			[1	2	3]	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	[24]	25
26	27	28				

2/1 ~ 2/3 - Min. Days Parent Conferences TK/K-8
2/13 - Lincoln's Birthday
2/20 - Presidents Day
2/24 - Min. Day Teacher Prep. for 2nd trimester Report Cards

18 Days

March 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3/20 ~ 3/24 - Spring Break

18 Days

April 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

20 Days

May 2023

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	[19]	20
21	22	23	24	25	26	27
28	29	30	31			

5/19 - Min. Day Teacher Prep. for 3rd trimester Report Cards
5/29 - Memorial Day

22 Days

June 2023

S	M	T	W	T	F	S
				①	②	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6/1 - Last Day of Instruction for grades TK/K-6 (Min Day)
6/1 - IMS 6 & 7 and WMS 7 (Full Day)
6/2 - Last Day of Instruction for 8 grade (Min. Day)
6/19 - Juneteenth Holiday

1 Day for TK/K-7
2 Days for 8

July 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2022-2023

Board Approved 12/17/2020
Board Amended 4/14/2022

La Habra City School District

To: Board of Trustees

From: Christeen Betz, Assistant Superintendent, Business Services

Date: January 12, 2023

CC: Superintendent

Re: Increase in Benefits Cap for CSEA

Background:
The La Habra City School District and California School Employees Association (CSEA) reached an agreement on an increase of 15% to the Health and Welfare cap beginning February 1, 2023.

Rationale:
The La Habra City School District and the California School Employees Association (CSEA) has come to an agreement for benefits in 2022-23.

Recommended Action:
The District recommends the Board of Trustees approve the Memorandum of Understanding.

Financial Implications, if any:
Approximately $125 thousand ongoing.

Memorandum of Understanding
La Habra City School District
And
California School Employees Association
And
Its La Habra Chapter 135

December 20, 2022

Increase to the District's Contribution to Health and Welfare

This memorandum of understanding is agreed between the La Habra City School District ("District") and California School Employees Association and its La Habra Chapter 135 ("CSEA") regarding the increase to the District's Contribution Health and Welfare cap by 15% beginning February 1, 2023. The reduced employee contributions for Health Benefits will be reflected on the March payroll check. This MOU is recommended for ratification. CSEA's ratification vote will take place prior to January 12, 2023.

CSEA:

Monique Galvan, CSEA Labor Relations Representative ______________________

Sonia Kneip, CSEA 135 Chapter President ______________________

District:

Sheryl Tecker, Ed.D. Associate Superintendent of Human Resources Sheryl Tecker

Danelle Bautista, Director of Classified Personnel ______________________

La Habra City School District

To: Board of Trustees

From: Christeen Betz, Assistant Superintendent of Business Services

Date: January 12, 2023

CC: Superintendent

Re: 2021-22 Annual Audit for Bond Measure O

Background:
In November 2000, the voters of the State of California approved Proposition 39 authorizing the issuance of general obligation bonds by California public school districts and community colleges, under certain circumstances and subject to certain conditions.

Pursuant to the requirements of Proposition 39, and related state legislation, the Governing Board of the District established a Citizens' Bond Oversight Committee and appointed its initial members. The principal purpose of the Citizens' Bond Oversight Committee, as set out in state law, is to inform the public as to the expenditures of the proceeds of the bonds issued pursuant to the Measure O bond authorization.

The Citizens' Bond Oversight Committee is required to issue at least one report annually as to its activities and findings.

Section 1(b)(3)(C) of Article XIIIA of the California Constitution requires the District to conduct an annual independent performance audit to ensure that the proceeds of the bonds deposited into the Measure O bond fund have been expended only for the authorized bond projects. The report shall include an audit of income and expenditures.

Rationale:
The La Habra City School District contracts with Eide Bailly LLP to perform the annual bond audit that is required.

Recommended Action:
The District recommends the Board of Trustees approve the 2021-22 Annual Audit for Bond Measure O.

Financial Implications, if any:
None.

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CPAs & BUSINESS ADVISORS

January 6, 2023

To the Governing Board
La Habra City School District
La Habra, California

We have audited the financial statements of La Habra City School District's Building Fund (Measure O) as of and for the year ended June 30, 2022 and have issued our report thereon dated January 6, 2023. We have also performed the performance audit of the La Habra City School District's Building Fund (Measure O). Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit of the District's Building Fund (Measure O) under Generally Accepted Auditing Standards and Government Auditing Standards and the Performance Audit under Government Auditing Standards.

As communicated in our engagement letter dated June 1, 2022, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Additionally, our responsibility, as described by professional standards, is to conduct a performance audit in accordance with Government Auditing Standards. Our audit of the financial statements and performance audit does not relieve you or management of your respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of La Habra City School District solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our findings regarding material weaknesses over financial reporting and material noncompliance, and other matters noted during our audit in a separate letter to you dated January 6, 2023.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, our firm, and other firms utilized in the engagement, if applicable, have complied with all relevant ethical requirements regarding independence.

Significant Risks Identified

As stated in our auditor's report, professional standards require us to design our audit to provide reasonable assurance that the financial statements are free of material misstatement whether caused by fraud or error. In designing our audit procedures, professional standards require us to evaluate the financial statements and assess the risk that a material misstatement could occur. Areas that are potentially more susceptible to misstatements, and thereby require special audit considerations, are designated as "significant risks". We have identified the following as significant risks.

- Management Override of Controls – Professional standards require auditors to address the possibility of management overriding controls. Accordingly, we identified as a significant risk that management of the District may have the ability to override controls that the District has implemented. Management may override the District's controls in order to modify the financial records with the intent of manipulating the financial statements to overstate the District's financial performance or with the intent of concealing fraudulent transactions.

- Revenue Recognition – We identified revenue recognition as a significant risk due to financial and operational incentives for the District to overstate revenues.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by La Habra City School District is included in Note 1 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during 2022. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments. No such significant accounting estimates were identified.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the District's Building Fund (Measure O) financial statements relate to:

The summary of significant accounting policies in Note 1.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. There were no corrected or uncorrected misstatements that we identified as a result of our audit procedures that were brought to the attention of management.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to La Habra City School District's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Circumstances that Affect the Form and Content of the Auditor's Report

For purposes of this letter, professional standards require that we communicate any circumstances that affect the form and content of our auditor's report.

We have made the following modification to our auditor's report.

As discussed in Note 1, the financial statements present only Building Fund (Measure O), and do not purport to, and do not, present fairly the financial position of the District as of June 30, 2022, the change in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Representations Requested from Management

We have requested certain written representations from management which are included in the management representation letter dated January 6, 2023.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with La Habra City School District, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating and regulatory conditions affecting the entity, and operational plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as La Habra City School District's auditors.

This report is intended solely for the information and use of the Governing Board and management of La Habra City School District and is not intended to be, and should not be, used by anyone other than these specified parties.

Eide Bailly LLP

Rancho Cucamonga, California

Financial and Performance Audits
Building Fund (Measure O)
June 30, 2022

La Habra City School District

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EideBailly®

FINANCIAL AUDIT

PERFORMANCE AUDIT

Financial Audit
Building Fund (Measure O)
June 30, 2022

La Habra City School District

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CPAs & BUSINESS ADVISORS

Independent Auditor's Report

Governing Board and
Citizens Oversight Committee
La Habra City School District
La Habra, California

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of the Building Fund (Measure O) of the La Habra City School District (the District), as of and for the year ended June 30, 2022, and the related notes to the financial statements, as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the financial position of the Building Fund (Measure O) of the District, as of June 30, 2022, and the change in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States *(Government Auditing Standards)*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matter

As discussed in Note 1, the financial statements present only Building Fund (Measure O), and do not purport to, and do not, present fairly the financial position of the District as of June 30, 2022, the change in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor’s report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District’s internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 6, 2023, on our consideration of the Building Fund (Measure O) of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Building Fund (Measure O) of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Building Fund (Measure O) of the District's internal control over financial reporting and compliance.

Eide Bailly LLP

Rancho Cucamonga, California
January 6, 2023

La Habra City School District
Building Fund (Measure O)
Balance Sheets
June 30, 2022

Assets	
Investments	$ 6,736,852
Receivables	4,043
Total assets	$ 6,740,895
Liabilities And Fund Balance	
Liabilities	
Accounts payable	$ 502,349
Due to other funds	14,853
Total liabilities	517,202
Fund Balance	
Restricted for capital projects	6,223,693
Total liabilities and fund balance	$ 6,740,895

See Notes to Financial Statements

La Habra City School District
Building Fund (Measure O)
Statement of Revenues, Expenditures, and Change in Fund Balance
Year Ended June 30, 2022

Revenues	
Interest income	$ 48,933
Net decrease in the fair value of investments	(131,818)
Other local revenue	49,571
Total revenues	(33,314)
Expenditures	
Current	
Salaries and benefits	248,222
Supplies	
Materials	2,580
Noncapitalized equipment	651,266
Services	
Consulting/professional services	1,136,635
Capital outlay	
Land improvements	56,940
Buildings & improvements	931,436
Equipment	1,175,112
Equipment replacement	240,895
Total expenditures	4,443,086
Net Change in Fund Balance	(4,476,400)
Fund Balance - Beginning	10,700,093
Fund Balance - Ending	$ 6,223,693

Note 1 - Summary of Significant Accounting Policies

The accounting policies of the La Habra City School District's (the District) Building Fund (Measure O) conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA). The District Building Fund accounts for financial transactions in accordance with the policies and procedures of the California School Accounting Manual.

Financial Reporting Entity

The financial statements include only the Building Fund (Measure O) of the District used to account for Measure O projects. This Fund was established to account for the expenditures of general obligation bonds issued under Measure O. These financial statements are not intended to present fairly the financial position and results of operations of the District in compliance with accounting principles generally accepted in the United States of America.

Fund Accounting

The operations of the Building Fund (Measure O) are accounted for in a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenues, and expenditures. Resources are allocated to and accounted for in the fund based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

Basis of Accounting

The Building Fund is accounted for using a flow of current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. The statement of revenues, expenditures, and changes in fund balance reports on the sources (revenues and other financing sources) and uses (expenditures and other financing uses) of current financial resources.

Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America for all governmental funds. The District's governing board adopts an operating budget no later than July 1 in accordance with State law. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements. The Board revises this budget during the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account.

Encumbrances

The District utilizes an encumbrance accounting system under which purchase orders, contracts and other commitments for the expenditure of monies are recorded in order to reserve that portion of the applicable appropriation. Encumbrances are liquidated when the commitments are paid, and all outstanding encumbrances are liquidated at June 30 since they do not constitute expenditures or liabilities.

Fund Balance - Building Fund (Measure O)

As of June 30, 2022, the fund balance is classified as follows:

Restricted - amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

Spending Order Policy

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the governing board has provided otherwise in its commitment or assignment actions.

Use of Estimates

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures/expenses during the reporting period. Actual results could differ from those estimates.

Note 2 - Investments

Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State: U.S. Treasury instrument; registered State warrants or treasury notes: securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreement; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security, and collateralized mortgage obligations.

Investment in County Treasury

The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (*Education Code* Section 41001). The fair value of the District's investment in the pool is reported in the accounting financial statement at amounts based upon the District's pro-rata share of the fairly value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

General Authorizations

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are indicated in the schedules below:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The District's investment in the Orange County Treasury Investment Pool is not required to be rated, nor has been rated as of June 30, 2022.

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value is to changes in market interest rates. The District does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The District manages its exposure to interest rate risk by investing in the Orange County Treasury Investment Pool. The District maintains a Building Fund (Measure O) investment of $6,736,852 with the Orange County Treasury Investment Pool, with an average maturity of 287 days.

Note 3 - Fair Value Measurements

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

- Level 1 - Quoted prices in active markets for identical assets that the District has the ability to access at the measurement date. Level 1 assets may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

- Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, such as interest rates and curves observable at commonly quoted intervals, implied volatilities, and credit spreads. For financial reporting purposes, if an asset has a specified term, a Level 2 input is required to be observable for substantially the full term of the asset.

- Level 3 - Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonably available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

As of June 30, 2022, the District’s investments of $6,736,852 in the Orange County Investment Pool are uncategorized.

Note 4 - Receivables

Receivables at June 30, 2022, consisted of the following:

Interest	$ 4,043

Note 5 - Accounts Payable

Accounts payable at June 30, 2022, consisted of the following:

Salaries and benefits	$ 18,416
Services	387,108
Other vendor payables	96,825
Total	$ 502,349

Note 6 - Interfund Transactions

Interfund Receivables/Payables (Due To/Due From)

Interfund payable balance at June 30, 2022, was as follows:

A balance of $14,853 is due from the Building Fund (Measure O) to the General Fund for reimbursement of payroll expenditures.

Note 7 - Commitments and Contingencies

Litigation

The District is not currently a party to any legal proceedings related to the Building Fund (Measure O) as of June 30, 2022.

Independent Auditor's Report
June 30, 2022

La Habra City School District

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Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Governing Board and
Citizens Oversight Committee
La Habra City School District
La Habra, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the Building Fund (Measure O) of the La Habra City School District (the District) as of and for the year ended June 30, 2022, and the related notes of the financial statements, and have issued our report thereon dated January 6, 2023

Emphasis of Matter

As discussed in Note 1, the financial statements present only Building Fund (Measure O), and do not purport to, and do not, present fairly the financial position of the District as of June 30, 2022, the change in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's Building Fund (Measure O) financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Building Fund (Measure O) of the Distirct's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Eide Bailly LLP

Rancho Cucamonga, California
January 6, 2023

Schedule of Findings and Questioned Costs
June 30, 2022

La Habra City School District

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None reported.

La Habra City School District
Building Fund (Measure O)
Summary Schedule of Prior Audit Findings
June 30, 2022

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

Performance Audit
Building Fund (Measure O)
June 30, 2022

La Habra City School District

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Independent Auditor's Report on Performance

Governing Board and
Citizens Oversight Committee
La Habra City School District
La Habra, California

We were engaged to conduct a performance audit of the Building Fund (Measure O) of the La Habra City School District (the District) for the year ended June 30, 2022.

We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Our audit was limited to the objectives listed within the report which includes determining the District's compliance with the performance requirements as referred to in Proposition 39 and outlined in Article XIIIA, Section 1(b)(3)(C) of the California Constitution and Appendix A contained in the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* issued by the California Education Audit Appeals Panel. Management is responsible for the District's compliance with those requirements.

In planning and performing our performance audit, we obtained an understanding of the District's internal control in order to determine if the internal controls were adequate to help ensure the District's compliance with the requirements of Proposition 39 and outlined in Article XIIIA, Section 1(b)(3)(C) of the California Constitution, but not for the purpose of expressing an opinion of the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

The results of our tests indicated that the District expended Building Fund (Measure O) funds only for the specific projects approved by the voters, in accordance with Proposition 39 and outlined in Article XIIIA, Section 1(b)(3)(C) of the California Constitution.

This report is intended solely for the information and use of the District, Governing Board, and Citizens Oversight Committee, and is not intended to be and should not be used by anyone other than these specified parties.

Eide Bailly LLP

Rancho Cucamonga, California
January 6, 2023

Authority for Issuance

The general obligation bonds associated with Measure O were issued pursuant to the Constitution and laws of the State of California (the State), including the provisions of Chapters 1 and 1.5 of Part 10 of the California Education Code, and other applicable provisions of law. The bonds are authorized to be issued by a resolution adopted by the Board of Supervisors of the County on August 1, 2012 (the Resolution), pursuant to a request of the District made by a resolution adopted by the Board of Education of the District on July 26, 2012.

The District received authorization at an election held on November 6, 2012, to issue bonds of the District in an aggregate principal amount not to exceed $31,000,000 to finance specific construction and renovation projects approved by eligible voters within the District. The proposition required approval by at least 55 percent of the votes cast by eligible voters within the District (the 2012 Authorization). The bonds represent all series of the authorized bonds to be issued under the 2012 Authorization.

Purpose of Issuance

“To modernize and improve classrooms and support facilities, upgrade libraries and science labs, increase student and teacher access to computers and modern classroom technology, improve student safety, replace leaky roofs and upgrade lighting, window, utility, heating, and ventilation systems to reduce annual operating costs shall the La Habra City School District be authorized to issue up to $31,000,000 in bonds at legal interest rates, with an Independent Citizens' Oversight Committee, annual audits, and no money for administrator salaries.”

Authority for the Audit

On November 7, 2000, California voters approved Proposition 39, the Smaller Classes, Safer Schools and Financial Accountability Act. Proposition 39 amended portions of the California Constitution to provide for the issuance of general obligation bonds by school districts, community college districts, or county offices of education, "for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of rental property for school facilities", upon approval by 55 percent of the electorate. In addition to reducing the approval threshold from two-thirds to 55 percent, Proposition 39 and the enacting legislation (AB 1908 and AB 2659) requires the following accountability measures as codified in *Education Code* sections 15278-15282:

1. Requires that the proceeds from the sale of the bonds be used only for the purposes specified in Article XIIIA, Section 1(b)(3)(C) of the California Constitution, and not for any other purpose, including teacher and administrator salaries and other school operating expenses.

2. The school district must list the specific school facilities projects to be funded in the ballot measure, and must certify that the governing board has evaluated safety, class size reduction and information technology needs in developing the project list.

3. Requires the school district to appoint a citizen's oversight committee.

4. Requires the school district to conduct an annual independent financial audit and performance audit in accordance with the *Government Auditing Standards* issued by the Comptroller General of the United States of the bond proceeds until all of the proceeds have been expended.

5. Requires the school district to conduct an annual independent performance audit to ensure that the funds have been expended only on the specific projects listed.

Objectives of the Audit

1. Determine whether expenditures charged to the Building Fund have been made in accordance with the bond project list approved by the voters through the approval of Measure O.

2. Determine whether salary transactions, charged to the Building Fund were in support of Measure O and not for District general administration or operations.

Scope of the Audit

The scope of our performance audit covered the period of July 1, 2021 to June 30, 2022. The population of expenditures tested included all object and project codes associated with the bond projects. The propriety of expenditures for capital projects and maintenance projects funded through other State or local funding sources, other than proceeds of the bonds, were not included within the scope of the audit. Expenditures incurred subsequent to June 30, 2022, were not reviewed or included within the scope of our audit or in this report.

Methodology

We obtained the general ledger and the project expenditure reports prepared by the District for the fiscal year ended June 30, 2022, for the Building Fund (Measure O). Within the fiscal year audited, we obtained the actual invoices, purchase orders, and other supporting documentation for a sample of expenditures to ensure compliance with the requirements of Article XIIIA, Section 1(b)(3)(C) of the California Constitution and Measure O as to the approved bond projects list. We performed the following procedures:

1. We identified expenditures and projects charged to the general obligation bond proceeds by obtaining the general ledger and project listing.

2. We selected a sample of expenditures using the following criteria:
   a. We considered all expenditures recorded in all object codes.
   b. We considered all expenditures recorded in all projects that were funded from July 1, 2021 through June 30, 2022 from Measure O bond proceeds.
   c. We selected all expenditures that were individually significant expenditures based on our assessment of materiality.
   d. For all items below the individually significant threshold identified in item 2c, judgmentally selected expenditures based on risk assessment and consideration of coverage of all object codes for period starting July 1, 2021 and ending June 30, 2022.

3. Our sample included transactions totaling $2,711,151. This represents 61% of the total expenditures of $4,443,086, including transfers out.

4. We reviewed the actual invoices and other supporting documentation to determine that:
   a. Expenditures were supported by invoices with evidence of proper approval and documentation of receipting goods or services.
   b. Expenditures were supported by proper bid documentation, as applicable.
   c. Expenditures were expended in accordance with voter-approved bond project list.
   d. Bond proceeds were not used for salaries of school administrators or other operating expenses of the District.

5. We determined that the District has met the compliance requirement of Measure O if the following conditions were met:
   a. Supporting documents for expenditures were aligned with the voter-approved bond project list.
   b. Supporting documents for expenditures were not used for salaries of school administrators or other operating expenses of the Districts.

Conclusion

The results of our tests indicated that, in all significant respects, the La Habra City School District has properly accounted for the expenditures held in the Building Fund (Measure O) and that such expenditures were made for authorized Bond projects. Further, it was noted that funds held in the Building Fund (Measure O), and expended by the District, were used for salaries only to the extent they perform administrative oversight work on construction projects as allowable per Opinion 04-110 issued on November 9, 2004 by the State of California Attorney General.

Schedule of Findings and Questioned Costs
June 30, 2022

La Habra City School District

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None reported.

Summary Schedule of Prior Audit Findings

June 30, 2022

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

La Habra City School District

To: Board of Trustees

From: Christeen Betz, Assistant Superintendent of Business Services

Date: January 12, 2023

CC: Superintendent

Re: 2021-22 Annual Audit Report

Background:
Annually the Superintendent or designee shall provide the necessary financial records with the auditor selected by the Governing Board to ensure that the District complies with the Governmental Accounting Standards Board (GASB). Established in 1984, the Governmental Accounting Standards Board (GASB) is the independent, private-sector organization based in Norwalk, Connecticut, that establishes accounting and financial reporting standards for U.S. state and local governments that follow Generally Accepted Accounting Principles (GAAP). The GASB standards are recognized as authoritative by state and local governments, state Boards of Accountancy, and the American Institute of Certified Public Accountants (AICPA). The GASB develops and issues accounting standards through a transparent and inclusive process intended to promote financial reporting that provides useful information to taxpayers, public officials, investors, and others who use financial reports.

The 2021-22 Annual Audit Report includes an audit of income and expenditures by resource for all funds of the District. The audit also reviews student attendance procedures, associated student body (ASB) processes, and the determination of whether Local Control Funding Formula funds were expended in accordance with the District's local control and accountability plan and/or approved annual update of the plan (Education Code 41020).

Rationale:
The La Habra City School District contracts with Eide Bailly LLP to perform the annual audit as required by the California Department of Education and the following Education Codes (EC).

A. (EC), Section 8448, requires agencies that contract with the CDE under a direct service agreement to have a single independent financial and compliance audit. Such audits shall include an evaluation of the accounting and control systems of the direct service contractor and of the activities by the contractor.

B. (EC), Section 33420, requires, as a condition to any contract with a private agency for the provision of educational services, that an audit of state and federal funds be conducted by CDE auditors, a certified public accountant (CPA), or a public accountant (PA) licensed by the California Board of Accountancy (Board).

C. (EC), Section 41020, requires each county superintendent of schools to provide an audit of all funds under his or her jurisdiction and control, and the governing board of each Local Educational Agency (LEA) to either provide an audit of its books and accounts, including an audit of income and expenditures by source of funds, or make arrangements with the county superintendent of schools having jurisdiction over the LEA to provide for the audit.

Recommended Action:
The District recommends the Board of Trustees approve the 2021-22 Annual Audit Report.

Financial Implications, if any:
None.

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January 6, 2023

To the Governing Board
La Habra City School District
La Habra, California

We have audited the financial statements of La Habra City School District (the District) as of and for the year ended June 30, 2022*,* and have issued our report thereon dated January 6, 2023. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit under Generally Accepted Auditing Standards and *Government Auditing Standards* and our Compliance Audit under the Uniform Guidance

As communicated in our letter dated June 1, 2022, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America and to express an opinion on whether the District complied with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs. Our audit of the financial statements and major program compliance does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the District solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

Our responsibility, as prescribed by professional standards as it relates to the audit of the District's major federal program compliance, is to express an opinion on the compliance for each of District's major federal programs based on our audit of the types of compliance requirements referred to above. An audit of major program compliance includes consideration of internal control over compliance with the types of compliance requirements referred to above as a basis for designing audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, as a part of our major program compliance audit, we considered internal control over compliance for these purposes and not to provide any assurance on the effectiveness of the District's internal control over compliance.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our comments regarding internal controls during our audit in our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* dated January 6, 2023. We have also provided our comments regarding compliance with the types of compliance requirements referred to above and internal controls over compliance during our audit in our Independent Auditor's Report on Compliance with Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance dated January 6, 2023.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, our firm, and other firms utilized in the engagement, if applicable, have complied with all relevant ethical requirements regarding independence.

Significant Risks Identified

As stated in our auditor's report, professional standards require us to design our audit to provide reasonable assurance that the financial statements are free of material misstatement whether caused by fraud or error. In designing our audit procedures, professional standards require us to evaluate the financial statements and assess the risk that a material misstatement could occur. Areas that are potentially more susceptible to misstatements, and thereby require special audit considerations, are designated as "significant risks". We have identified the following as significant risks.

- Management Override of Controls – Professional standards require auditors to address the possibility of management overriding controls. Accordingly, we identified as a significant risk that management of the District may have the ability to override controls that the District has implemented. Management may override the District's controls in order to modify the financial records with the intent of manipulating the financial statements to overstate the District's financial performance or with the intent of concealing fraudulent transactions.

- Revenue Recognition – We identified revenue recognition as a significant risk due to financial and operational incentives for the District to overstate revenues.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 1 to the financial statements. As described in Notes 1 and 17, the District changed accounting policies related to accounting for leases to adopt the provisions of GASB Statement No. 87, Leases. Accordingly, the accounting change has been retrospectively applied to the financial statements beginning July 1, 2021. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are:

> Governmental Accounting Standards Board (GASB) requires the District to calculate, recognize, and report the costs and obligations associated with pensions in their financial statements. These amounts were all determined based on the District's proportionate share of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) estimated net pension liability, deferred outflows of resources, deferred inflows of resources, and pension expense, which utilized projections of future contributions and future earnings, actuarial assumptions such as inflation, salary increases, mortality rates, and investment rate of return and discount rates in the determination of the final balances reported in the CalSTRS and CalPERS audited financial statements. The District's proportionate share was determined by calculating the District's share of contributions to the pension plan relative to the contributions of all participating entities in the plan.
>
> Management's estimate of the Total OPEB liability, related deferred outflows of resources, deferred inflows of resources, and OPEB expense are based on a calculation of actuarially determined contributions for health insurance benefits.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the District's financial statements relate to Other Postemployment Benefits (OPEB) Liability (Note 11) and Employee Retirement Systems (Note 14).

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. Uncorrected misstatements or matters underlying those uncorrected misstatements could potentially cause future-period financial statements to be materially misstated, even though the uncorrected misstatements are immaterial to the financial statements currently under audit. There were no corrected financial statement misstatements identified.

The following summarizes uncorrected financial statement misstatements whose effects in the current and prior periods, as determined by management, are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

- General Fund
    - Overstatement of accounts receivable $131,396
    - Overstatement of accounts payable $220,119
- Special Reserve Non-Major Governmental Fund for Capital Outlay
    - Understatement of investments (FMV) $23,125
- Bond Interest and Redemption Non-Major Governmental Fund
    - Overstatement of investments (FMV) $50,934

The effect of these uncorrected misstatements, including the effect of the reversal of prior year uncorrected misstatements as of and for the year ended June 30, 2022, is an understatement of net position of $60,914 for the government-wide statements; an understatement of fund balance of $88,723 for the General Fund; and an overstatement fund balance of $27,809 for the Aggregate Remaining Funds.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Circumstances that Affect the Form and Content of the Auditor's Report

For purposes of this letter, professional standards require that we communicate any circumstances that affect the form and content of our auditor's report.

Modification of the Auditor's Report

We have made the following modification to our auditor's report:

Adoption of New Accounting Standard

As discussed in Notes 1 and 17 to the financial statements, the District has adopted the provisions of Government Accounting Standards Board (GASB) Statement No. 87, Leases, for the year ended June 30, 2022. Accordingly, a restatement has been made to the governmental activities net position as of July 1, 2021, to restate beginning net position. Our opinions are not modified with respect to this matter.

Independent Auditor's Report on State Compliance

Our auditor's report on state compliance included a qualified opinion on Attendance, Independent Study, Instructional Materials, California Clean Energy Jobs Act, and Unduplicated Local Control Funding Formula

Representations Requested from Management

We have requested certain written representations from management which are included in the management representation letter dated January 6, 2023.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with the District, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, significant events or transactions that occurred during the year, operating conditions affecting the entity, and operating plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the District's auditors.

This report is intended solely for the information and use of the governing board, and management of the District and is not intended to be, and should not be, used by anyone other than these specified parties.

Eide Bailly LLP

Rancho Cucamonga, California

Financial Statements
June 30, 2022

La Habra City School District

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Government Wide Financial Statements

Government Fund Financial Statements

Required Supplementary Information

Supplementary Information

Independent Auditor's Reports

Schedule of Findings and Questioned Costs

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Independent Auditor's Report

To the Governing Board
La Habra City School District
La Habra, California

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the La Habra City School District (the District) as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District, as of June 30, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States *(Government Auditing Standards)*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Adoption of New Accounting Standard

As discussed in Notes 1 and 17 to the financial statements, the District has adopted the provisions of Government Accounting Standards Board (GASB) Statement No. 87, *Leases*, for the year ended June 30, 2022. Accordingly, a restatement has been made to the governmental activities net position as of July 1, 2021, to restate beginning net position. Our opinions are not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, schedule of changes in the District's total OPEB liability and related ratios, schedule of the District's proportionate share of the net OPEB liability – MPP program, schedule of the District's proportionate share of the net pension liability, and the schedule of the District's contributions, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the La Habra City School District's basic financial statements. The schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, combining non-major governmental fund financial statements, and other supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards, combining non-major governmental fund financial statements, and other supplementary information listed in the table of contents are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 6, 2023 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Eide Bailly LLP

Rancho Cucamonga, California

January 6, 2023

This section of La Habra City School District's (the District) annual financial report presents our discussion and analysis of the District's financial performance during the fiscal year that ended on June 30, 2022, with comparative information for the year ending June 30, 2021. Please read it in conjunction with the District's financial statements, which immediately follow this section.

OVERVIEW OF THE FINANCIAL STATEMENTS

The Financial Statements

The financial statements presented herein include all of the activities of the District and its component units using the integrated approach as prescribed by Governmental Accounting Standards Board (GASB) Statement No. 34.

The Government-Wide Financial Statements present the financial picture of the District from the economic resources measurement focus using the accrual basis of accounting. They present governmental activities. These statements include all assets of the District (including capital assets and right-to-use leased assets), deferred outflows of resources, as well as all liabilities (including long-term liabilities) and deferred inflows of resources. Additionally, certain eliminations have occurred as prescribed by the statement in regards to interfund activity, payables, and receivables.

The *Governmental Funds* are prepared using the current financial resources measurement focus and modified accrual basis of accounting.

Reconciliation of the Fund Financial Statements to the Government-Wide Financial Statements is provided to explain the differences created by the integrated approach.

The Primary unit of the government is the La Habra City School District.

REPORTING THE DISTRICT AS A WHOLE

The Statement of Net Position and the Statement of Activities

The *Statement of Net Position* and the *Statement of Activities* report information about the District as a whole and about its activities. These statements include all assets, deferred outflows of resources, liabilities, and deferred inflows of resources of the District using the accrual basis of accounting, which is similar to the accounting used by most private-sector companies. All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid.

These two statements report the District's net position and changes in them. Net position is the difference between assets and deferred outflows of resources, liabilities, and deferred inflows of resources, which is one way to measure the District's financial health, or financial position. Over time, increases or decreases in the District's net position will serve as a useful indicator of whether the financial position of the District is improving or deteriorating. Other factors to consider are changes in the District's property tax base and the condition of the District's facilities.

The relationship between revenues and expenses is the District's *operating results*. Since the governing board's responsibility is to provide services to our students and not to generate profit as commercial entities do, one must consider other factors when evaluating the overall health of the District. The quality of the education and the safety of our schools will likely be an important component in this evaluation.

In the *Statement of Net Position* and the *Statement of Activities*, we present the District activities as follows:

Governmental Activities - All of the District's services are reported in this category. This includes the education of transitional kindergarten through grade eight students, the operation of child development activities, and the ongoing effort to improve and maintain buildings and sites. Property taxes, user fees, interest income, Federal, State, and local grants, as well as proceeds from the general obligation bonds, finance these activities.

REPORTING THE DISTRICT'S MOST SIGNIFICANT FUNDS

Fund Financial Statements

The fund financial statements provide detailed information about the most significant funds - not the District as a whole. Some funds are required to be established by State law and by bond covenants. However, management establishes many other funds to help it control and manage money for particular purposes or to show that it is meeting legal responsibilities for using certain taxes, grants, and other money that it receives from the U.S. Department of Education.

Governmental Funds - All of the District's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's general government operations and the basic services it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. The differences of results in the governmental fund financial statements to those in the government-wide financial statements are explained in a reconciliation following the governmental fund financial statements.

THE DISTRICT AS A WHOLE

Net Position

The District's net position (deficit) was $(24,572,414) for the fiscal year ended June 30, 2022. Of this amount, $(56,011,173) was unrestricted deficit. Restricted net position is reported separately to show legal constraints from debt covenants and enabling legislation that limit the governing board's ability to use those net position for day-to-day operations. Our analysis below, in summary form, focuses on the net position (Table 1) and change in net position (Table 2) of the District's governmental activities.

Table 1

	Governmental Activities	
	2022	2021 as restated
Assets		
Current and other assets	$ 41,541,025	$ 47,618,071
Capital assets	46,533,389	44,202,593
Total assets	88,074,414	91,820,664
Deferred outflows of resources	15,477,825	20,089,239
Liabilities		
Current liabilities	4,721,168	14,540,168
Long-term liabilities	93,111,104	129,104,765
Total liabilities	97,832,272	143,644,933
Deferred inflows of resources	30,292,381	3,476,941
Net Position		
Net investment in capital assets	16,947,403	17,482,741
Restricted	14,491,356	8,318,640
Unrestricted (deficit)	(56,011,173)	(61,013,352)
Total net position (deficit)	$ (24,572,414)	$ (35,211,971)

The $(56,011,173) in unrestricted deficit net position of governmental activities represents the accumulated results of all past years' operations. Unrestricted deficit net position – the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements – decreased by 8.2% ($(56,011,173) compared to ($(61,013,352)).

Changes in Net Position

The results of this year's operations for the District as a whole are reported in the Statement of Activities on page 14. Table 2 takes the information from the Statement, rounds off the numbers, and rearranges them slightly so you can see our total revenues for the year.

Table 2

	Governmental Activities	
	2022	2021*
Revenues		
Program revenues		
Charges for services and sales	$ 799,179	$ 243,866
Operating grants and contributions	23,597,967	22,373,853
General revenues		
Federal and State aid not restricted	28,674,514	26,458,694
Property taxes	26,395,887	24,033,864
Other general revenues	(115,766)	3,657,295
Total revenues	79,351,781	76,767,572
Expenses		
Instruction-related	43,565,995	51,037,654
Pupil services	8,402,033	7,839,102
Administration	5,713,943	5,963,297
Plant services	6,314,817	6,385,590
All other services	4,715,436	4,895,686
Total expenses	68,712,224	76,121,329
Change in net position	$ 10,639,557	$ 646,243

*The revenues and expenses for fiscal year 2021 were not restated to show the effects of GASB Statement No. 87 for comparative purposes.

Governmental Activities

As reported in the *Statement of Activities* on page 14, the cost of all of our governmental activities this year was $68,712,224. However, the amount that our taxpayers ultimately financed for these activities through local taxes was only $26,395,887 because the cost was paid by those who benefited from the programs ($799,179) or by other governments and organizations who subsidized certain programs with grants and contributions ($23,597,967). We paid for the remaining "public benefit" portion of our governmental activities with $28,558,748 in State unrestricted funds, and with other revenues, like interest and general entitlements.

In Table 3, we have presented the cost and net cost of each of the District's largest functions: instruction and related services, including special instruction programs and other instructional programs, home-to-school transportation, pupil services, administration, plant services, and all other services. As discussed above, net cost shows the financial burden that was placed on the District's taxpayers by each of these functions. Providing this information allows our citizens to consider the cost of each function in comparison to the benefits they believe are provided by that function.

Table 3

	Total Cost of Services		Net Cost of Services	
	2022	2021*	2022	2021*
Instruction-related	$ 43,565,995	$ 51,037,654	$ (28,680,301)	$ (35,521,065)
Pupil services	8,402,033	7,839,102	(2,123,597)	(3,999,400)
Administration	5,713,943	5,963,297	(4,560,662)	(4,693,631)
Plant services	6,314,817	6,385,590	(4,938,551)	(5,602,791)
All other services	4,715,436	4,895,686	(4,011,967)	(3,686,723)
Total	$ 68,712,224	$ 76,121,329	$ (44,315,078)	$ (53,503,610)

*The total and net cost of services for fiscal year 2021 were not restated to show the effects of GASB No. 87 for comparative purposes.

Expenditures have understandably grown since the COVID-19 pandemic. To help mitigate learning loss, the District has increased spending on extra support staff, needed technology, and additional instructional time. Funds have also been spent on providing resources for the social and emotional impacts from the pandemic.

THE DISTRICT'S FUNDS

As the District completed this year, our governmental funds reported a combined fund balance of $37,281,882, which is an increase of $3,771,530 from last year (Table 4).

Table 4

	Balances and Activity			
Governmental Fund	June 30, 2021	Revenues and Other Financing Sources	Expenditures and Other Financing Uses	June 30, 2022
General Fund	$ 14,265,138	$ 74,130,283	$ 67,818,080	$ 20,577,341
Building Fund	10,700,093	(33,314)	4,443,086	6,223,693
Student Activity Fund	50,468	3,856	3,441	50,883
Child Development Fund	109,151	520,021	463,053	166,119
Cafeteria Fund	434,721	4,353,669	3,057,147	1,731,243
Capital Facilities Fund	3,629,175	228,476	111,477	3,746,174
Special Reserve Fund for Capital Outlay Projects	1,405,102	299,422	114,805	1,589,719
Bond Interest and Redemption Fund	2,916,504	3,188,575	2,908,369	3,196,710
Total	$ 33,510,352	$ 82,690,988	$ 78,919,458	$ 37,281,882

General Fund Budgetary Highlights

Over the course of the year, the District revises its budget as it attempts to deal with unexpected changes in revenues and expenditures. (A schedule showing the District's original and final budget amounts compared with amounts actually paid and received is provided in our annual report on page 66.)

Revenue and expenditure revisions made to the 2021-22 budget were due to changes made to reflect the actual operations of the District, including additional State and Federal revenues and salary increases that were Board approved after the adopted budget.

CAPITAL ASSET, RIGHT-TO-USE LEASED ASSET, AND DEBT ADMINISTRATION

Capital and Right-to-Use Leased Assets

At June 30, 2022, the District had $46,533,389 in a broad range of capital and right-to-use leased assets (net of depreciation and amortization expenses), including land, buildings, furniture, and equipment. This amount represents a net increase (including additions, deductions, and depreciation and amortization expenses) of $2,330,796, or 5.3%, from last year (Table 5).

Table 5

	Governmental Activities	
	2022	2021 as restated
Land and construction in progress	$ 1,971,842	$ 1,208,840
Land improvements	6,566,947	5,000,002
Buildings and improvements	36,060,276	35,965,016
Furniture and equipment	1,682,017	1,691,526
Right-to-use leased assets	252,307	337,209
Total	$ 46,533,389	$ 44,202,593

Several capital projects are planned for the 2022-23 year. We anticipate capital additions to be $4 million for the 2022-2023 year.

Long-Term Liabilities Other than Postemployment Benefits (OPEB) and Pension

At the end of this year, the District had $44,542,183 in long-term liabilities other than OPEB and pension versus $45,788,343 last year, a decrease of 2.7%. Those long-term liabilities consisted of:

Table 6

	Governmental Activities	
	2022	2021 as restated
Long-Term Liabilities		
General obligation bonds	$ 42,716,427	$ 43,851,207
Unamortized premium on issuance	955,084	1,038,381
Financed purchase agreements	46,661	73,989
Leases	249,843	337,209
Compensated absences	574,168	487,557
Total	$ 44,542,183	$ 45,788,343

OPEB and Pension Liabilities

At year-end, the District had a net OPEB liability of $13,330,998 versus $14,718,190 last year, and a decrease of $1,387,192, or 9.4%.

At year-end, the District had an aggregate net pension liability of $35,237,923 versus $68,598,232 last year, and a decrease of $33,360,309, or 48.6%.

SIGNIFICANT ACCOMPLISHMENTS OF FISCAL YEAR 2021-2022 ARE NOTED BELOW

On March 13, 2021, the La Habra City School District shut down in-person learning due to the COVID-19 Pandemic. The District successfully continued to provide instruction to all students through technology and student supports for the rest of the school year.

For the 2021-22 school year, The La Habra City School District was open for full in person learning. The District welcomed students back with a traditional school year and also provided an online option for those families who preferred to have their students learn at home. The District provided additional support staff and instructional time to mitigate learning loss and increased resources for social emotional support.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

In considering the District Budget for the 2022-2023 year, the governing board and management followed the approved budget guidelines and used the following criteria:

The key assumptions in our revenue forecast are:

1. Unduplicated count of 81.52%.
2. GAP funding of 100%.
3. Funded ADA of 4,398.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact the Assistant Superintendent, Business Services, Ms. Christeen Betz, at 500 N. Walnut Street, La Habra, CA 90631, or email at cbetz@lahabraschools.org.

	Governmental Activities
Assets	
Deposits and investments	$ 30,083,833
Receivables	11,243,182
Stores inventories	214,010
Capital assets not depreciated	1,971,842
Capital assets, net of accumulated depreciation	44,309,240
Right-to-use leased assets, net of accumulated amortization	252,307
Total assets	88,074,414
Deferred Outflows of Resources	
Deferred charge on refunding	416,880
Deferred outflows of resources related to Other Postemployment Benefits (OPEB)	1,535,752
Deferred outflows of resources related to pensions	13,525,193
Total deferred outflows of resources	15,477,825
Liabilities	
Accounts payable	3,934,462
Interest payable	462,025
Unearned revenue	324,681
Long-term liabilities	
Long-term liabilities other than OPEB and pensions due within one year	2,500,089
Long-term liabilities other than OPEB and pensions due in more than one year	42,042,094
Net OPEB liability	13,330,998
Aggregate net pension liability	35,237,923
Total liabilities	97,832,272
Deferred Inflows of Resources	
Deferred inflows of resources related to OPEB	2,807,941
Deferred inflows of resources related to pensions	27,484,440
Total deferred inflows of resources	30,292,381
Net Position	
Net investment in capital assets	16,947,403
Restricted for	
Debt service	2,734,685
Capital projects	5,335,893
Educational programs	4,582,641
Other activities	1,838,137
Unrestricted (deficit)	(56,011,173)
Total net position (deficit)	$ (24,572,414)

Functions/Programs	Expenses	Program Revenues Charges for Services and Sales	Program Revenues Operating Grants and Contributions	Net (Expenses) Revenues and Changes in Net Position Governmental Activities
Governmental Activities				
Instruction	$ 35,738,590	$ 15,218	$ 12,431,838	$ (23,291,534)
Instruction-related activities				
Supervision of instruction	2,861,201	22,378	1,577,855	(1,260,968)
Instructional library, media, and technology	815,040	-	344,458	(470,582)
School site administration	4,151,164	4,804	489,143	(3,657,217)
Pupil services				
Home-to-school transportation	996,031	-	106,383	(889,648)
Food services	2,934,384	574	4,047,316	1,113,506
All other pupil services	4,471,618	13,441	2,110,722	(2,347,455)
Administration				
Data processing	1,716,960	-	226,160	(1,490,800)
All other administration	3,996,983	5,245	921,876	(3,069,862)
Plant services	6,314,817	419,295	956,971	(4,938,551)
Ancillary services	3,441	-	3,857	416
Enterprise services	447,147	42,472	20,050	(384,625)
Interest on long-term liabilities	1,775,604	-	-	(1,775,604)
Other outgo	746,138	275,752	361,338	(109,048)
Depreciation (unallocated) [1]	1,743,106	-	-	(1,743,106)
Total governmental activities	$ 68,712,224	$ 799,179	$ 23,597,967	(44,315,078)
General Revenues and Subventions				
Property taxes, levied for general purposes				22,901,727
Property taxes, levied for debt service				3,178,764
Taxes levied for other specific purposes				315,396
Federal and State aid not restricted to specific purposes				28,674,514
Interest and investment earnings				(181,588)
Miscellaneous				65,822
Subtotal, general revenues and subventions				54,954,635
Change in Net Position				10,639,557
Net Position - Beginning, as restated				(35,211,971)
Net Position - Ending				$ (24,572,414)

[1] This amount excludes any depreciation and amortization that is included in the direct expense of the various programs.

La Habra City School District
Balance Sheet – Governmental Funds
June 30, 2022

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
Assets				
Deposits and investments	$ 13,638,672	$ 6,736,852	$ 9,708,309	$ 30,083,833
Receivables	10,194,618	4,043	1,044,521	11,243,182
Due from other funds	119,120	-	3,513	122,633
Stores inventories	152,998	-	61,012	214,010
Total assets	$ 24,105,408	$ 6,740,895	$ 10,817,355	$ 41,663,658
Liabilities and Fund Balances				
Liabilities				
Accounts payable	$ 3,199,873	$ 502,349	$ 232,240	$ 3,934,462
Due to other funds	3,513	14,853	104,267	122,633
Unearned revenue	324,681	-	-	324,681
Total liabilities	3,528,067	517,202	336,507	4,381,776
Fund Balances				
Nonspendable	177,998	-	110,108	288,106
Restricted	4,582,641	6,223,693	10,370,740	21,177,074
Assigned	9,931,573	-	-	9,931,573
Unassigned	5,885,129	-	-	5,885,129
Total fund balances	20,577,341	6,223,693	10,480,848	37,281,882
Total liabilities and fund balances	$ 24,105,408	$ 6,740,895	$ 10,817,355	$ 41,663,658

La Habra City School District

Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position

June 30, 2022

Total Fund Balance - Governmental Funds		$ 37,281,882
Amounts Reported for Governmental Activities in the Statement of Net Position are Different Because		
Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds.		
The cost of capital assets is	$ 82,295,686	
Accumulated depreciation is	(36,014,604)	
Net capital assets		46,281,082
Right-to-use leased assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds.		
The cost of right-to-use leased assets is	337,209	
Accumulated amortization is	(84,902)	
Net right-to-use leased assets		252,307
In governmental funds, unmatured interest on long-term liabilities is recognized in the period when it is due. On the government-wide financial statements, unmatured interest on long-term liabilities is recognized when it is incurred.		(462,025)
Deferred outflows of resources represent a consumption of net position in a future period and is not reported in the governmental funds. Deferred outflows of resources amounted to and related to		
Deferred charge on refunding	416,880	
Net other postemployment benefits (OPEB) liability	1,535,752	
Aggregate net pension liability	13,525,193	
Total deferred outflows of resources		15,477,825
Deferred inflows of resources represent an acquisition of net position that applies to a future period and is not reported in the governmental funds. Deferred inflows of resources amount to and related to		
Net OPEB liability	(2,807,941)	
Aggregate net pension liability	(27,484,440)	
Total deferred inflows of resources		(30,292,381)

Aggregate net pension liability is not due and payable in the current period, and is not reported as a liability in the funds.		$ (35,237,923)
The District's net OPEB liability is not due and payable in the current period, and is not reported as a liability in the funds.		(13,330,998)
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the funds. Long-term liabilities at year-end consist of		
General obligation bonds	$ (34,974,971)	
Unamortized premium on issuance of general obligation bonds	(955,084)	
Financed purchase agreements	(46,661)	
Leases	(249,843)	
Compensated absences (vacations)	(574,168)	
In addition, capital appreciation general obligation bonds were issued. The accretion of interest to date on the general obligation bonds is	(7,741,456)	
Total long-term liabilities		(44,542,183)
Total net position - governmental activities		$ (24,572,414)

La Habra City School District

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds

Year Ended June 30, 2022

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
Revenues				
Local Control Funding Formula	$ 50,420,418	$ -	$ -	$ 50,420,418
Federal sources	10,206,613	-	3,702,177	13,908,790
Other State sources	9,807,359	-	231,303	10,038,662
Other local sources	3,606,400	(33,314)	4,210,539	7,783,625
Total revenues	74,040,790	(33,314)	8,144,019	82,151,495
Expenditures				
Current				
Instruction	40,003,185	-	-	40,003,185
Instruction-related activities				
Supervision of instruction	3,229,153	-	-	3,229,153
Instructional library, media, and technology	854,168	-	-	854,168
School site administration	4,493,805	-	-	4,493,805
Pupil services				
Home-to-school transportation	1,219,531	-	-	1,219,531
Food services	12,983	-	3,034,946	3,047,929
All other pupil services	4,768,053	-	-	4,768,053
Administration				
Data processing	1,805,210	-	-	1,805,210
All other administration	4,197,535	-	-	4,197,535
Plant services	6,009,723	-	20,053	6,029,776
Ancillary services	-	-	3,441	3,441
Other outgo	746,138	-	-	746,138
Enterprise services	-	-	463,053	463,053
Facility acquisition and construction	20,845	4,434,561	28,673	4,484,079
Debt service				
Principal	7,556	-	1,942,138	1,949,694
Interest and other	195	8,525	1,076,495	1,085,215
Total expenditures	67,368,080	4,443,086	6,568,799	78,379,965
Excess (Deficiency) of Revenues Over Expenditures	6,672,710	(4,476,400)	1,575,220	3,771,530
Other Financing Sources (Uses)				
Transfers in	89,493	-	450,000	539,493
Transfers out	(450,000)	-	(89,493)	(539,493)
Net Financing Sources (Uses)	(360,507)	-	360,507	-
Net Change in Fund Balances	6,312,203	(4,476,400)	1,935,727	3,771,530
Fund Balance - Beginning	14,265,138	10,700,093	8,545,121	33,510,352
Fund Balance - Ending	$ 20,577,341	$ 6,223,693	$ 10,480,848	$ 37,281,882

Total Net Change in Fund Balances - Governmental Funds		$ 3,771,530
Amounts Reported for Governmental Activities in the Statement of Activities are Different Because:		
Capital outlay to purchase or build capital assets are reported in governmental funds as expenditures; however, for governmental activities, those costs are shown in the Statement of Net Position and allocated over their estimated useful lives as annual depreciation and amortization expenses in the Statement of Activities.		
This is the amount by which capital outlay exceed depreciation and amortization expenses in the period.		
Capital outlay	$ 4,158,804	
Depreciation and amortization expenses	(1,828,008)	
Net expense adjustment		2,330,796
In the Statement of Activities, certain operating expenses, such as compensated absences (vacations) are measured by the amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (essentially, the amounts actually paid). This year, vacation earned was more than the amount used by $86,611.		(86,611)
In the governmental funds, pension costs are based on employer contributions made to pension plans during the year. However, in the Statement of Activities, pension expense is the net effect of all changes in the deferred outflows, deferred inflows and aggregate net pension liability during the year.		4,602,464
In the governmental funds, OPEB costs are based on employer contributions made to OPEB plans during the year. However, in the Statement of Activities, OPEB expense is the net effect of all changes in the deferred outflows, deferred inflows, and net OPEB liability during the year.		(1,237,927)
Payment of principal on long-term liabilities is an expenditure in the governmental funds, but it reduces long-term liabilities in the Statement of Net Position and does not affect the Statement of Activities		
General obligation bonds		1,835,000
Finance purchase agreements		27,328
Leases		87,366

Under the modified basis of accounting used in the governmental funds, expenditures are not recognized for transactions that are not normally paid with expendable available financial resources. In the Statement of Activities, however, which is presented on the accrual basis, expenses and liabilities are reported regardless of when financial resources are available. This adjustment combines the net changes of the following balances	
Amortization of premium on issuance	$ 83,297
Amortization of deferred charge on refunding	(43,890)
Interest on long-term liabilities in the Statement of Activities differs from the amount reported in the governmental funds because interest is recorded as an expenditure in the funds when it is due, and thus requires the use of current financial resources. In the Statement of Activities, however, interest expense is recognized as the interest accrues, regardless of when it is due. The additional interest reported in the Statement of Activities is the result of two factors. First, accrued interest on the general obligation bonds increased by $29,576, and second, $700,220 of accumulated interest was accreted on the District's capital appreciation general obligation bonds.	(729,796)
Change in net position of governmental activities	$ 10,639,557

Note 1 - Summary of Significant Accounting Policies

Financial Reporting Entity

The La Habra City School District (the District) was organized in 1896 under the laws of the State of California. The District operates under a locally elected five-member Board form of government and provides educational services to grades TK-8 as mandated by the State and/or Federal agencies. The District operates seven elementary schools and two middle schools.

A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments, boards, and agencies that are not legally separate from the District. For La Habra City School District, this includes general operations and student related activities of the District.

Basis of Presentation - Fund Accounting

The accounting system is organized and operated on a fund basis. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations.

Governmental Funds Governmental funds are those through which most governmental functions typically are financed. Governmental fund reporting focuses on the sources, uses, and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and liabilities is reported as fund balance. The following are the District's major and nonmajor governmental funds:

Major Governmental Funds

General Fund The General Fund is the chief operating fund for all districts. It is used to account for the ordinary operations of the District. All transactions except those accounted for in another fund are accounted for in this fund.

One fund currently defined as special revenue funds in the California State Accounting Manual (CSAM) does not meet the GASB Statement No. 54 special revenue fund definition. Specifically, Fund 14, Deferred Maintenance Fund, is not substantially composed of restricted or committed revenue sources. While this fund is authorized by statute and will remain open for internal reporting purposes, this fund function effectively as extensions of the General Fund, and accordingly has been combined with the General Fund for presentation in these audited financial statements.

As a result, the General Fund reflects a decrease in fund balance of $1.

Building Fund The Building Fund exists primarily to account separately for proceeds from the sale of bonds (*Education Code* Section 15146) and may not be used for any purposes other than those for which the bonds were issued.

Non-Major Governmental Funds

Special Revenue Funds The Special Revenue funds are used to account for the proceeds from specific revenue sources (other than trusts, major capital projects, or debt service) that are restricted or committed to the financing of particular activities, that compose a substantial portion of the inflows of the fund, and that are reasonably expected to continue. Additional resources that are restricted, committed, or assigned to the purpose of the fund may also be reported in the fund.

- **Student Activity Fund** The Student Activity Fund is used to account separately for the operating activities of the associated student body accounts that are not fiduciary in nature, including student clubs, general operations, athletics, and other student body activities.

- **Child Development Fund** The Child Development Fund is used to account separately for Federal, State, and local revenues to operate child development programs and is to be used only for expenditures for the operation of child development programs.

- **Cafeteria Fund** The Cafeteria Fund is used to account separately for Federal, State, and local resources to operate the food service program (*Education Code* Sections 38090-38093) and is used only for those expenditures authorized by the governing board as necessary for the operation of the District's food service program (*Education Code* Sections 38091 and 38100).

Capital Project Funds The Capital Project funds are used to account for financial resources to be used for the acquisition or construction of major capital facilities and other capital assets (other than those financed by proprietary funds and trust funds).

- **Capital Facilities Fund** The Capital Facilities Fund is used primarily to account separately for monies received from fees levied on developers or other agencies as a condition of approval (*Education Code* Sections 17620-17626 and *Government Code* Section 65995 et seq.). Expenditures are restricted to the purposes specified in *Government Code* Sections 65970-65981 or to the items specified in agreements with the developer (*Government Code* Section 66006).

- **Special Reserve Fund for Capital Outlay Projects** The Special Reserve Fund for Capital Outlay Projects exists primarily to provide for the accumulation of General Fund monies for capital outlay purposes (*Education Code* Section 42840).

Debt Service Funds The Debt Service funds are used to account for accumulation of resources for and the payment of principal and interest on general long-term liabilities:

- **Bond Interest and Redemption** Fund The Bond Interest and Redemption Fund is used for the repayment of bonds issued for a district (*Education Code* Sections 15125-15262).

Basis of Accounting - Measurement Focus

Government-Wide Financial Statements The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting.

The government-wide statement of activities presents a comparison between expenses, both direct and indirect, and program revenues for each segment of the District and for each governmental function. Direct expenses are those that are specifically associated with a service, program, or department and are therefore, clearly identifiable to a particular function. The District does not allocate indirect expenses to functions in the *Statement of Activities*. Program revenues include charges paid by the recipients of the goods or services offered by the programs and grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of program revenues and expenses identifies the extent to which each program or business segment is self-financing or draws from the general revenues of the District. Eliminations have been made to minimize the double counting of internal activities.

Net position should be reported as restricted when constraints placed on net position are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. The net position restricted for other activities result from special revenue funds and the restrictions on their use.

Fund Financial Statements Fund financial statements report detailed information about the District. The focus of governmental and proprietary fund financial statements is on major funds rather than reporting funds by type. Each major fund is presented in a separate column. Non-major governmental funds are aggregated and presented in a single column.

- **Governmental Funds** All governmental funds are accounted for using the flow of current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. The statement of revenues, expenditures, and changes in fund balance reports on the sources (revenues and other financing sources) and uses (expenditures and other financing uses) of current financial resources. This approach differs from the manner in which the governmental activities of the government-wide financial statements are prepared. Governmental fund financial statements, therefore, include reconciliations with brief explanations to better identify the relationship between the government-wide financial statements, prepared using the economic resources measurement focus and the accrual basis of accounting, and the governmental fund financial statements, prepared using the flow of current financial resources measurement focus and the modified accrual basis of accounting.

Revenues - Exchange and Non-Exchange Transactions Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter, to be used to pay liabilities of the current fiscal year. The District considers revenues to be available if they are collected within one year after year-end, except for property taxes, which are considered available it collected within 60 days. The following revenue sources are considered to be both measurable and available at fiscal yearend: State apportionments, interest, certain grants, and other local sources.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, certain grants, entitlements, and donations. Revenue from property taxes is recognized in the fiscal year in which the taxes are received. Revenue from certain grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include time and purpose restrictions. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Unearned Revenue Unearned revenue arise when resources are received by the District before it has a legal claim to them, such as when certain grants are received prior to the occurrence of qualifying expenditures. In the subsequent periods, when the District has a legal claim to the resources, the liability for unearned revenue is removed from the balance sheet and the revenue is recognized.

Expenses/Expenditures On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred. Principal and interest on long-term liabilities, which has not matured, are recognized when paid in the governmental funds as expenditures. Allocations of costs, such as depreciation and amortization, are not recognized in the governmental funds but are recognized in the entity-wide statements.

Investments

Investments with original maturities greater than one year are stated at fair value. Fair value is estimated based on quoted market prices at year-end. All investments not required to be reported at fair value are stated at cost or amortized cost. Fair values of investments in county investment pools are determined by the program sponsor.

Stores Inventories

Inventories consist of expendable food and supplies held for consumption. Inventories are stated at cost, on the weighted average basis. The costs of inventory items are recorded as expenditures in the governmental funds when consumed rather than when purchased.

Capital Assets and Depreciation

The accounting and reporting treatment applied to the capital assets associated with a fund are determined by its measurement focus. Capital assets are long-lived assets of the District. The District maintains a capitalization threshold of $5,000. The District does not possess any infrastructure. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not capitalized, but are expensed as incurred.

When purchased, such assets are recorded as expenditures in the governmental funds and capitalized in the government-wide statement of net position. The valuation basis for capital assets is historical cost, or where historical cost is not available, estimated historical cost based on replacement cost. Donated capital assets are capitalized at acquisition value on the date donated.

Depreciation is computed using the straight-line method. Estimated useful lives of the various classes of depreciable capital assets are as follows: buildings, 20 to 50 years; improvements, 10 to 20 years; equipment, 5 to 10 years.

The District records impairments of capital assets when it becomes probable that the carrying value of the assets will not be fully recovered over their estimated useful life. Impairments are recorded to reduce the carrying value of the assets to their net realizable value based on facts and circumstances in existence at the time of the determination. No impairments were recorded during the year ended June 30, 2022.

The District records the value of intangible right-to-use assets based on the underlying leased asset in accordance with GASB Statement No. 87, *Leases*. The right-to-use intangible asset is amortized each year for the term of the contract.

Interfund Balances

On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as “interfund receivables/payables”. These amounts are eliminated in the governmental activities columns of the statement of net position.

Current Loans

Current loans consist of amounts outstanding at yearend for a Bridge Transfer Agreement with the County of Orange. The notes were issued as short-term liabilities to provide for cashflow needs. This liability was offset with cash deposits in the County Treasurer, which were set aside to repay the notes.

Compensated Absences

Compensated absences are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the government-wide Statement of Net Position. For governmental funds, the current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignations and retirements that occur prior to year-end that have not yet been paid with expendable available financial resources. These amounts are reported in the fund from which the employees who have accumulated leave are paid. The compensated absence liability will be paid by the following funds: General Fund, Child Development Fund, Cafeteria Fund, and Building Fund.

Sick leave is accumulated without limit for each employee at the rate of one day for each month worked. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are never paid for any sick leave balance at termination of employment or any other time. Therefore, the value of accumulated sick leave is not recognized as a liability in the District's financial statements. However, credit for unused sick leave is applicable to all classified school members who retire after January 1, 1999. At retirement, each member will receive .004 year of service credit for each day of unused sick leave. Credit for unused sick leave is applicable to all certificated employees and is determined by dividing the number of unused sick days by the number of base service days required to complete the last school year, if employed full-time.

Accrued Liabilities and Long-Term Liabilities

All payables, accrued liabilities, and long-term liabilities are reported in the government-wide financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as liabilities of the governmental funds.

However, claims and judgments, compensated absences, special termination benefits, and contractually required pension contributions that will be paid from governmental funds are reported as a liability in the governmental fund financial statements only to the extent that they are due for payment during the current year. Bonds, leases, and other long-term liabilities are recognized as liabilities in the governmental fund financial statements when due.

Debt Issuance Costs, Premiums, and Discounts

In the government-wide financial statements, long-term liabilities are reported as liabilities in the applicable governmental activities Statement of Net Position. Debt premiums and discounts are amortized over the life of the bonds using the straight-line method, which approximates the effective interest method.

In governmental fund financial statements, bond premiums and discounts, as well as debt issuance costs are recognized in the period the bonds are issued. The face amount of the debt is reported as other financing sources. Premiums received on debt issuance are also reported as other financing sources. Issuance costs, whether or not withheld from the actual debt proceeds, are reported as debt service expenditures in the period the bonds are issued.

Deferred Outflows/Inflows of Resources

In addition to assets, the Statement of Net Position also reports deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then. The District reports deferred outflows of resources for deferred charges on refunding of debt, for pension related items, and for OPEB related items.

In addition to liabilities, the Statement of Net Position reports a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then. The District reports deferred inflows of resources for pension related items and for OPEB related items.

Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the California State Teachers Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) plan for schools (Plans) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalSTRS and CalPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Member contributions are recognized in the period in which they are earned. Investments are reported at fair value. The net pension liability attributable to the governmental activities will be paid by the fund in which the employee worked.

Postemployment Benefits Other Than Pensions (OPEB)

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the District Plan and the CalSTRS Medicare Premium Payment (MPP) Program and additions to/deductions from the District Plan and the MPP’s fiduciary net position have been determined on the same basis as they are reported by the District Plan and the MPP. For this purpose, the District Plan and the MPP recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost. The net OPEB liability attributable to the governmental activities will be paid primarily by the General Fund.

Leases

The District recognizes a lease liability and an intangible right-to-use lease asset (lease asset) in the government-wide financial statements. The District measures the lease liability at the present value of payments expected to be made during the lease term. Subsequently, the lease liability is reduced by the principal portion of lease payments made. The lease asset is initially measured as the initial amount of the lease liability, plus certain initial direct costs. Subsequently, the lease asset is amortized on a straight-line basis over the lease term.

Fund Balances - Governmental Funds

As of June 30, 2022, fund balances of the governmental funds are classified as follows:

Nonspendable - amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

Restricted - amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

Committed - amounts that can be used only for specific purposes determined by a formal action of the governing board. The governing board is the highest level of decision-making authority for the District. Commitments may be established, modified, or rescinded only through resolutions or other action as approved by the governing board. The District currently does not have any committed funds.

Assigned - amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. Under the District's adopted policy, only the governing board or chief business officer/assistant superintendent of business services may assign amounts for specific purposes.

Unassigned - all other spendable amounts.

Spending Order Policy

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the governing board has provided otherwise in its commitment or assignment actions.

Minimum Fund Balance Policy

The governing board adopted a minimum fund balance policy for the General Fund in order to protect the District against revenue shortfalls or unpredicted on-time expenditures. The policy requires a Reserve for Economic Uncertainties consisting of unassigned amounts equal to no less than three percent of General Fund expenditures and other financing uses.

Net Position

Net position represents the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources. Net position net of investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the District or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. The District first applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available. The government-wide financial statements report $14,491,356 of restricted net position.

Interfund Activity

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures/expenses in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Interfund transfers are reported as other financing sources/uses in governmental funds. Repayments from funds responsible for particular expenditures/expenses to the funds that initially paid for them are not presented in the financial statements. Interfund transfers are eliminated in the governmental activities column of the Statement of Activities.

Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

Property Tax

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County of Orange bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when received.

Change in Accounting Principles

Implementation of GASB Statement No. 87

As of July 1, 2021, the District adopted GASB Statement No. 87, *Leases*. The implementation of this standard establishes a single model for lease accounting based on the foundational principle that leases are financings of the right-to-use an underlying asset. The standard requires recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. The effect of the implementation of this standard on beginning net position is disclosed in Note 17 and the additional disclosures required by this standard are included in Notes 1, 5, and 10.

Implementation of GASB Statement No. 92

In January 2020, the GASB issued Statement No. 92, *Omnibus 2020*. The objectives of this statement are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing practice issues that have been identified during implementation and application of certain GASB Statements. This Statement addresses a variety of topics and includes specific provisions about the following:

- The effective date of Statement No. 87, *Leases*, and Implementation Guide No. 2019-3, Leases, for interim financial reporting
- Reporting of intra-entity transfers of assets between a primary government employer and a component unit defined benefit pension plan or defined benefit other postemployment benefit (OPEB) plan
- The applicability of Statement No. 73*, Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement No. 68, and Amendments to Certain Provisions of GASB Statements 67 and 68*, as amended, and No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*, as amended, to reporting assets accumulated for postemployment benefits
- The applicability of certain requirements of Statement No. 84, *Fiduciary Activities*, to postemployment benefit arrangements
- Measurement of liabilities (and assets, if any) related to asset retirement obligations (AROs) in a government acquisition
- Reporting by public entity risk pools for amounts that are recoverable from reinsurers or excess insurers
- Reference to nonrecurring fair value measurements of assets or liabilities in authoritative literature
- Terminology used to refer to derivative instruments

The requirements of this Statement are effective as follows:

- The requirements related to the effective date of Statement 87 and Implementation Guide 2019-3, reinsurance recoveries, and terminology used to refer to derivative instruments are effective upon issuance.
- The requirements related to intra-entity transfers of assets and those related to the applicability of Statements 73 and 74 are effective for fiscal years beginning after June 15, 2021.
- The requirements related to application of Statement 84 to postemployment benefit arrangements and those related to nonrecurring fair value measurements of assets or liabilities are effective for reporting periods beginning after June 15, 2021.
- The requirements related to the measurement of liabilities (and assets, if any) associated with AROs in a government acquisition are effective for government acquisitions occurring in reporting periods beginning after June 15, 2021.

The provisions of this Statement have been implemented as of June 30, 2022.

Implementation of GASB Statement No. 93

In March 2020, the GASB issued Statement No. 93, *Replacement of Interbank Offered Rates*. The objective of this Statement is to address those and other accounting and financial reporting implications that result from the replacement of an IBOR (Interbank Offered Rate). This Statement achieves that objective by:

- Providing exceptions for certain hedging derivative instruments to the hedge accounting termination provisions when an IBOR is replaced as the reference rate of the hedging derivative instrument's variable payment
- Clarifying the hedge accounting termination provisions when a hedged item is amended to replace the reference rate
- Clarifying that the uncertainty related to the continued availability of IBORs does not, by itself, affect the assessment of whether the occurrence of a hedged expected transaction is probable
- Removing LIBOR as an appropriate benchmark interest rate for the qualitative evaluation of the effectiveness of an interest rate swap
- Identifying a Secured Overnight Financing Rate and the Effective Federal Funds Rate as appropriate benchmark interest rates for the qualitative evaluation of the effectiveness of an interest rate swap
- Clarifying the definition of reference rate, as it is used in Statement 53, as amended
- Providing an exception to the lease modifications guidance in Statement 87, as amended, for certain lease contracts that are amended solely to replace an IBOR as the rate upon which variable payments depend.

The provisions of this Statement have been implemented as of June 30, 2022.

Note 2 - Deposits and Investments

Summary of Deposits and Investments

Deposits and investments as of June 30, 2022, are classified in the accompanying financial statements as follows:

Governmental funds	$ 30,083,833

Deposits and investments as of June 30, 2022, consist of the following:

Cash on hand and in banks	$ 50,883
Cash in revolving	74,096
Investments	29,958,854
Total deposits and investments	$ 30,083,833

Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

Investment in County Treasury - The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (*Education Code* Section 41001). The fair value of the District's investment in the pool is reported in the accounting financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

General Authorizations

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are indicated in the schedules below:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

Investments Authorized Under Debt Agreement

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment In One Issuer
Federal Financing Bank	N/A	None	None
Export-Import Bank	N/A	None	None
Rural Economic Community Development Administration	N/A	None	None
U.S. Treasury Obligations	N/A	None	None
Registered State Bonds, Notes, Warrants	N/A	None	None
Federal Housing Administration Debentures	N/A	None	None
Farmers Home Administration Certificates	N/A	None	None
Federal Home Loan Mortgage Corporation Obligations	N/A	None	None
Farm Credit Banks Bonds and Notes	N/A	None	None
Federal Home Loan Banks Obligations	N/A	None	None
Federal National Mortgage Association Obligations	N/A	None	None
Student Loan Marketing Association Obligations	N/A	None	None
Financing Corporation Obligations	N/A	None	None
Resolution Funding Corporation Obligations	N/A	None	None
Federal Housing Administration Certificates	N/A	None	None
General Services Administration Certificates	N/A	None	None
Government National Mortgage Association Mortgage-Backed Securities and Certificates	N/A	None	None
Small Business Administration Certificates	N/A	None	None
U.S. Department of Housing and Urban Development Bonds	N/A	None	None
U.S. Maritime Administration Financings	N/A	None	None
Washington Metropolitan Area Transit Authority Bonds	N/A	None	None
Unsecured Certificates of Deposit, Time Deposits, and Bankers' Acceptances	30 days	None	None
Commercial Paper	270 days	None	None
Money Market Mutual Funds	N/A	None	None
Repurchase Agreements	N/A	None	None
Investment Agreement	N/A	None	None
Pre-Funded Municipal Obligations	N/A	None	None
State Sponsered Investment Pools (LAIF)	N/A	None	None
Guaranteed Pool Certificates	N/A	None	None

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing rates. The District manages its exposure to interest rate risk by primarily investing in the Orange County Treasury Investment Pool and by purchasing a combination of shorter term and longer term investments and by timing cash flows from maturities so that a portion of the portfolio is maturing or coming close to maturity evenly over time as necessary to provide the cash flow and liquidity needed for operations.

Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The District's investment in the Orange County Treasury Investment Pool and the California Domestic Water Company are not required to be rated, nor have been rated as of June 30, 2022.

Information about the sensitivity of the fair values of the District's investments to market interest rate fluctuation and the actual rating as of year-end for each investment is provided by the following schedule that shows the distribution of the District's investment by type and maturity.

Investment Type	Reported Amount	Maturity Date/ Average Maturity in Days
Orange County Treasury Investment Pool	$ 29,600,729	375
California Domestic Water Company	358,125	N/A
Total	$ 29,958,854	

Custodial Credit Risk – Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. However, the California Government Code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110% of the total amount deposited by the public agency. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150% of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105% of the secured deposits. As of June 30, 2022, the District did not have any balance exposed to custodial credit risk.

Note 3 - Fair Value Measurements

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

- Level 1 - Quoted prices in active markets for identical assets that the District has the ability to access at the measurement date. Level 1 assets may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

- Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, such as interest rates and curves observable at commonly quoted intervals, implied volatilities, and credit spreads. For financial reporting purposes, if an asset has a specified term, a Level 2 input is required to be observable for substantially the full term of the asset.

- Level 3 - Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonably available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

The District's fair value measurements are as follows at June 30, 2022:

Investment Type	Reported Amount	Fair Value Measurements Using Level 3 Inputs
California Domestic Water Company	$ 358,125	$ 358,125
Investments not measured for fair value or subject to fair value hierarchy		
Orange County Treasury Investment Pool	29,600,729	
Total investments	$ 29,958,854	

All assets have been valued using a market approach, with quoted market prices.

Note 4 - Receivables

Receivables at June 30, 2022, consisted of intergovernmental grants, entitlements, interest, and other local sources. All receivables are considered collectible in full.

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Activities
Federal Government				
Categorical aid	$ 8,431,712	$ -	$ 931,798	$ 9,363,510
State Government				
LCFF apportionment	279,837	-	-	279,837
Categorical aid	990,427	-	60,189	1,050,616
Lottery	264,098	-	-	264,098
Local Government				
Interest	5,340	4,043	6,102	15,485
Other local sources	223,204	-	46,432	269,636
Total	$ 10,194,618	$ 4,043	$ 1,044,521	$ 11,243,182

Note 5 - Capital Assets

Capital asset activity for the fiscal year ended June 30, 2022, was as follows:

	Balance July 1, 2021 as restated	Additions	Deductions	Balance June 30, 2022
Governmental Activities				
Capital assets not being depreciated				
Land	$ 1,208,840	$ -	$ -	$ 1,208,840
Construction in progress	-	763,002	-	763,002
Total capital assets not being depreciated	1,208,840	763,002	-	1,971,842
Capital assets being depreciated				
Land improvements	10,714,373	1,921,707	-	12,636,080
Buildings and improvements	58,324,354	1,215,923	-	59,540,277
Furniture and equipment	7,889,315	258,172	-	8,147,487
Total capital assets being depreciated	76,928,042	3,395,802	-	80,323,844
Total capital assets	78,136,882	4,158,804	-	82,295,686
Accumulated depreciation				
Land improvements	(5,714,371)	(354,762)	-	(6,069,133)
Buildings and improvements	(22,359,338)	(1,120,663)	-	(23,480,001)
Furniture and equipment	(6,197,789)	(267,681)	-	(6,465,470)
Total accumulated depreciation	(34,271,498)	(1,743,106)	-	(36,014,604)
Net depreciable capital assets	42,656,544	1,652,696	-	44,309,240
Right-to-use leased assets being amortized				
Buildings and improvements	331,932	-	-	331,932
Furniture and equipment	5,277	-	-	5,277
Total right-to-use leased assets being amortized	337,209	-	-	337,209
Accumulated amortization				
Buildings and improvements	-	(82,983)	-	(82,983)
Furniture and equipment	-	(1,919)	-	(1,919)
Total accumulated amortization	-	(84,902)	-	(84,902)
Net right-to-use leased assets	337,209	(84,902)	-	252,307
Governmental activities capital assets and right-to-use leased assets, net	$ 44,202,593	$ 2,330,796	$ -	$ 46,533,389

Depreciation and amortization expenses were charged as a direct expense to governmental and business-type functions as follows:

Governmental Activities	
Plant services	$ 84,902
Unallocated	1,743,106
Total depreciation and amortization expense	$ 1,828,008

Note 6 - Interfund Transactions

Interfund Receivables/Payables (Due To/Due From)

Interfund receivable and payable balances at June 30, 2022, between major and non-major governmental funds, are as follows:

	Due From			
Due To	General Fund	Building Fund	Non-Major Governmental Funds	Total
General Fund	$ -	$ 14,853	$ 104,267	$ 119,120
Non-Major Governmental Funds	3,513	-	-	3,513
Total	$ 3,513	$ 14,853	$ 104,267	$ 122,633

The balance of $3,513 is due from the General Fund to the Cafeteria Non-Major Governmental Fund for reimbursement of expenditures relating to EBT administrative costs.

The balance of $14,853 is due from the Building Fund to the General Fund for reimbursement of payroll expenditures.

The balance of $20,544 is due from the Child Development Non-Major Governmental Fund to the General Fund for payroll, benefits, and other operating expenditures.

The balance of $83,723 is due from the Cafeteria Non-Major Governmental Fund to the General Fund for payroll, benefits, and other operating expenditures.

Operating Transfers

Interfund transfers for the year ended June 30, 2022, consisted of the following:

	Transfer From		
Transfer To	General Fund	Non-Major Governmental Funds	Total
General Fund	$ -	$ 89,493	$ 89,493
Non-Major Governmental Funds	450,000	-	450,000
Total	$ 450,000	$ 89,493	$ 539,493

The General Fund transferred $450,000 to the Cafeteria Non-Major Governmental Fund for operating contribution.

The Special Reserve Non-Major Governmental Fund for Capital Outlay Projects transferred $89,493 to the General Fund for reimbursement of expenditures.

Note 7 - Accounts Payable

Accounts payable at June 30, 2022, consisted of the following:

	General Fund	Building Fund	Non-Major Governmental Funds	Total
Salaries and benefits	$ 1,778,148	$ 18,416	$ 172,808	$ 1,969,372
Supplies and services	842,641	387,108	59,432	1,289,181
Capital outlay	-	96,825	-	96,825
Due to OCDE	522,331	-	-	522,331
Other vendor payables	56,753	-	-	56,753
Total	$ 3,199,873	$ 502,349	$ 232,240	$ 3,934,462

Note 8 - Unearned Revenue

Unearned revenue at June 30, 2022, consisted of the following:

	General Fund
Federal financial assistance	$ 146,955
State categorical aid	177,726
Total	$ 324,681

Note 9 - Current Loans

On March 15, 2021, in accordance with the California Constitution Article XVI, Section 6, and *Education Code* Section 42620, the District entered into a Bridge Transfer Agreement with the County of Orange, whereby the District borrowed during the fiscal year from the County Treasurer for funding the District's short-term cashflow. Repayment terms required installments to be paid with interest by October 31, 2021. Interest on the loan accrued at a rate of 0.739%. At June 30, 2022, the District has fully repaid the loan.

Note 10 - Long-Term Liabilities Other than OPEB and Pensions

Summary

The changes in the District's long-term liabilities other than OPEB and pensions during the year consisted of the following:

	Balance July 1, 2021 as restated	Additions	Deductions	Balance June 30, 2022	Due in One Year
Long-Term Liabilities					
General obligation bonds	$ 43,851,207	$ 700,220	$ (1,835,000)	$ 42,716,427	$ 2,395,000
Unamortized premium on issuance	1,038,381	-	(83,297)	955,084	-
Financed purchase agreements	73,989		(27,328)	46,661	22,640
Leases	337,209	-	(87,366)	249,843	82,449
Compensated absences	487,557	86,611	-	574,168	-
Total	$ 45,788,343	$ 786,831	$ (2,032,991)	$ 44,542,183	$ 2,500,089

Payments on the General Obligation Bonds will be made by the Bond Interest and Redemption Fund. Payments for the financed purchase agreements are made from the General Fund and the Special Reserve Fund for Capital Outlay Projects. Leases are paid by the General Fund and the Capital Facilities Fund. Compensated absences will be paid by the General Fund, Child Development Fund, Cafeteria Fund, and Building Fund.

General Obligation Bonds

Issuance Date	Final Maturity Date	Interest Rate	Original Issue	Bonds Outstanding July 1, 2021	Issued	Interest Accreted	Redeemed	Bonds Outstanding June 30, 2022
8/1/2000	8/1/2025	3.90-5.35%	$ 11,046,713	$ 4,317,636	$ -	$ 340,531	$ -	$ 4,658,167
8/2/2001	8/1/2026	3.00-5.25%	2,267,884	1,084,853	-	77,807	(220,000)	942,660
8/1/2002	8/1/2027	3.35-5.98%	2,684,699	4,848,718	-	281,882	(320,000)	4,810,600
12/13/2012	8/1/2038	2.00-5.11%	6,495,425	2,345,000	-	-	(20,000)	2,325,000
12/17/2014	8/1/2021	3.00-5.00%	5,135,000	805,000	-	-	(805,000)	-
3/10/2015	8/1/2039	2.00-4.50%	3,700,000	3,650,000	-	-	-	3,650,000
3/16/2017	8/1/2036	2.00-5.00%	3,740,000	3,235,000	-	-	(470,000)	2,765,000
10/25/2018	8/1/2043	2.00-5.00%	5,205,000	5,205,000	-	-	-	5,205,000
10/15/2019	8/1/2037	2.45-3.22%	6,505,000	6,505,000	-	-	-	6,505,000
3/18/2021	8/1/2045	2.12-4.00%	11,855,000	11,855,000	-	-	-	11,855,000
				$ 43,851,207	$ -	$ 700,220	$ (1,835,000)	$ 42,716,427

2000 General Obligation Bonds, Series A

In August 2000, the District issued the $11,046,713 Election of 2000 General Obligation Bonds, Series A. The Series A bonds were issued as both current interest bonds and capital appreciation bonds, with the value of the capital appreciation bonds accreting to $4,498,287, and an aggregate principal debt service balance of $15,545,000. The bonds have a final maturity of August 1, 2025, with interest rate of 3.90 to 5.35%. Proceeds from the sale of the bonds were used to finance new construction, reconstruction, or modernization at each of the District's schools. At June 30, 2022, the principal balance outstanding of the 2000 General Obligation Bonds, Series A was $4,658,167.

2000 General Obligation Bonds, Series 2001A

In August 2001, the District issued the $2,267,884 Election of 2000 General Obligation Bonds, Series 2001A. The Series 2001A bonds were issued as both current interest bonds and capital appreciation bonds, with the value of the capital appreciation bonds accreting to $1,437,116, and an aggregate principal debt service balance of $3,705,000. The bonds have a final maturity of August 1, 2026, with interest rate of 3.00 to 5.25%. Proceeds from the sale of the bonds were used to finance new construction, reconstruction, or modernization at each of the District's schools. At June 30, 2022, the principal balance outstanding of the 2000 General Obligation Bonds, Series 2001A was $942,660.

2000 General Obligation Bonds, Series 2002A

In August 2002, the District issued the $2,684,699 Election of 2000 General Obligation Bonds, Series 2002A. The Series 2002A bonds were issued as capital appreciation bonds, with the value of the capital appreciation bonds accreting to $5,745,301, and an aggregate principal debt service balance of $8,430,000. The bonds have a final maturity of August 1, 2027, with interest rate of 3.35 to 5.98%. Proceeds from the sale of the bonds were used to finance new construction, reconstruction, or modernization at each of the District's schools. At June 30, 2022, the principal balance outstanding of the 2000 General Obligation Bonds, Series 2002A was $4,810,600.

2012 General Obligation Bonds, 2012 Series A

In December 2012, the District issued the $6,495,425 Election of 2012 General Obligation Bonds, 2012 Series A. The 2012 Series A bonds were issued as both current interest bonds and capital appreciation bonds, with the value of the capital appreciation bonds accreting to $6,374,575, and an aggregate principal debt service balance of $12,870,000. The bonds have a final maturity of August 1, 2038, with interest rate of 2.00 to 5.11%. Proceeds from the sale of the bonds were used to finance the construction, acquisition, furnishing and equipping of District facilities, to fund capitalized interest through August 1, 2014, and to pay certain costs of issuing the bonds. At June 30, 2022, the principal balance outstanding of the 2012 General Obligation Bonds, 2012 Series A was $2,325,000.

2015 General Obligation Refunding Bonds

In December 2014, the District issued the $5,135,000 2015 General Obligation Refunding Bonds. The 2015 General Obligation Refunding Bonds were issued as current interest bonds. The bonds have a final maturity of August 1, 2021, with interest rate of 3.00 to 5.00%. Proceeds from the sale of the bonds were used to provide refunding of $5,450,000 in current interest bonds associated with the District's 2005 General Obligation Refunding Bonds that were issued in the amount of $8,715,000. At June 30, 2022, the bonds were fully defeased.

2012 General Obligation Bonds, 2015 Series B

In March 2015, the District issued the $3,700,000 Election of 2012 General Obligation Bonds, 2015 Series B. The 2015 Series B bonds were issued as current interest bonds. The bonds have a final maturity of August 1, 2039, with interest rate of 2.00 to 4.50%. Proceeds from the sale of the bonds will be used to finance the construction, acquisition, furnishing and equipping of District facilities, to pay capitalized interest, and to pay certain costs of issuing the bonds. At June 30, 2022, the principal balance outstanding of the 2012 General Obligation Bonds, 2015 Series B was $3,650,000.

2012 General Obligation Bonds, 2017 Series C

In March 2017, the District issued the $3,740,000 Election of 2012 General Obligation Bonds, 2017 Series C. The 2017 Series C bonds were issued as current interest bonds. The bonds have a final maturity of August 1, 2036, with interest rate of 2.00 to 5.00%. Proceeds from the sale of the bonds will be used to finance acquisition, construction, furnishing and equipping certain District facilities, and to pay certain costs of issuing the bonds. At June 30, 2022, the principal balance outstanding of the 2012 General Obligation Bonds, 2017 Series C was $2,765,000.

2012 General Obligation Bonds, 2017 Series D

In October 2018, the District issued the $5,205,000 Election of 2012 General Obligation Bonds, 2017 Series D. The 2017 Series D bonds were issued as current interest bonds. The bonds have a final maturity of August 1, 2043, with interest rate of 2.00 to 5.00%. Proceeds from the sale of the bonds will be used to finance acquisition, construction, furnishing and equipping certain District facilities, and to pay certain costs of issuing the bonds. At June 30, 2022, the principal balance outstanding of the 2012 General Obligation Bonds, 2017 Series D was $5,205,000.

General Obligation Refunding Bonds, 2019 Series A

In October 2019, the District issued the $6,505,000 General Obligation Refunding Bonds, 2019 Series A. The General Obligation Refunding Bonds, 2019 Series A were issued as current interest bonds. The bonds have a final maturity of August 1, 2037, with interest rate of 2.45 to 3.22%. Proceeds from the sale of the bonds were used to provide refunding of $5,629,832 in capital appreciation bonds associated with the District's 2012 General Obligation Bonds, 2012 Series A that were issued in the amount of $6,495,425. At June 30, 2022, the principal balance outstanding of the General Obligation Refunding Bonds, 2019 Series A was $6,505,000.

Election of 2012 General Obligation Bonds, Series E

In March 2021, the District issued the $11,855,000 Election of 2012 General Obligation Bonds, Series E. The Series E bonds were issued as current interest bonds. The bonds have a final maturity of August 1, 2045, with interest rate of 2.12 to 4.00%. Proceeds from the sale of the bonds will be used to finance acquisition, construction, furnishing and equipping certain District facilities, and to pay certain costs of issuing the bonds. At June 30, 2022, the principal balance outstanding of the 2012 General Obligation Bonds, Series E was $11,855,000.

The bonds mature through 2046 as follows:

Fiscal Year	Principal Inlcuding Accreted Interest to Date	Accreted Interest	Interest to Maturity	Total
2023	$ 2,328,524	$ 66,476	$ 1,099,210	$ 3,494,210
2024	2,029,587	200,413	1,085,060	3,315,060
2025	2,039,852	340,148	1,075,017	3,455,017
2026	2,055,371	484,629	1,062,742	3,602,742
2027	2,147,747	537,253	1,047,310	3,732,310
2028-2032	6,080,346	654,654	4,906,735	11,641,735
2033-2037	7,275,000	-	3,969,281	11,244,281
2038-2042	10,095,000	-	2,294,775	12,389,775
2043-2046	8,665,000	-	466,375	9,131,375
Total	$ 42,716,427	$ 2,283,573	$ 17,006,505	$ 62,006,505

Compensated Absences

Compensated absences (unpaid employee vacation) for the District at June 30, 2022, amounted to $574,168.

Financed Purchase Agreements

The District has entered into agreements to finance the purchase of equipment. The annual interest rates charged on the agreements range from 5.45% - 5.94%. At June 30, 2022, the principal balance outstanding was $46,661. The finance purchase agreements mature through 2024 as follows:

Year Ending June 30,	Principal	Interest	Total
2023	$ 22,640	$ 2,161	$ 24,801
2024	24,021	779	24,800
Total	$ 46,661	$ 2,940	$ 49,601

Leases

The District has entered into agreements to lease various facilities and equipment. As of June 30, 2022, the District recognized right-to-use assets of $252,307 and a lease liability of $249,843 related to these agreements. The District is required to make principal and interest payments through October 2024. The lease agreements have an interest rate of 2.00%.

The remaining principal and interest payment requirements for the lease obligation debt as of June 30, 2022 are as follows:

Year Ending June 30,	Principal	Interest	Total
2023	$ 82,449	$ 4,983	$ 87,432
2024	83,606	3,333	86,939
2025	83,788	1,676	85,464
Total	$ 249,843	$ 9,992	$ 259,835

Note 11 - Net Other Postemployment Benefit (OPEB) Liability

For the fiscal year ended June 30, 2022, the District reported net OPEB liability, deferred outflows of resources, deferred inflows of resources, and OPEB expense for the following plans:

OPEB Plan	Net OPEB Liability	Deferred Outflows of Resources	Deferred Inflows of Resources	OPEB Expense
Retiree Health Plan	$ 13,033,789	$ 1,535,752	$ 2,807,941	$ 1,939,502
Medicare Premium Payment (MPP) Program	297,209	-	-	297,209
Total	$ 13,330,998	$ 1,535,752	$ 2,807,941	$ 2,236,711

The details of each plan are as follows:

District Plan

Plan Administration

The District's governing board administers the Postemployment Benefits Plan (the Plan). The Plan is a single-employer defined benefit plan that is used to provide postemployment benefits other than pensions (OPEB) for eligible retirees and their spouses. No assets are accumulated in the trust that meets the criteria in the paragraph 4 of GASB Statement No. 75.

Plan Membership

At June 30, 2021, the valuation date, the Plan membership consisted of the following:

Inactive employees or beneficiaries currently receiving benefits payments	30
Active employees	337
Total	367

Benefits Provided

The Plan provides medical and dental insurance benefits to eligible retirees and their spouses. Benefits are provided through a third-party insurer, and the full cost of benefits is covered by the Plan. The District's governing board has the authority to establish and amend the benefit terms as contained within the negotiated labor agreements.

The benefit payment requirements of the Plan members and the District are established and may be amended by the District, the La Habra Education Association (LHEA), the local California Service Employees Association (CSEA), and unrepresented groups. The benefit payment is based on projected pay-as-you-go financing requirements as determined annually through the agreements with the District, CTA, CSEA, and the unrepresented groups. For the measurement period June 30, 2021, the District paid $632,893 in benefits. The amount paid by the District for OPEB as benefits come due subsequent to measurement date was $365,891.

Total OPEB Liability of the District

The District's total OPEB liability of $13,033,789 was measured as of June 30, 2021. The total OPEB liability used to calculate the total OPEB liability was determined by an actuarial valuation as June 30, 2021.

Actuarial Assumptions

The total OPEB liability in the June 30, 2021 actuarial valuation was determined using the following assumptions, applied to all periods included in the measurement, unless otherwise specified:

Inflation	2.50% for 2021
Salary increases	2.75%, average, including inflation
Discount rate	2.16% for 2021
Healthcare cost trend rates	4.00%

The discount rate was based on the Bond Buyer 20-bond General Obligation Index.

Mortality rates were based on the 2020 CalSTRS Mortality Table for certificated employees and the 2017 CalPERS Active Mortality for Miscellaneous and Schools Employees Table for classified employees. Mortality rates vary by age and sex. (Unisex mortality rates are not often used as individual OPEB benefits do not depend on the mortality table used.) If employees die prior to retirement, past contributions are available to fund benefits for employees who live to retirement. After retirement, death results in benefit termination or reduction. Although higher mortality rates reduce service costs, the mortality assumption is not likely to vary from employer to employer.

The actuarial assumptions used in the June 30, 2021 valuation were based on the results of an actual experience study for the period July 1, 2020 to June 30, 2021.

Changes in the Total OPEB Liability

	Total OPEB Liability
Balance, June 30, 2020	$ 14,718,190
Service cost	1,131,123
Interest	329,281
Differences between expected and actual experience in the measurement of the total OPEB liability	(2,562,715)
Changes of assumptions	50,803
Benefit payments	(632,893)
Net change in total OPEB liability	(1,684,401)
Balance, June 30, 2021 (Measurement Date)	$ 13,033,789

There were no changes to the benefit terms.

Changes of assumptions reflect a change in the discount rate from 2.20% in 2021 to 2.16% in 2022 and a change in the inflation rate from 2.63% in 2021 to 2.50% in 2022.

Sensitivity of the Total OPEB Liability to Changes in the Discount Rate

The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using a discount rate that one percent lower or higher than the current discount rate:

Discount Rate	Total OPEB Liability
1% decrease (1.16%)	$ 13,908,654
Current discount rate (2.16%)	13,033,789
1% increase (3.16%)	12,179,990

Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using healthcare cost trend rates that are one percent lower or higher than the current healthcare costs trend rates:

Healthcare Cost Trend Rates	Total OPEB Liability
1% decrease (3.0%)	$ 11,586,551
Current healthcare cost trend rate (4.0%)	13,033,789
1% increase (5.0%)	14,722,939

OPEB Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2022, the District recognized OPEB expense of $1,939,502. At June 30, 2022, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Amount paid by the District for OPEB as the benefits come due subsequent to measurement date	$ 365,891	$ -
Differences between expected and actual experience in the measurement of the total OPEB liability	-	2,646,411
Changes of assumptions	1,169,861	161,530
Total	$ 1,535,752	$ 2,807,941

The deferred outflows of resources for OPEB contributions subsequent to measurement date will be recognized as reduction of the total OPEB liability in the subsequent fiscal year. The remaining deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2023	$ (153,795)
2024	(153,795)
2025	(153,795)
2026	(153,795)
2027	(153,795)
Thereafter	(869,105)
Total	$ (1,638,080)

Medicare Premium Payment (MPP) Program

Plan Description

The Medicare Premium Payment (MPP) Program is administered by the California State Teachers' Retirement System (CalSTRS). The MPP Program is a cost-sharing multiple-employer other postemployment benefit plan (OPEB) established pursuant to Chapter 1032, Statutes 2000 (SB 1435). CalSTRS administers the MPP Program through the Teachers' Health Benefits Fund (THBF).

A full description of the MPP Program regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2020 annual actuarial valuation report, Medicare Premium Payment Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/member-publications.

Benefits Provided

The MPP Program pays Medicare Part A premiums and Medicare Parts A and B late enrollment surcharges for eligible members of the State Teachers Retirement Plan (STRP) Defined Benefit (DB)Program who were retired or began receiving a disability allowance prior to July 1, 2012 and were not eligible for premium free Medicare Part A. The payments are made directly to the Centers for Medicare and Medicaid Services (CMS) on a monthly basis.

The MPP Program is closed to new entrants as members who retire after July 1, 2012, are not eligible for coverage under the MPP Program.

The MPP Program is funded on a pay-as-you go basis from a portion of monthly District benefit payments. In accordance with California *Education Code* Section 25930, contributions that would otherwise be credited to the DB Program each month are instead credited to the MPP Program to fund monthly program and administrative costs. Total redirections to the MPP Program are monitored to ensure that total incurred costs do not exceed the amount initially identified as the cost of the program.

Net OPEB Liability and OPEB Expense

At June 30, 2022, the District reported a liability of $297,209 for its proportionate share of the net OPEB liability for the MPP Program. The net OPEB liability was measured as of June 30, 2021, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of June 30, 2020. The District's proportion of the net OPEB liability was based on a projection of the District's long-term share of contributions to the OPEB Plan relative to the projected contributions of all participating school districts, actuarially determined. The District's proportionate share for the measurement period June 30, 2021 and June 30, 2020, respectively, was 0.0745%, and 0.0749%, resulting in a net decrease in the proportionate share of 0.0004%.

For the year ended June 30, 2022, the District recognized OPEB expense of $297,209.

Actuarial Methods and Assumptions

The June 30, 2021 total OPEB liability was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2020, and rolling forward the total OPEB liability to June 30, 2021, using the assumptions listed in the following table:

Measurement Date	June 30, 2021	June 30, 2020
Valuation Date	June 30, 2020	June 30, 2019
Experience Study	July 1, 2015 through June 30, 2018	June 30, 2014 through June 30,2018
Actuarial Cost Method	Entry age normal	Entry age normal
Investment Rate of Return	2.16%	2.21%
Medicare Part A Premium Cost Trend Rate	4.50%	4.50%
Medicare Part B Premium Cost Trend Rate	5.40%	5.40%

For the valuation as of June 30, 2020, CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among our members. The projection scale was set equal to 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table, issued by the Society of Actuaries.

Assumptions were made about future participation (enrollment) into the MPP Program because CalSTRS is unable to determine which members not currently participating meet all eligibility criteria for enrollment in the future. Assumed enrollment rates were derived based on past experience and are stratified by age with the probability of enrollment diminishing as the members’ age increases. This estimated enrollment rate was then applied to the population of members who may meet criteria necessary for eligibility and are not currently enrolled in the MPP Program. Based on this, the estimated number of future enrollments used in the financial reporting valuation was 245 or an average of 0.16% of the potentially eligible population (152,062).

The MPP Program is funded on a pay-as-you-go basis with contributions generally being made at the same time and in the same amount as benefit payments and expenses coming due. Any funds within the MPP Program as of June 30, 2021, were to manage differences between estimated and actual amounts to be paid and were invested in the Surplus Money Investment Fund, which is a pooled investment program administered by the State Treasurer.

Discount Rate

The discount rate used to measure the total OPEB liability as of June 30, 2021, is 2.16%. As the MPP Program is funded on a pay-as-you-go basis as previously noted, the OPEB Plan’s fiduciary net position was not projected to be sufficient to make projected future benefit payments. Therefore, a discount rate of 2.16%, which is the Bond Buyer 20-Bond GO Index from Bondbuyer.com as of June 30, 2021, was applied to all periods of projected benefit payments to measure the total OPEB liability. The discount rate decreased 0.05% from 2.21% as of June 30, 2020.

Sensitivity of the District's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the District's proportionate share of the net OPEB liability calculated using the current discount rate, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net OPEB Liability
1% decrease (1.16%)	$ 327,606
Current discount rate (2.16%)	297,209
1% increase (3.16%)	271,238

Sensitivity of the District's Proportionate Share of the Net OPEB Liability to Changes in the Medicare Costs Trend Rates

The following presents the District's proportionate share of the net OPEB liability calculated using the Medicare costs trend rates, as well as what the net OPEB liability would be if it were calculated using Medicare costs trend rates that are one percent lower or higher than the current rates:

Medicare Costs Trend Rates	Net OPEB Liability
1% decrease (3.50% Part A and 4.40% Part B)	$ 270,277
Current Medicare costs trend rate (4.50% Part A and 5.40% Part B)	297,209
1% increase (5.50% Part A and 6.40% Part B)	328,086

Note 12 - Fund Balances

Fund balances are composed of the following elements:

	General Fund	Building Fund	Non-Major Governmental Funds	Total
Nonspendable				
Revolving cash	$ 25,000	$ -	$ 49,096	$ 74,096
Stores inventories	152,998	-	61,012	214,010
Total nonspendable	177,998	-	110,108	288,106
Restricted				
Legally restricted programs	4,582,641	-	217,002	4,799,643
Food service	-	-	1,621,135	1,621,135
Capital projects	-	6,223,693	5,335,893	11,559,586
Debt services	-	-	3,196,710	3,196,710
Total restricted	4,582,641	6,223,693	10,370,740	21,177,074
Assigned				
Other	9,931,573	-	-	9,931,573
Unassigned				
Reserve for economic uncertainties	2,021,042	-	-	2,021,042
Remaining unassigned	3,864,087	-	-	3,864,087
Total unassigned	5,885,129	-	-	5,885,129
Total	$ 20,577,341	$ 6,223,693	$ 10,480,848	$ 37,281,882

Note 13 - Risk Management

Property and Liability

The District is exposed to various risks of loss related to torts; theft, damage, and destruction of assets; errors and omissions; injuries to employees and natural disasters. During fiscal year ending June 30, 2022, the District contracted with Northern Orange County Liability and Property Self-Insurance Authority, a joint powers authority, for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant reduction in coverage from the prior year.

Workers' Compensation

For fiscal year 2022, the District participated in the Northern Orange County Self-Funded Workers' Compensation Insurance Agency (the Agency), a joint powers authority. The intent of the Agency is to achieve the benefit of a reduced premium for the District by virtue of its grouping and representation with other participants in the Agency. The workers' compensation experience of the participating districts is calculated as one experience and a common premium rate is applied to all districts in the Agency. Each participant pays its workers' compensation premium based on its individual rate. Participation in the Agency is limited to districts that can meet the Agency's selection criteria.

Employee Medical Benefits

The District has contracted with Metropolitan Employee Benefits Association (MEBA) and Self-Insured Schools of California (SISC III), joint powers authority, to provide employee health and welfare benefits. SISC III also provides dental benefits. MEBA and SISC III are shared risk pools comprised of several local educational agencies. Rates are set through an annual calculation process. The District is not entitled to any share of the reserves maintained by MEBA and SISC III upon their withdrawal from the pool.

The District has contracted with Orange County Fringe Benefits (OCFB), a joint powers authority, to provide employee health and welfare benefits, specifically for dental and life insurance benefit. OCFB is a shared pool comprised of several local educational agencies. Rates are set through an annual calculation process. The District pays a monthly contribution, which is placed in a common fund from which claims payments are made for all participating districts. Claims are paid for all participants regardless of cash flow. The Board of Directors has a right to allocate assets or obligations to a district subsequent to the settlement of all expenses and claims if a district withdraws from the pool.

Note 14 - Employee Retirement Systems

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

For the fiscal year ended June 30, 2022, the District reported its proportionate share of net pension liabilities, deferred outflows of resources, deferred inflows of resources, and pension expense for each of the above plans as follows:

Pension Plan	Net Pension Liability	Deferred Outflows of Resources	Deferred Inflows of Resources	Pension Expense
CalSTRS	$ 22,558,953	$ 10,601,997	$ 21,392,130	$ 1,203,850
CalPERS	12,678,970	2,923,196	6,092,310	1,361,028
Total	$ 35,237,923	$ 13,525,193	$ 27,484,440	$ 2,564,878

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The District contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2020, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/member-publications.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0% of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program, and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the state is the sponsor of the STRP and obligor of the trust. In addition, the state is both an employer and nonemployer contributing entity to the STRP.

The District contributes exclusively to the STRP Defined Benefit Program; thus, disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2022, are summarized as follows:

	STRP Defined Benefit Program	
Hire date	On or before December 31, 2012	On or after January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	10.205%
Required employer contribution rate	16.92%	16.92%
Required state contribution rate	10.828%	10.828%

Contributions

Required member, District, and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1% of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2022, are presented above and the District's total contributions were $4,870,062.

Pension Liabilities, Pension Expense, Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2022, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related state support and the total portion of the net pension liability that was associated with the District were as follows:

Total Net Pension Liability, including State share	
District's proportionate share of net pension liability	$ 22,558,953
State's proportionate share of the net pension liability	11,350,790
Total	$ 33,909,743

The net pension liability was measured as of June 30, 2021. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts and the State, actuarially determined. The District's proportionate share for the measurement period June 30, 2021 and June 30, 2020, respectively, was 0.0496% and 0.0494%, resulting in a net increase in the proportionate share of 0.0002%.

For the year ended June 30, 2022, the District recognized pension expense of $1,203,850. In addition, the District recognized pension expense and revenue of $388,353 for support provided by the State. At June 30, 2022, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	$ 4,870,062	$ -
Change in proportion and differences between contributions made and District's proportionate share of contributions	2,479,060	1,146,674
Differences between projected and actual earnings on pension plan investments	-	17,844,713
Differences between expected and actual experience in the measurement of the total pension liability	56,511	2,400,743
Changes of assumptions	3,196,364	-
Total	$ 10,601,997	$ 21,392,130

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year.

The deferred inflows of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Inflows of Resources
2023	$ (4,531,487)
2024	(4,144,831)
2025	(4,247,690)
2026	(4,920,705)
Total	$ (17,844,713)

The deferred outflows/(inflows) of resources related to the change in proportion and differences between contributions made and District's proportionate share of contributions, differences between expected and actual experience in the measurement of the total pension liability, and changes of assumptions will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL measurement period is seven years and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2023	$1,541,392
2024	1,297,465
2025	175,111
2026	(290,548)
2027	(216,492)
Thereafter	(322,410)
Total	$ 2,184,518

Actuarial Methods and Assumptions

Total pension liability for STRP was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2020 and rolling forward the total pension liability to June 30, 2021. The financial reporting actuarial valuation as of June 30, 2020, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2020
Measurement date	June 30, 2021
Experience study	July 1, 2015 through June 30, 2018
Actuarial cost method	Entry age normal
Discount rate	7.10%
Investment rate of return	7.10%
Consumer price inflation	2.75%
Wage growth	3.50%

CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among its members. The projection scale was set equal to 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table, issued by the Society of Actuaries.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant as an input to the process. The actuarial investment rate of return assumption was adopted by the board in January 2020 in conjunction with the most recent experience study. For each current and future valuation, CalSTRS' independent consulting actuary (Milliman) reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of 20-year geometrically linked real rates of return and the assumed asset allocation for each major asset class for the year ended June 30, 2021, are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return
Public equity	42%	4.8%
Real estate	15%	3.6%
Private equity	13%	6.3%
Fixed income	12%	1.3%
Risk mitigating strategies	10%	1.8%
Inflation sensitive	6%	3.3%
Cash/liquidity	2%	-0.4%

Discount Rate

The discount rate used to measure the total pension liability was 7.10%. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return of 7.10% and assume that contributions, benefit payments and administrative expense occurred midyear. Based on these assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (6.10%)	$ 45,921,954
Current discount rate (7.10%)	22,558,953
1% increase (8.10%)	3,168,108

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2020 annual actuarial valuation report, Schools Pool Actuarial Valuation. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at: https://www.calpers.ca.gov/page/forms-publications.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor, and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2022, are summarized as follows:

	School Employer Pool (CalPERS)	
	On or before	On or after
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	7.00%
Required employer contribution rate	22.910%	22.910%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The District is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2022, are presented above and the total District contributions were $2,297,280.

Pension Liabilities, Pension Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions

As of June 30, 2022, the District reported net pension liabilities for its proportionate share of the CalPERS net pension liability totaling $12,678,970. The net pension liability was measured as of June 30, 2021. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. The District's proportionate share for the measurement period June 30, 2021 and June 30, 2020, respectively, was 0.0624% and 0.0674%, resulting in a net decrease in the proportionate share of 0.0050%.

For the year ended June 30, 2022, the District recognized pension expense of $1,361,028. At June 30, 2022, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	$ 2,297,280	$ -
Change in proportion and differences between contributions made and District's proportionate share of contributions	247,416	1,196,609
Differences between projected and actual earnings on pension plan investments	-	4,865,811
Differences between expected and actual experience in the measurement of the total pension liability	378,500	29,890
Total	$ 2,923,196	$ 6,092,310

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year.

The deferred inflows of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Inflows of Resources
2023	$ (1,220,341)
2024	(1,122,214)
2025	(1,169,980)
2026	(1,353,276)
Total	$ (4,865,811)

The deferred outflows/(inflows) of resources related to the change in proportion and differences between contributions made and District's proportionate share of contributions, and differences between expected and actual experience in the measurement of the total pension liability will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is 4.1 years and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2023	$ 94,414
2024	(299,470)
2025	(359,406)
2026	(36,121)
Total	$ (600,583)

Actuarial Methods and Assumptions

Total pension liability for the SEP was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2020 and rolling forward the total pension liability to June 30, 2021. The financial reporting actuarial valuation as of June 30, 2020, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2020
Measurement date	June 30, 2021
Experience study	July 1, 1997 through June 30, 2015
Actuarial cost method	Entry age normal
Discount rate	7.15%
Investment rate of return	7.15%
Consumer price inflation	2.50%
Wage growth	Varies by entry age and service

The mortality table used was developed based on CalPERS-specific data. The table includes 15 years of mortality improvements using Society of Actuaries 90% of scale MP-2016.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first ten years) and the long-term (11+ years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the rounded single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equal to the single equivalent rate calculated above and adjusted to account for assumed administrative expenses. The target asset allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return
Global equity	50%	5.98%
Fixed income	28%	2.62%
Inflation assets	0%	1.81%
Private equity	8%	7.23%
Real assets	13%	4.93%
Liquidity	1%	-0.92%

Discount Rate

The discount rate used to measure the total pension liability was 7.15%. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Based on these assumptions, the School Employer Pool fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (6.15%)	$ 21,378,524
Current discount rate (7.15%)	12,678,970
1% increase (8.15%)	5,456,474

Public Agency Retirement System (PARS)

As established by Federal law, all public sector employees who are not members of their employer's existing retirement system (CalSTRS or CalPERS) must be covered by Social Security or an alternative plan. The District has elected to use the PARS as its alternative plan. Contributions made by the District and an employee vest immediately. The District contributes 3.75% of an employee's gross earnings. An employee is required to contribute 3.75% of his or her gross earnings to the pension plan. The District's contributions to PARS for fiscal year ending June 30, 2022, was $108,637.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the District. These payments consist of State General Fund contributions to CalSTRS in the amount of $3,188,067 (10.828% of annual payroll). Contributions are no longer appropriated in the annual Budget Act for the legislatively mandated benefits to CalPERS. Therefore, there is no on-behalf contribution rate for CalPERS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements. On behalf payments have been included in the calculation of available reserves.

Note 15 - Commitments and Contingencies

Grants

The District received financial assistance from Federal and State agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2022.

Litigation

The District is involved in various litigations arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2022.

Note 16 - Participation in Public Entity Risk Pools, Joint Powers Authorities and Other Related Party Transactions

The District is a member of the Northern Orange County Liability and Property Self-Insurance Authority, Northern Orange County Self-Funded Workers' Compensation Insurance Agency, and Self-Insured Schools of California joint powers authorities. The District pays an annual premium to the applicable entity for its property liability, workers' compensation and health and welfare insurance coverage. The relationships between the District and the pools are such that they are not component units of the District for financial reporting purposes.

These entities have budgeting and financial reporting requirements independent of member units and their financial statements are not presented in these financial statements; however, fund transactions between the entities and the District are included in these statements. Audited financial statements are generally available from the respective entities.

During the year ended June 30, 2022, the District made payments of $376,720, $1,130,600, and $5,706,767, to the Northern Orange County Liability and Property Self-Insurance Authority, Northern Orange County Self-Funded Workers' Compensation Insurance Agency, and Self-Insured Schools of California, respectively, for its property liability, workers' compensation, and health and welfare insurance premiums.

Note 17 - Adoption of New Accounting Standard-Restatement of Prior Year Net Position and Fund Balance

As of July 1, 2021, the District adopted GASB Statement No. 87, *Leases*. The implementation of this standard establishes a single model for lease accounting based on the foundational principle that leases are financings of the right-to-use an underlying asset. The Statement requires recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. Beginning net position was restated to retroactively adopt the provisions of GASB Statement No. 87 as follows:

Government-Wide Financial Statements	
Net Position - Beginning	$ (35,211,971)
Right-to-use intangible asset, net of amortization	337,209
Lease liability	(337,209)
Net Position - Beginning as Restated	$ (35,211,971)

Required Supplementary Information
June 30, 2022

La Habra City School District

	Budgeted Amounts			Variances - Positive (Negative)
	Original	Final	Actual	Final to Actual
Revenues				
Local Control Funding Formula	$48,680,671	$50,157,481	$ 50,420,418	$ 262,937
Federal sources	6,775,889	11,574,348	10,206,613	(1,367,735)
Other State sources	5,493,253	9,639,655	9,807,359	167,704
Other local sources	3,125,770	3,782,137	3,606,400	(175,737)
Total revenues [1]	64,075,583	75,153,621	74,040,790	(1,112,831)
Expenditures				
Current				
Certificated salaries	27,917,568	29,391,135	28,762,234	628,901
Classified salaries	10,178,579	11,288,393	11,905,350	(616,957)
Employee benefits	16,662,782	17,301,852	17,018,640	283,212
Books and supplies	4,504,275	4,353,196	2,484,823	1,868,373
Services and operating expenditures	4,917,475	5,446,750	6,267,283	(820,533)
Other outgo	476,514	500,494	744,169	(243,675)
Capital outlay	-	261,597	177,830	83,767
Debt service				
Debt service - principal	-	-	7,556	(7,556)
Debt service - interest and other	-	-	195	(195)
Total expenditures [1]	64,657,193	68,543,417	67,368,080	1,175,337
Excess (Deficiency) of Revenues Over Expenditures	(581,610)	6,610,204	6,672,710	62,506
Other Financing Sources (Uses)				
Transfers in	-	29,314	89,493	60,179
Transfers out	(350,000)	(378,470)	(450,000)	(71,530)
Net financing sources (uses)	(350,000)	(349,156)	(360,507)	(11,351)
Net Change in Fund Balances	(931,610)	6,261,048	6,312,203	51,155
Fund Balance - Beginning	14,265,138	14,265,138	14,265,138	-
Fund Balance - Ending	$ 13,333,528	$ 20,526,186	$ 20,577,341	$ 51,155

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[1] Due to the consolidation of Fund 14, Deferred Maintenance Fund for reporting purposes into the General Fund, additional revenues and expenditures pertaining to these other funds are included in the Actual (GAAP Basis) revenues and expenditures; however, are not included in the original and final General Fund budgets.

La Habra City School District

Schedule of Changes in the District's Total OPEB Liability and Related Ratios

Year Ended June 30, 2022

	2022	2021	2020	2019	2018
Total OPEB Liability					
Service cost	$ 1,131,123	$ 871,690	$ 868,381	$ 891,273	$ 867,419
Interest	329,281	454,279	465,978	437,963	370,307
Differences between expected and actual experience in the measurement of the total OPEB liability	(2,562,715)	-	(373,173)	-	-
Changes of assumptions	50,803	1,122,162	209,123	(237,546)	-
Benefit payments	(632,893)	(546,969)	(363,361)	(322,639)	(310,230)
Net change in total OPEB liability	(1,684,401)	1,901,162	806,948	769,051	927,496
Total OPEB Liability - Beginning	14,718,190	12,817,028	12,010,080	11,241,029	10,313,533
Total OPEB Liability - Ending	$ 13,033,789	$ 14,718,190	$ 12,817,028	$ 12,010,080	$ 11,241,029
Covered Payroll	N/A[1]	N/A[1]	N/A[1]	N/A[1]	N/A[1]
Total OPEB Liability as a Percentage of Covered Payroll	N/A[1]	N/A[1]	N/A[1]	N/A[1]	N/A[1]
Measurement Date	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017

[1] The District's OPEB Plan is not administered through a trust and contributions are not made based on a measure of pay. Therefore, no measure of payroll is presented.

Note: In the future, as data becomes available, ten years of information will be presented.

Year ended June 30,	2022
Proportion of the net OPEB liability	0.0745%
Proportionate share of the net OPEB liability	$ 297,209
Covered payroll	N/A[1]
Proportionate share of the net OPEB liability as a percentage of it's covered payroll	N/A[1]
Plan fiduciary net position as a percentage of the total OPEB liability	-0.80%
Measurement Date	June 30, 2021

[1] As of June 30, 2012, active members are no longer eligible for future enrollment in the MPP Program; therefore, the covered payroll disclosure is not applicable.

Note : In the future, as data becomes available, ten years of information will be presented.

	2022	2021	2020	2019	2018	2017	2016	2015
CalSTRS								
District's proportion of the net pension liability	0.0496%	0.0494%	0.0483%	0.0479%	0.0437%	0.0467%	0.0435%	0.0484%
Proportionate share of the net pension liability	$ 22,558,953	$ 47,908,023	$ 43,635,769	$ 44,011,390	$ 40,417,059	$ 37,732,719	$ 29,313,018	$ 28,268,236
State's proportionate share of the net pension liability	11,350,790	24,696,591	23,806,225	25,198,579	23,910,390	21,480,564	15,503,335	17,069,582
Total	$ 33,909,743	$ 72,604,614	$ 67,441,994	$ 69,209,969	$ 64,327,449	$ 59,213,283	$ 44,816,353	$ 45,337,818
Covered payroll	$ 27,120,489	$ 26,887,333	$ 26,247,033	$ 25,618,240	$ 23,363,370	$ 23,238,500	$ 21,616,160	19,893,845
Proportionate share of the net pension liability as a percentage of its covered payroll	83%	178%	166%	172%	173%	162%	136%	142%
Plan fiduciary net position as a percentage of the total pension liability	87%	72%	73%	71%	69%	70%	74%	77%
Measurement Date	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
CalPERS								
District's proportion of the net pension liability	0.0624%	0.0674%	0.0659%	0.0617%	0.0574%	0.0577%	0.0575%	0.0580%
Proportionate share of the net pension liability	$ 12,678,970	$ 20,690,209	$ 19,203,306	$ 16,453,052	$ 13,700,543	$ 11,391,499	$ 8,468,284	$ 6,588,218
Covered payroll	$ 8,954,097	$ 9,722,108	$ 9,128,662	$ 8,517,906	$ 7,044,448	$ 6,931,746	$ 6,393,628	6,096,717
District's proportionate share of the net pension liability as a percentage of its covered payroll	142%	213%	210%	193%	194%	164%	132%	108%
Plan fiduciary net position as a percentage of the total pension liability	81%	70%	70%	71%	72%	74%	79%	83%
Measurement Date	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014

Note : In the future, as data becomes available, ten years of information will be presented.

	2022	2021	2020	2019	2018	2017	2016	2015
CalSTRS								
Contractually required contribution	$ 4,870,062	$ 4,379,959	$ 4,597,734	$ 4,273,017	$ 3,696,712	$ 2,939,112	$ 2,493,491	$ 1,919,515
Less contributions in relation to the contractually required contribution	4,870,062	4,379,959	4,597,734	4,273,017	3,696,712	2,939,112	2,493,491	1,919,515
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Covered payroll	$ 28,782,872	$ 27,120,489	$ 26,887,333	$ 26,247,033	$ 25,618,240	$ 23,363,370	$ 23,238,500	$ 21,616,160
Contributions as a percentage of covered payroll	16.92%	16.15%	17.10%	16.28%	14.43%	12.58%	10.73%	8.88%
CalPERS								
Contractually required contribution	$ 2,297,280	$ 1,853,498	$ 1,917,297	$ 1,648,819	$ 1,322,916	$ 978,333	$ 821,204	$ 752,594
Less contributions in relation to the contractually required contribution	2,297,280	1,853,498	1,917,297	1,648,819	1,322,916	978,333	821,204	752,594
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Covered payroll	$ 10,027,412	$ 8,954,097	$ 9,722,108	$ 9,128,662	$ 8,517,906	$ 7,044,448	$ 6,931,746	$ 6,393,628
Contributions as a percentage of covered payroll	22.910%	20.700%	19.721%	18.062%	15.531%	13.888%	11.847%	11.771%

Note : In the future, as data becomes available, ten years of information will be presented.

Note 1 - Purpose of Schedules

Budgetary Comparison Schedules

The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board and provisions of the California *Education Code*. The governing board is required to hold a public hearing and adopt an operating budget no later than July 1 of each year. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for.

This schedule presents information for the original and final budget and actual results of operations, as well as the variances from the final budget to actual results of operations.

Schedule of Changes in the District's Total OPEB Liability and Related Ratios

This schedule presents information on the District's changes in the total OPEB liability, including beginning and ending balances, and the total OPEB liability. In the future, as data becomes available, ten years of information will be presented.

- *Change in Benefit Terms* – There were no changes in benefit terms.
- *Change of Assumptions* – The discount rate assumption was changed from 2.20% in 2021 to 2.16% in 2022 and the inflation rate assumption was changed from 2.63% in 2021 to 2.50% in 2022.

Schedule of the District's Proportionate Share of the Net OPEB Liability - MPP Program

This schedule presents information on the District's proportionate share of the net OPEB Liability – MPP Program and the plans' fiduciary net position. In the future, as data becomes available, ten years of information will be presented.

- *Changes in Benefit Terms* – There were no changes in the benefit terms since the previous valuation.
- *Changes of Assumptions* – The plan rate of investment return assumption was changed from 2.21% to 2.16% since the previous valuation.

Schedule of the District's Proportionate Share of the Net Pension Liability

This schedule presents information on the District's proportionate share of the net pension liability (NPL), the plans' fiduciary net position and, when applicable, the State's proportionate share of the NPL associated with the District. In the future, as data becomes available, ten years of information will be presented.

- *Changes in Benefit Terms* – There were no changes in benefit terms since the previous valuations for both CalSTRS and CalPERS.
- *Changes of Assumptions* – There were no changes in economic assumptions for either the CalSTRS or CalPERS plans from the previous valuations.

Schedule of the District's Contributions

This schedule presents information on the District's required contribution, the amounts actually contributed, and any excess or deficiency related to the required contribution. In the future, as data becomes available, ten years of information will be presented.

Supplementary Information
June 30, 2022

La Habra City School District

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La Habra City School District
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2022

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Finanical Assistance Listing Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed Through California Department of Education (CDE)			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	$ 1,256,757
Title II, Part A, Supporting Effective Instruction	84.367	14341	199,746
Title III, English Learner Student Program	84.365	14346	31,026
Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	87,419
COVID-19: Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	15536	85
COVID-19: Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D	15547	2,704,341
COVID-19: Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425U	15559	3,355,164
COVID-19: Expanded Learning Opportunities (ELO) Grant: ESSER II State Reserve	84.425D	15618	475,777
COVID-19: Expanded Learning Opportunities (ELO) Grant: GEER II	84.425C	15619	109,195
COVID-19: Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve: Emergency Needs	84.425U	15620	310,151
COVID-19: Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve: Learning Loss	84.425U	15621	534,647
Subtotal			7,489,360
Passed through North Orange County SELPA			
Special Education Cluster (IDEA)			
Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	1,090,129
Local Assistance, Part B, Sec 611, Private School ISPs	84.027	10115	7,610
Subtotal			1,097,739
Preschool Grants, Part B, Sec 619	84.173	13430	41,503
Total Special Education Cluster (IDEA)			1,139,242
Total U.S. Department of Education			10,203,550

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Finanical Assistance Listing Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Agriculture			
Passed Through CDE			
Child Nutrition Cluster			
National School Lunch Program, Section 4	10.555	13523	$ 224,519
National School Lunch Program, Section 11	10.555	13524	2,148,346
Meal Supplements	10.555	13755	68,350
COVID-19: SNP COVID-19 Emergency Operational Costs Reimbursement (ECR)	10.555	15637	225,864
Commodities	10.555	13524	202,629
Subtotal			2,869,708
Especially Needy Breakfast Program	10.553	13526	832,469
Total Child Nutrition Cluster			3,702,177
COVID-19: Pandemic EBT Local Administrative Grant	10.649	15644	3,063
Total U.S. Department of Agriculture			3,705,240
Total Federal Financial Assistance			$ 13,908,790

ORGANIZATION

The La Habra City School District was established in 1896 and covers eight square miles and is located in Orange County. The District operates under a locally elected five-member Board form of government and provides educational services to grades TK-8 as mandated by the State and/or Federal agencies. The District operates seven elementary schools and two middle schools. There were no boundary changes during the year.

GOVERNING BOARD

MEMBER	OFFICE	TERM EXPIRES
Ms. Ofelia Hanson	President	2024
Ms. Emily Pruitt	Vice President/Clerk	2022
Mr. Adam Rogers	Member	2022
Ms. Cynthia Aguirre	Member	2022
Ms. Sue Pritchard, Ph.D.	Member	2024

ADMINISTRATION

Dr. Mario Carlos	Superintendent
Dr. Sheryl Tecker	Associate Superintendent of Human Resources
Ms. Christeen Betz	Chief Business Official
Dr. Marcie Pool	Assistant Superintendent of Education Services
Dr. Cammie Nguyen	Assistant Superintendent of Special Education and Student Services
Mr. David Soto	Chief Technology/Public Information Officer

	Final Report		As Adjusted per Audit	
	Second Period Report 6E958601	Annual Report 3ED663E8	Second Period Report	Annual Report
Regular ADA				
Transitional kindergarten through third	1,836.61	1,849.99	1,808.91	1,824.73
Fourth through sixth	1,324.82	1,323.62	1,312.22	1,312.09
Seventh and eighth	903.84	903.55	898.65	898.26
Total Regular ADA	4,065.27	4,077.16	4,019.78	4,035.08
Extended Year Special Education				
Transitional kindergarten through third	1.96	1.96	1.96	1.96
Fourth through sixth	2.24	2.24	2.24	2.24
Seventh and eighth	2.02	2.02	2.02	2.02
Total Extended Year Special Education	6.22	6.22	6.22	6.22
Special Education, Nonpublic, Nonsectarian Schools				
Transitional kindergarten through third	0.23	0.38	0.23	0.38
Fourth through sixth	0.80	1.01	0.80	1.01
Seventh and eighth	0.35	0.50	0.35	0.50
Total Special Education, Nonpublic, Nonsectarian Schools	1.38	1.89	1.38	1.89
Extended Year Special Education, Nonpublic, Nonsectarian Schools				
Fourth through sixth	0.04	0.04	0.04	0.04
Total ADA	4,072.91	4,085.31	4,027.42	4,043.23

Grade Level	1986-1987 Minutes Requirement	2021-2022 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Traditional Calendar: Number of Actual Days	Traditional Calendar: Number of Days Credited Form J-13A	Traditional Calendar: Total Days Offered	Multitrack Calendar: Number of Actual Days	Multitrack Calendar: Number of Days Credited Form J-13A	Multitrack Calendar: Total Days Offered	Status
Kindergarten	36,000	39,065	-	39,065	181	-	181	N/A	N/A	N/A	Complied
Grades 1 - 3	50,400										
Grade 1		54,545	-	54,545	181	-	181	N/A	N/A	N/A	Complied
Grade 2		54,545	-	54,545	181	-	181	N/A	N/A	N/A	Complied
Grade 3		54,545	-	54,545	181	-	181	N/A	N/A	N/A	Complied
Grades 4 - 8	54,000										
Grade 4		54,930	-	54,930	181	-	181	N/A	N/A	N/A	Complied
Grade 5		54,930	-	54,930	181	-	181	N/A	N/A	N/A	Complied
Grade 6		54,930	-	54,930	181	-	181	N/A	N/A	N/A	Complied
Grade 7		59,455	-	59,455	181	-	181	N/A	N/A	N/A	Complied
Grade 8		59,455	-	59,455	181	-	181	N/A	N/A	N/A	Complied

There were no adjustments to the Unaudited Actual Financial Report, which required reconciliation to the audited financial statements at June 30, 2022.

	(Budget) 2023 [1]	2022	2021 [1]	2020 [1]
General Fund [3]				
Revenues	$ 71,657,916	$ 74,040,791	$ 67,742,347	$ 60,041,979
Other sources	-	89,493	81,697	-
Total revenues and other sources	71,657,916	74,130,284	67,824,044	60,041,979
Expenditures	69,685,620	67,368,080	63,012,117	60,627,992
Other uses and transfers out	-	450,000	401,558	21,069
Total expenditures and other uses	69,685,620	67,818,080	63,413,675	60,649,061
Increase/(Decrease) in Fund Balance	1,972,296	6,312,204	4,410,369	(607,082)
Ending Fund Balance	$ 22,549,638	$ 20,577,342	$ 14,265,138	$ 9,854,769
Available Reserves [2]	$ 5,890,254	$ 5,885,129	$ 7,683,681	$ 2,471,547
Available Reserves as a Percentage of Total Outgo	8.45%	8.68%	12.12%	4.08%
Long-Term Liabilities	N/A	$ 93,111,104	$ 129,104,765	$ 109,779,573
K-12 Average Daily Attendance at P-2	4,200	4,027	4,450	4,450

The General Fund balance has increased by $10,722,573 over the past two years. The fiscal year 2022-2023 budget projects an increase of $1,972,296 (9.6%). For a district this size, the State recommends available reserves of at least three percent of total General Fund expenditures, transfers out, and other uses (total outgo).

The District has incurred operating surplus in two of the past three years and anticipates incurring an operating surplus during the 2022-2023 fiscal year. Total long-term liabilities have decreased by $16,668,469 over the past two years.

Average daily attendance has decreased by 423 over the past two years. However, an increase of 173 ADA is anticipated during fiscal year 2022-2023.

[1] Financial information for 2023, 2021, and 2020 are included for analytical purposes only and has not been subjected to audit.
[2] Available reserves consist of all unassigned fund balances including all amounts reserved for economic uncertainties contained within the General Fund.
[3] General Fund amounts do not include activity related to the consolidation of Fund 14, Deferred Maintenance Fund as required by GASB Statement No. 54.

	Student Activity Fund	Child Development Fund	Cafeteria Fund	Capital Facilities Fund
Assets				
Deposits and investments	$ 50,883	$ 190,657	$ 949,103	$ 3,734,686
Receivables	-	35,049	992,386	13,613
Due from other funds	-	-	3,513	-
Stores inventories	-	-	61,012	-
Total assets	$ 50,883	$ 225,706	$ 2,006,014	$ 3,748,299
Liabilities and Fund Balances				
Liabilities				
Accounts payable	$ -	$ 39,043	$ 191,048	$ 2,125
Due to other funds	-	20,544	83,723	-
Total liabilities	-	59,587	274,771	2,125
Fund Balances				
Nonspendable	-	-	110,108	-
Restricted	50,883	166,119	1,621,135	3,746,174
Total fund balances	50,883	166,119	1,731,243	3,746,174
Total liabilities and fund balances	$ 50,883	$ 225,706	$ 2,006,014	$ 3,748,299

	Special Reserve Fund for Capital Outlay Projects	Bond Interest and Redemption Fund	Total Non-Major Governmental Funds
Assets			
Deposits and investments	$ 1,589,043	$ 3,193,937	$ 9,708,309
Receivables	700	2,773	1,044,521
Due from other funds	-	-	3,513
Stores inventories	-	-	61,012
Total assets	$ 1,589,743	$ 3,196,710	$ 10,817,355
Liabilities and Fund Balances			
Liabilities			
Accounts payable	$ 24	$ -	$ 232,240
Due to other funds	-	-	104,267
Total liabilities	24	-	336,507
Fund Balances			
Nonspendable	-	-	110,108
Restricted	1,589,719	3,196,710	10,370,740
Total fund balances	1,589,719	3,196,710	10,480,848
Total liabilities and fund balances	$ 1,589,743	$ 3,196,710	$ 10,817,355

	Student Activity Fund	Child Development Fund	Cafeteria Fund	Capital Facilities Fund
Revenues				
Federal sources	$ -	$ -	$ 3,702,177	$ -
Other State sources	-	-	213,843	-
Other local sources	3,856	520,021	(12,351)	228,476
Total revenues	3,856	520,021	3,903,669	228,476
Expenditures				
Current				
Pupil services				
Food services	-	-	3,034,946	-
Plant services	-	-	22,201	-
Ancillary services	3,441	-	-	-
Enterprise services	-	463,053	-	-
Facility acquisition and construction	-	-	-	26,013
Debt service				
Principal	-	-	-	85,464
Interest and other	-	-	-	-
Total expenditures	3,441	463,053	3,057,147	111,477
Excess of Revenues Over Expenditures	415	56,968	846,522	116,999
Other Financing Sources (Uses)				
Transfers in	-	-	450,000	-
Transfers out	-	-	-	-
Net Financing Sources (Uses)	-	-	450,000	-
Net Change in Fund Balances	415	56,968	1,296,522	116,999
Fund Balance - Beginning	50,468	109,151	434,721	3,629,175
Fund Balance - Ending	$ 50,883	$ 166,119	$ 1,731,243	$ 3,746,174

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances - Non-Major Governmental Funds
Year Ended June 30, 2022

	Special Reserve Fund for Capital Outlay Projects	Bond Interest and Redemption Fund	Total Non-Major Governmental Funds
Revenues			
Federal sources	$ -	$ -	$ 3,702,177
Other State sources	-	17,460	231,303
Other local sources	299,422	3,171,115	4,210,539
Total revenues	299,422	3,188,575	8,144,019
Expenditures			
Current			
Pupil services			
Food services	-	-	3,034,946
Plant services	(2,148)	-	20,053
Ancillary services	-	-	3,441
Enterprise services	-	-	463,053
Facility acquisition and construction	2,660	-	28,673
Debt service			
Principal	21,674	1,835,000	1,942,138
Interest and other	3,126	1,073,369	1,076,495
Total expenditures	25,312	2,908,369	6,568,799
Excess of Revenues Over Expenditures	274,110	280,206	1,575,220
Other Financing Sources (Uses)			
Transfers in	-	-	450,000
Transfers out	(89,493)	-	(89,493)
Net Financing Sources (Uses)	(89,493)	-	360,507
Net Change in Fund Balances	184,617	280,206	1,935,727
Fund Balance - Beginning	1,405,102	2,916,504	8,545,121
Fund Balance - Ending	$ 1,589,719	$ 3,196,710	$ 10,480,848

Note 1 - Purpose of Schedules

Schedule of Expenditures of Federal Awards

Basis of Presentation
The accompanying schedule of expenditures of federal awards (the schedule) includes the federal award activity of the La Habra City School District (the District) under programs of the federal government for the year ended June 30, 2022. The information is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position, or changes in net position and fund balance of the District.

Summary of Significant Accounting Policies
Expenditures reported in the schedule are reported on the modified accrual basis of accounting. When applicable, such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. No federal financial assistance has been provided to a subrecipient.

Indirect Cost Rate
The District has not elected to use the ten percent de minimis cost rate.

Food Donation
Nonmonetary assistance is reported in the schedule at the fair market value of the commodities received and disbursed. At June 30, 2022, the District did not report any commodities in inventory.

Local Education Agency Organization Structure

This schedule provides information about the District's boundaries and schools operated members of the governing board, and members of the administration.

Schedule of Average Daily Attendance (ADA)

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. The District has met its target funding. This schedule presents information on the amount of instructional time offered by the District and whether the District complied with the provisions of *Education Code* Sections 46200 through 46207.

Districts must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 46201.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

Non-Major Governmental Funds - Balance Sheet and Statement of Revenues, Expenditures, and Changes in Fund Balance

These schedules are included to provide information regarding the individual funds that have been included in the Non-Major Governmental Funds column on the Governmental Funds Balance Sheet and Statement of Revenues, Expenditures, and Changes in Fund Balances.

Independent Auditor’s Reports
June 30, 2022

La Habra City School District

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Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Governing Board
La Habra City School District
La Habra, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of La Habra City School District (the District), as of and for the year then ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements and have issued our report thereon dated January 6, 2023.

Adoption of New Accounting Standard

As discussed in Notes 1 and 17 to the financial statements, the District has adopted the provisions of Government Accounting Standards Board (GASB) Statement No. 87, *Leases*, for the year ended June 30, 2022. Accordingly, a restatement has been made to the governmental activities net position as of July 1, 2021, to restate beginning net position. Our opinions are not modified with respect to this matter.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Eide Bailly LLP

Rancho Cucamonga, California
January 6, 2023

EideBailly

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Independent Auditor's Report on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance

To the Governing Board
La Habra City School District
La Habra, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited La Habra City School District's (the District) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2022. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the District's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Other Matters

The results of our auditing procedures disclosed an instance of noncompliance which is required to be reported in accordance with the Uniform Guidance and which is described in the accompanying schedule of findings and questioned costs as item 2022-001 and 2022-002. Our opinion on each major federal program is not modified with respect to these matters.

Government Auditing Standards requires the auditor to perform limited procedures on the District's response to the noncompliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. The District's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be significant deficiencies.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as items 2022-001 and 2022-002 to be significant deficiencies.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Government Auditing Standards requires the auditor to perform limited procedures on the District's response to the internal control over compliance findings identified in our compliance audit described in the accompanying schedule of findings and questioned costs. The District's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Eide Bailly LLP

Rancho Cucamonga, California
January 6, 2023

EideBailly
CPAs & BUSINESS ADVISORS

Independent Auditor's Report on State Compliance

To the Governing Board
La Habra City School District
La Habra, California

Report on Compliance

Qualified and Unmodified Opinions on State Compliance

We have audited La Habra City School District's (the District) compliance with the requirements specified in the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to the District's state program requirements identified below for the year ended June 30, 2022.

Qualified Opinion on Attendance, Independent Study, Instructional Materials, California Clean Energy Jobs Act, and Unduplicated Local Control Funding Formula Pupil Counts

In our opinion, except for the noncompliance described in the Basis for Qualified and Unmodified Opinions section of our report, the District complied, in all material respects, with the compliance requirements referred to above that are applicable to the laws and regulations of the state programs noted in the table below for the year ended June 30, 2022.

Unmodified Opinion on Each of the Other Programs

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that are applicable to the laws and regulations of the state programs noted in the table below for the year ended June 30, 2022, except as described in the accompanying Schedule of Findings and Questioned Costs.

Basis for Qualified and Unmodified Opinions

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Matters Giving Rise to Qualified Opinion on Attendance, Independent Study, Instructional Materials, California Clean Energy Jobs Act, and Unduplicated Local Control Funding Formula Pupil Counts

As described in the accompanying schedule of findings and questioned costs, the District did not comply with requirements regarding Attendance, Independent Study, Instructional Materials, California Clean Energy Jobs Act, and Unduplicated Local Control Funding Formula Pupil Counts as described in the accompanying schedule of state compliance findings and quested costs as items 2022-003, 2022-004, 2022-005, and 2022-006.

Compliance with such requirements is necessary, in our opinion, for the District to comply with the requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the District's state programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include

examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances.

- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the District's internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

2021-2022 K-12 Audit Guide Procedures	Procedures Performed
Local Education Agencies Other Than Charter Schools	
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	Yes
Continuation Education	No, see below
Instructional Time	Yes
Instructional Materials	Yes
Ratios of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	No, see below
GANN Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	Yes
Transportation Maintenance of Effort	Yes
Apprenticeship: Related and Supplemental Instruction	No, see below
Comprehensive School Safety Plan	Yes
District of Choice	No, see below
School Districts, County Offices of Education, and Charter Schools	
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Yes, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study - Course Based	No, see below
Immunizations	No, see below
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	No, see below

2021-2022 K-12 Audit Guide Procedures	Procedures Performed
In Person Instruction Grant	Yes
Charter Schools	
Attendance	No, see below
Mode of Instruction	No, see below
Nonclassroom-Based Instruction/Independent Study	No, see below
Determination of Funding for Nonclassroom-Based Instruction	No, see below
Annual Instructional Minutes - Classroom Based	No, see below
Charter School Facility Grant Program	No, see below

We did not perform Continuation Education procedures because the program is not offered by the District.

The District did not offer an Early Retirement Incentive Program during the current year; therefore, we did not perform procedures related to the Early Retirement Incentive Program.

We did not perform Juvenile Court Schools procedures because the program is not offered by the District.

We did not perform Middle or Early College High Schools procedures because the program is not offered by the District.

We did not perform Apprenticeship: Related and Supplemental Instruction procedures because the program is not offered by the District.

We did not perform District of Choice procedures because the program is not offered by the District.

The District does not offer a Before School Education and Safety Program; therefore, we did not perform procedures related to the Before School Education and Safety Program.

The District does not offer an Independent Study - Course Based program; therefore, we did not perform any procedures related to the Independent Study - Course Based Program.

The District was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

We did not perform Career Technical Education Incentive Grant procedures because the District did not receive funding for this grant.

The District does not operate any Charter Schools; therefore, we did not perform procedures for Charter School Programs.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identify during the audit.

Government Auditing Standards requires the auditor to perform limited procedures on the District's response to the noncompliance findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The District's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be material weaknesses and significant deficiencies.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with compliance requirement will not be prevented, or detected and corrected, on a timely basis. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as items 2022-003 and 2022-005 to be material weaknesses.

A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as items 2022-004 and 2022-006 to be significant deficiencies.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Government Auditing Standards requires the auditor to perform limited procedures on the District's response to the internal control over compliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. The District's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose

Eide Bailly LLP

Rancho Cucamonga, California
January 6, 2023

Schedule of Findings and Questioned Costs
June 30, 2022

La Habra City School District

eidebailly.com

Financial Statements

Type of auditor's report issued	Unmodified
Internal control over financial reporting	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major program	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	Yes
Type of auditor's report issued on compliance for major programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)	Yes

Identification of major programs

Name of Federal Program or Cluster	Federal Financial Assistance Listing Number
Title I, Part A, Basic Grants Low-Income and Neglected	84.010
COVID-19: Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D
COVID-19: Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D
COVID-19: Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425U
COVID-19: Expanded Learning Opportunities (ELO) Grant: ESSER II State Reserve	84.425D
COVID-19: Expanded Learning Opportunities (ELO) Grant: GEER II	84.425C
COVID-19: Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve: Emergency Needs	84.425U
COVID-19: Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve: Learning Loss	84.425U

Dollar threshold used to distinguish between type A and type B programs	$750,000
Auditee qualified as low-risk auditee?	No

State Compliance

Internal control over state compliance programs	
Material weaknesses identified	Yes
Significant deficiencies identified not considered to be material weaknesses	Yes
Type of auditor's report issued on compliance for programs	Unmodified*

*Unmodified for all programs except for the following programs which were qualified:

Name of Program
Attendance
Independent Study
Instructional Materials
California Clean Energy Jobs Act
Unduplicated Local Control Funding Formula Pupil Counts

None reported.

The following findings represent significant deficiencies and instances of noncompliance including questioned costs that are required to be reported by the Uniform Guidance. The findings have been coded as follows:

Five Digit Code	AB 3627 Finding Type
50000	Federal Compliance

2022-001 50000 – Title I, Part A – Private School Participation (Significant Deficiency, Noncompliance)

Federal Program Affected

Program Name: Title I, Part A, Basic Grants Low-Income and Neglected
Assistance Listing Number: 84.010
Pass-Through Agency: California Department of Education
Federal Agency: U.S. Department of Education

Criteria or Specific Requirements

Per Title 34, Code of Federal Regulations, Subpart B, Chapter II, Section 200.63(a), local education agencies (LEAs) must provide timely and meaningful consultations with appropriate officials of private schools regarding the opportunity for eligible private school children to participate in Title I programs.

Condition

Through inquiry with District personnel, it appears that the District did not provide timely and meaningful consultations with all private schools regarding the opportunity to participate in the Title I, Part A program for the 2021-2022 school year.

Questioned Costs

There were no questioned costs identified.

Context

The condition was identified as a result of the auditor's inquiry with District personnel.

Effect

The District is not in compliance with Title 34, Code of Federal Regulations, Subpart B, Chapter II, Section 200.63(a).

Cause

The condition identified appears to have materialized due to the District not being aware that certain private schools were required to be consulted with for the 2021-2022 school year.

Repeat Finding

No.

Recommendation

It is recommended that the District review the listing of eligible private schools and maintain private school correspondence records, minutes from meetings with private school representatives, and written affirmations from private school officials to demonstrate compliance with provisions of Title 34, Code of Federal Regulations, Subpart B, Chapter II, Section 200.63(a).

Corrective Action Plan and Views of Responsible Officials

The District will document all correspondence with private schools who may benefit from Federal funding based on student population. This will include documented calls with dates, times, and private school staff names.

2022-002 **50000 – Education Stabilization Fund – Indirect Costs (Significant Deficiency, Noncompliance)**

Federal Program Affected

Program Name: Expanded Learning Opportunities (ELO) Grant ESSER II State Reserve
Assistance Listing Number: 84.425D
Pass-Through Agency: California Department of Education (CDE)
Federal Agency: U.S. Department of Education

Program Name: Expanded Learning Opportunities (ELO) Grant GEER II
Assistance Listing Number: 84.425C
Pass-Through Agency: California Department of Education (CDE)
Federal Agency: U.S. Department of Education

Program Name: Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Emergency Needs
Assistance Listing Number: 84.425U
Pass-Through Agency: California Department of Education (CDE)

Federal Agency: U.S. Department of Education
Program Name: Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Learning Loss
Assistance Listing Number: 84.425U
Pass-Through Agency: California Department of Education (CDE)
Federal Agency: U.S. Department of Education

Criteria or Specific Requirements

The United States Department of Education has approved a delegation agreement with the California Department of Education (CDE) that authorizes the CDE to establish indirect cost rates for California local education agencies (LEAs). The CDE has been delegated authority to calculate and approve indirect cost rates annually for LEAs. For the Education Stabilization Fund (ESF) Program in fiscal year 2021-2022, *Education Code* Section 38101(c) limits school district indirect costs to the lesser of the District's individual CDE approved indirect cost rate or the statewide average indirect rate. For ESF programs included under the Expanded Learning Opportunities (ELO) Grant, indirect costs are not allowable.

Condition

The District charged unallowable indirect costs totaling $59,734 to the ELO Grant portion of the ESF Program.

Questioned Costs

The condition identified above resulted in $59,734 of questioned costs for unallowable indirect costs charged to the grant funds.

Context

The condition was identified through recalculation of the indirect costs charged to the federal programs.

Effect

The District has charged unallowable expenditures to the federal programs.

Cause

The condition identified appears to be due to the District not being familiar with the indirect cost requirements for each of the federal programs.

Repeat Finding

No.

Recommendation

It is recommended that the District implements a review process for indirect costs, which should include review of relevant grant agreements and relevant federal guidance.

Corrective Action Plan and Views of Responsible Officials

The District will review and verify with District auditors all funding programs to verify allowable indirect costs.

The following findings represent significant deficiencies, material weaknesses, and material instances of noncompliance including questioned costs that are required to be reported by the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. The findings have been coded as follows:

Five Digit Code	AB 3627 Finding Type
10000	Attendance
40000	State Compliance
70000	Instructional Materials

2022-003 10000 and 40000 – Attendance and Independent Study (Material Weakness, Noncompliance)

Criteria or Specific Requirements

As required by *California Education Code* Section 51745.6(a)(1), the ratio of average daily attendance (ADA) for independent study pupils 18 years of age or less to school district full-time equivalent certificated employees responsible for independent study, calculated as specified by the department, shall not exceed the equivalent ratio of ADA to full-time equivalent certificated employees providing instruction in other educational programs operated by the school district, unless a new higher or lower average daily attendance ratio for all other educational programs offered is negotiated in a collective bargaining agreement or a memorandum of understanding is entered into that indicates an existing collective bargaining agreement contains an alternative ADA ratio.

As required by *California Education Code* Section 51747(g)(9)(F), a school district shall not be eligible to receive apportionments for independent study by pupils unless each pupil has a written agreement signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil.

Condition

The long-term independent study ratio calculation resulted in excess ADA which was not excluded by the District on the Second Period and Annual Reports of Attendance. The Second Period Attendance excess ADA claimed by grade span is as follows:

Grade Span	Unallowable ADA	Derived Value of ADA by Grade Span	Penalty
TK-3	13.33	$ 11,543.13	$ 153,869.92
4-6	6.92	10,612.96	73,441.68
7-8	4.55	10,926.89	49,717.35
Total	24.80		$ 277,028.95

The written agreements for pupils engaged in short-term independent study did not include the signature of the pupils' teacher. This resulted in unallowable ADA claimed by the District as follows:

Grade Span	Unallowable ADA	Derived Value of ADA by Grade Span	Penalty
TK-3	14.37	$ 11,543.13	$ 165,874.78
4-6	5.68	10,612.96	60,281.61
7-8	0.64	10,926.89	6,993.21
Total	20.69		$ 233,149.60

Questioned Costs

The questioned costs associated with this condition resulted in a net decrease of $510,179 in Local Control Funding Formula. The estimated penalty was calculated using the CDE's LCFF Derived Value of ADA by Grade Span. However, there is no fiscal impact since the District was funded on ADA from fiscal year 2019-2020. Additionally, California *Education Code* Section 42238.023 authorizes the California Department of Education to adjust the 2021-2022 reported ADA for school districts if the 2019-2020 ADA to enrollment ratio exceeds the 2021-2022 ADA to enrollment ratio. The effect of this regulation nullifies the questioned costs component of the condition identified.

Context

The condition was identified as a result of our inquiry with the District's Business Services Department personnel and through review of the independent study ratio and the short-term independent study contract provided. It was noted that the issues are pervasive, as all short-term independent study contracts were lacking the signature of the pupils' teacher.

Effect

The District is not in compliance with *California Education Code* Sections 51745.6(a)(1) and 51747(g)(9)(F). The estimated fiscal penalty of $510,179 has been negated due to the District being funded on the prior year ADA due to declining enrollment. Therefore, there is no effect to the current year funding.

Cause

The condition identified, as related to the independent study ratio, appears to have materialized primarily due to the District not performing the calculation timely and monitoring throughout the year. The condition identified, as related to the short-term independent study written agreements, appears to have materialized due to an oversight of the requirements.

Repeat Finding

No.

Recommendation

The District should perform the ratio calculation and monitor throughout the year to ensure compliance. In addition, the District should review program requirements for independent study and monitor any changes to those requirements throughout the year to ensure compliance.

Corrective Action Plan and Views of Responsible Officials

The District will work with auditors to assure compliance in attendance protocols for independent study. The District will perform the ratio calculation and monitor throughout the year to ensure compliance.

2022-004 **70000 – Instructional Materials (Significant Deficiency, Noncompliance)**

Criteria or Specific Requirements

Pursuant to *Education Code* 60119, the District is required to hold a public hearing regarding the sufficiency of textbooks or other instructional materials on or before the eighth week from the first day pupils attended school for that year.

Condition

The District held the public hearing on October 14, 2021, which was not within the first eight weeks of the start of school.

Questioned Costs

There are no questioned costs associated with this condition.

Context

The condition was identified through inquiry with District personnel and through the review of available District records.

Effect

The District is not in compliance with *Education Code* Section 60119 for the 2021-2022 fiscal year.

Cause

The District was aware of the requirement; however, the deadline was missed due to oversight.

Repeat Finding

No.

Recommendation

The District should make every effort to place the sufficiency of instructional materials on the board agenda for review and approval before on or before the eighth week from the first day pupils attend school for that year. The District should designate a management employee with the responsibility to ensure that the public hearing is placed on the board agenda before the eight weeks have passed.

Corrective Action Plan and Views of Responsible Officials

The District will a hold a public hearing regarding the sufficiency of textbooks or other instructional materials on or before the eighth week from the first day pupils attended school for that year.

2022-005 **40000 – California Clean Energy Jobs Act (Material Weakness, Noncompliance)**

Criteria or Specific Requirements

Public Resources Code, Section 26240(b) states that as a condition of receiving funds from the Clean Energy Job Creation Fund, an entity must submit a final project completion report to the California Energy Commission within 12 to 15 months of a given project's completion date.

Condition

The District completed a clean energy project in February 2020, which required the submission of a final project completion report to the California Energy Commission by May 2021 at the latest. Through inquiry with District personnel, the final project completion report has not yet been submitted.

Questioned Costs

There were no questioned costs identified.

Context

The condition was identified as a result of inquiry with the District's Business Services personnel and through review of supporting documents.

Effect

Due to the untimely submission of the final project completion reports, the District has not met the report submission requirements of Public Resources Code, Section 26240(b).

Cause

It appears the cause was a result of insufficient monitoring over the third party that was responsible for submitting the report.

Repeat Finding

No.

Recommendation

It is recommended that the District monitor timelines to submit the final project completion reports to the California Energy Commission to ensure that reports are submitted timely.

Corrective Action Plan and Views of Responsible Officials

The District has completed all reporting requirements for Prop 39 and will no longer have reporting to complete.

2022-006 **40000 – Unduplicated Local Control Funding Formula Pupil Counts (Significant Deficiency, Noncompliance)**

Criteria or Specific Requirements

California Education Code Section 42238.02(b)(4) states that the school districts should revise their submitted data on English learner, foster youth, and free or reduced-price meal eligible pupil counts to ensure the accuracy of data reflected in the California Longitudinal Pupil Achievement Data System (CALPADS).

Condition

The Unduplicated Local Control Funding Formula Pupil Counts submitted to the California Department of Education (CDE) was inaccurate. It appears that the District inaccurately reported eligibility status for a total of 31 students for Free or Reduced-Price Meals (FRPM) and four students for English Learners' (EL) designation on CALPADS Form 1.18 – FRPM/English Learner/Foster Youth – Student List.

Questioned Costs

The questioned costs associated with this condition resulted in a net increase of $53,567 in Local Control Funding Formula. The estimated penalty was calculated using the CDE's Audit Penalty Calculator.

Context

The condition, related to FRPM status, was identified when we requested supporting documents for the sample of students' FRPM status. The students were selected rom the pupils in the FRPM category on the CALPADS Form 1.18. One of 60 students tested was categorized as Free/Reduced; however, the alternative income verification form did not support the status. The auditor inquired further with the District and determined that the District had used the Census Day as the cut-off; however, for FRPM the District is allowed to use information collected up to October 31st for those students that were enrolled as of Census Day. The District provided the auditor with the alternative income verification data up to October 31st and it was noted that the District underreported its FRPM count by 31.

The condition, related to EL designation, was identified when we requested supporting documents for the sampled students' EL designation. The students were selected from pupils in the EL category on the CALPADS Form 1.18. Two of 10 students tested met the reclassification requirements; however, were inaccurately reported as EL. The auditor inquired further with the District and determined that the District had used the date the reclassification forms were inputted into the student information system as opposed to the actual date the forms were completed. The District provided the auditor with the reclassification forms, and it was noted that additional two students were inaccurately reported as EL.

Effect

As a result of our testing, it appears that the District did not properly analyze the alterative household income data collection forms to properly complete the "1.18 – FRPM/English Learner/Foster Youth – Student List" CALPADS report. The results of our testing have been documented as follows:

Certified Total Enrollment Count	Certified Total Unduplicated Count	Adjustment to Total Enrollment Count	Adjustment Based on Eligibility for EL	Adjustment Based on Eligibility for FRPM	Adjusted Total Enrollment	Adjusted Total Unduplicated Pupil Count
4,045	3,560	0	(4)	31	4,045	3,587

Cause

The condition identified, related to FRPM, has materialized due to the District erroneously using the Census Day as the cutoff opposed to October 31st for the students that were enrolled as of Census Day. In addition, the condition identified, related to EL designation, has materialized due to the District using the date the reclassification forms were inputted into the student information system opposed to the actual date the forms were completed.

Repeat Finding

No.

Recommendation

The District should emphasize the importance of completing the Form 1.18 accurately, which would include ensuring that all changes are accurately and timely updated based on new eligibility documentation received.

Corrective Action Plan and Views of Responsible Officials

The District will begin identifying students in the Aries system who are reclassed out of English Learner prior to reporting to the California Department of Educations' CALPADS system.

The District will also verify prior to reporting to CALPADS all students who are FRPM up to the day of eligibility by running reporting cutoff dates on October 31st and not on Census Day.

Except as specified in previous sections of this report, summarized below is the current status of all audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

Financial Statements Finding

2021-001 **30000**

Criteria or Specific Requirements

Management is responsible for the design, implementation, and maintenance of internal controls to ensure that the financial statements are free from material misstatement, whether due to error or fraud. Such internal controls should include a review of all adjusting journal entries reclassifying journal entries, and conversion entries used in the preparation of the District's financial statements.

Additionally, the District should ensure that all applicable accounting principles are adhered to when preparing the financial statements.

Condition

During the course of our engagement, we identified material misstatement of balances presented within the District's General Fund (Fund 01), as reported on the 2020-2021 unaudited financial statements. The description of the misstatement is as follows:

- The District over reported year-end accounts receivable in the amount of $259,193. Specifically, the amount in question was associated with the State's Local Control Funding Formula (LCFF) revenue.
- The District over reported year-end accounts receivable in the amount of $321,230. Specifically, the amount in question was associated with the state categorical funding related to Expanded Learning Opportunities (ELO) Grant revenue.

Questioned Costs

There were no questioned costs associated with the condition identified.

Context

The condition was identified through inquiry with District personnel and through review of available District records related to balances reported in the District's 2020-2021 unaudited financial statements.

Effect

The effect of these errors resulted in a misstatement in the District's 2020-2021 unaudited financial statements. The District's General Fund's (Fund 01) ending fund balance was overstated by $580,423 as of June 30, 2021.

Cause

The condition identified appears to be caused by changes in the accounting treatment of certain state program funding that was released near the year-end closing process that was not applied.

Repeat Finding

No.

Recommendation

In light of condition identified, the District should carefully monitor changes guidance related to accounting treatments of program and allocations of revenues during its annual year-end closing process. The District should implement a process to review all balances during its year-end closing process to determine the proper cut-off period for revenues.

Current Status

Implemented.

La Habra City School District

To: Board of Trustees
From: Emily Flesher, Director of Special Programs & Assessment
Date: January 12, 2023
CC: Superintendent

Re: 2021-2022 School Accountability Report Card (SARC)

Background:
Since November 1988, state law has required that schools receiving state funding prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal Elementary and Secondary Education Act (ESEA). The purpose of the report card is to provide parents and the community with important information about each school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

As of this date, LHCSD is awaiting a complete data update from the California Department of Education (CDE). The attached SARCs are incomplete and updated versions will be made available when all data is released by CDE, which should be available prior to the February 1st deadline to post SARCs to district and school websites.

The following sections will be updated as soon as CDE makes them available:

- Engagement: Chronic Absenteeism (21-22)
- School Climate & Safety Plan: Suspensions and Expulsions (21-22)
- Other SARC Information: Class Size for Elementary Schools (21-22)
- Other SARC Information: Class Size for Secondary Schools (21-22)

Rationale:
The governing board of each school district needs to approve the publication of its schools' SARCs. Furthermore, the local educational agencies need to make these School Accountability Report Cards available through the Internet or through paper copies. La Habra City School District's SARCs are made available, in English and Spanish, on the District's website under both Schools and Parent Information. In addition, paper copies are available upon request at the local school site or at the District Office.

Recommended Action:
The Trustees are requested to approve the 2021-22 School Accountability Report Card for each school site.

Financial Implications, if any:
None.

Arbolita Elementary School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview 	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Arbolita Elementary School
Street	1001 E Brookdale Ave.
City, State, Zip	La Habra, CA 90631
Phone Number	(562) 690-2352
Principal	Jennifer McCully-Rodriguez
Email Address	jmccully-rodriguez@lahabraschools.org
School Website	https://www.lahabraschools.org/arbolita/
County-District-School (CDS) Code	30665636028930

2022-23 District Contact Information

District Name	La Habra City Elementary School District
Phone Number	(562) 690-2305
Superintendent	Dr. Mario Carlos
Email Address	district@lahabraschools.org
District Website Address	www.lahabraschools.org

2022-23 School Overview

On behalf of the students and staff at Arbolita Visual and Performing Arts Academy, it is a pleasure to provide you with information about our school. We were named a California Distinguished School and Title I Achievement School in 2014. Only three other schools in Orange County were similarly recognized. The staff is committed to providing our students with a safe, stimulating, and positive learning environment. Our teachers work closely in grade-level teams to plan meaningful instruction based on the Common Core State Standards. It is our goal for students to become lifelong learners who are responsible citizens, fluent readers, problem solvers, and effective communicators.

Every teacher at Arbolita Elementary School is committed to quality education in all content areas, including the Arts. Our staff considers building partnerships with parents to be a high priority. We encourage all of our parents to be involved in our classrooms, PTA, School Site Council, English Language Advisory Committee, and more. Please come and visit us! We would love for you to meet the Arbolita Team!

Our teachers meet weekly in Professional Learning Communities (PLC) to set goals based on standards, develop assessments for each goal, and discuss ways in which to support students not meeting goals. They share strategies for best practices, look

2022-23 School Overview

at student work, and plan instruction for future learning.

To maximize student achievement, we differentiate our reading instruction to provide support and extension to students reading at a variety of levels. This differentiated reading time provides each of our students an opportunity to achieve high levels of reading success regardless of their ability level. Students are evaluated to determine their current levels in reading. Teachers meet together to scaffold the students, plan progress monitoring, and plan interventions. Support personnel is utilized to support this process. The scaffolding method provides support to students as they learn a concept, then the support is removed as students achieve competence. Small group instruction is also used in math to ensure students are meeting grade-level standards.

Two years ago, our school became the Visual and Performing Arts Academy for the district. We have a piano lab, music/choir teacher, band instruction, visual arts through Art Masters, Disney Musicals in Schools, opportunities for participation in performances, and much, much more. In 2019, Arbolita was recognized as the only elementary school in Orange County to receive the California Department of Education's Exemplary Arts in Education Award.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 13, 2022, the La Habra City School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #16-2022 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of October 2022.

Year and month in which the data were collected	October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Gr TK-5: McGraw Hill (Wonders), 2017 Gr 6: Amplify, 2017	Yes	0
Mathematics	Gr TK-5: The Math Learning Center Bridges & Number Corners, 2018 Gr 6: The Center for Mathematics and Teaching, Math Links, 2018	Yes	0
Science	Gr TK-5: Imagine Learning, Twig Science California. 2022 Gr 6: Prentice Hall, 2002	Yes	0
History-Social Science	Gr TK-5: McMillan/McGraw Hill, 2007 Gr 6:Teacher's Curriculum Institute (TCI) - History Alive! , 2007	Yes	0
Foreign Language			
Health			
Visual and Performing Arts	Materials to support 2001 Visual & Performing Arts Standards	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Principal, Jennifer McCully-Rodriguez and Head Custodian, Jason Munier

Year and month of the most recent FIT report	October 4, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	98	98	98	98

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council (SSC) and English Language Advisory Committee (ELAC) to work with administration to help make financial decisions. All parents of our students are vital to our advisory committees. We hold Open Mic with the Principal meetings four times a year to provide a public forum for disseminating information and responding to questions. We also have a community liaison who provides parents with several opportunities to become involved in their child's education. These opportunities include parent education classes, volunteering opportunities, and other parent leadership activities.

Room parents help our teachers with special projects in the classroom and serve as chaperones on field trips. Our PTA members help with activities throughout the year such as: Buck a Book, Red Ribbon Week, Fall Family Fun Nights, Holiday Family Fun Night, Family Reading and Math Nights, Holiday Gift Shop, Arbolita Arts Festival, book fairs, the annual color run, performances, and more. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring (Arbolita Arts Festival), and parent conferences in October and February. We appreciate our parent volunteers, and are always looking for more ways to help our parents become more involved. Please contact our principal for information.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

Staff members monitor the school grounds and in classroom 15 minutes before school starts, during bathroom breaks, and at dismissal. Teachers regularly review the rules for safe, responsible, and respectful behavior in school and on the playground. We have a closed campus that is fully fenced. Visitors must enter the school through the main office and sign in. Using our new automated system, parents receive badges to wear throughout their stays on campus once safe. Furthermore, we are a PBIS (Positive Behavior Interventions and Supports) school that strives to promote safe and responsible school behavior through positive incentives, clear behavior expectations and specific behavior supports needed for our students to succeed.

We revise our School Safety Plan annually; it was last revised in September 2022. The plan includes procedures for emergencies, exit routes, and supplies. This plan is shared with our staff, School Site Council/Advisory and Information Committee, and English Language Learner Committee. It is also available in the office for review. We currently house a three-day food and water supply for our students and staff in the event of an emergency. We practice regular fire, lock-down and earthquake drills throughout the year to review the procedures that would keep our students, staff and families safe during an emergency. In addition to our School Safety Plan, we have a Safe Schools Action Plan. Included in this plan are our mission statement, school narrative, and goals regarding people and programs at Arbolita Visual and Performing Arts Academy.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$20,889	7,589	13,300	$94227
District	N/A	N/A	$8,505	
Percent Difference - School Site and District	N/A	N/A	44.0	32.8
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	13.2	47.4

2021-22 Types of Services Funded

Federal Title I and Local Control Funding Formula Supplemental and Concentration funds support low-income students and help pay for school support staff, including a library technician. In addition, these funds pay for instructional aides who work with teachers and small groups of students to improve learning opportunities. We also use these resources for materials and supplies for our classrooms, library, and computer lab; for translators for parent conferences; and for parent-involvement activities. We also use these funds for a full-time counselor for our students. Our PTA raises funds for field trips, assemblies, and programs through our annual jog a thon, restaurant nights, book fairs and catalog fundraisers. These funds help us buy more books for our library as well.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Each year the District looks at student achievement data along with teacher requests for specific training to determine the plan for the four Districtwide professional development days. In 2017-2018, training focused on English Language Arts adoptions: Wonders, and Amplify. In 2018-2019 training focused on new Mathematics adoptions, Bridges, and Math Links. In 2019-2021, training focused on developing Multi-Tiered System of Supports (MTSS), iReady training, and building capacity for integrating technology into the learning environment. In 2021-2022, we focused on MTSS and iReady with additional training on safety and technology integration during the COVID-19 pandemic. In 2022-2023 we continued focusing on MTSS as well as training focused on the new Elementary Science adoption.

MTSS Teachers on Special Assignment (TOSAs) assigned to each site work with all teachers throughout the year during the school day and during PLC time to support the implementation of the strategic focus.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

El Cerrito Elementary School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	El Cerrito Elementary School
Street	1051 North Hillside St.
City, State, Zip	La Habra, CA 90631
Phone Number	(562) 690-2340
Principal	Deanna Putnam
Email Address	dputnam@lahabraschools.org
School Website	https://www.lahabraschools.org/elcerrito/
County-District-School (CDS) Code	30665636028948

2022-23 District Contact Information

District Name	La Habra City Elementary School District
Phone Number	(562) 690-2305
Superintendent	Dr. Mario Carlos
Email Address	district@lahabraschools.org
District Website Address	www.lahabraschools.org

2022-23 School Overview

At El Cerrito Elementary, students are engaged in structured Computer Science lessons and activities throughout core subject areas. These activities include learning programming languages and how to apply what they learn using Scratch, LEGO Education and Minecraft Education Edition. Students are empowered to become problem solvers using precise commands and directions to code a solution. These experiences contribute to student ownership of their work, and deep and meaningful learning in all content areas. Three times a year, our Epic Build Showcases feature student culminating projects that are shared with families and the greater community. In addition, our STEM lab, which includes a variety of technology tools such as 3-D printers, Spheros, and Ozobots, is a place where students interact with technology in new and different ways, allowing them to engage in collaborative projects, thereby ensuring their future success through meaningful and engaging learning activities both during the school day and in our after school programs.

As a California Pivotal Practice, Gold Ribbon and Title I Academic Achievement Award School, meaningful learning opportunities are happening at El Cerrito! A continual focus on student learning is at the forefront of all we do. All instructional activities are designed to provide students with opportunities for future success. Teachers meet weekly in Professional Learning Community groups to collaborate and discuss student achievement, possible intervention and enrichment opportunities and how to differentiate instruction to meet the needs of all students. Colin Powell said, “If you are going to achieve excellence in big things, you develop the habit in little matters.” We firmly believe when children have the opportunity to learn in a safe, positive environment that promotes and encourages respect and responsibility, all things are possible!

We look forward to a strong partnership with families as we strive to provide the best school community for students and families. Your support is a key component to the success of our students. We welcome and encourage parents to take an active role in their child’s education. We strongly believe in “teamwork” because when the best and brightest come together, the possibilities are endless!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 13, 2022, the La Habra City School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #16-2022 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of October 2022.

Year and month in which the data were collected	October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Gr TK-5: McGraw Hill (Wonders), 2017 Gr 6: Amplify, 2017	Yes	0
Mathematics	Gr TK-5: The Math Learning Center Bridges & Number Corners, 2018 Gr 6: The Center for Mathematics and Teaching, Math Links, 2018	Yes	0
Science	Gr TK-5 Imagine Learning Twig Science California, 2022 Gr 6: Prentice Hall, 2002	Yes	0
History-Social Science	Gr TK-5: McMillan/McGraw Hill, 2007 Gr 6:Teacher's Curriculum Institute (TCI) - History Alive! , 2007	Yes	0
Foreign Language			
Health			
Visual and Performing Arts	Materials to support 2001 Visual & Performing Arts Standards	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Principal, Deanna Putnam and Head Custodian, Steve Aviles

Year and month of the most recent FIT report	October 21, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	98	98	98	98

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

We provide multiple opportunities for parents to become involved in school activities and support student learning. Parents can join our School Site Council (SSC), which works closely with the administration to help make important financial decisions. Parents of English learners are vital to our ELAC. Room parents and volunteers help our teachers with special projects in the classroom and serve as chaperones on field trips.

Our dedicated PTA works diligently to support our teachers and students throughout the school year. They tirelessly help and sponsor Buck-A-Book, food tasting events, assemblies, and field trips. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, parent conferences twice a year, and other family events throughout the school year. We appreciate our parent volunteers and are always looking for more ways to help our parents become more involved in their child’s education. Please contact our principal to find out how you can help.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

Staff members monitor the school grounds for 20 minutes before school as well as during supervised breaks. Teachers and support staff regularly teach, practice, and review the rules for safe, respectful, and responsible behavior in school and on the playground. All visitors are required to enter the school through the main office and sign in. They receive a badge to wear throughout their stay on campus.

We revise our School Safety Plan annually; it was last revised in the fall of 2022. The plan includes procedures for emergencies, exit routes, and supplies. This plan is shared with our staff, School Site Council/Parent Advisory Committee, and English Language Learner Committee. It is also available in the office for review. We currently house a three-day food and water supply for our students and staff in the event of an emergency. We practice fire drills and hold earthquake drills throughout the year.

In addition to our School Safety Plan, we have a Safe School Action Plan. Included in this plan are our mission statement, school narrative, and goals regarding people and programs at El Cerrito School.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$22,922	$9,738	$13,184	$74,496
District	N/A	N/A	$8,505	
Percent Difference - School Site and District	N/A	N/A	43.1	-8.4
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	6.2	15.2

2021-22 Types of Services Funded

Federal Title I funds help support staff development for teachers to improve instructional practice, pay for supplemental resources and materials to support curriculum and instruction, and pay for parent-involvement activities throughout the school year. In addition, one of our dedicated educational assistants is also funded through Title I and works directly with students in our reading program.

Supplemental and Concentration funds pay for four bilingual educational assistants who provide direct services to students in need. These funds are also used to purchase materials and supplies for classrooms and pay for translators for parent conferences.

Our PTA also raises funds for field trips, assemblies, and classroom supplies throughout the year.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Each year the District looks at student achievement data along with teacher requests for specific training to determine the plan for the four Districtwide professional development days. In 2017-2018, training focused on English Language Arts adoptions: Wonders, and Amplify. In 2018-2019 training focused on new Mathematics adoptions, Bridges, and Math Links. In 2019-2021, training focused on developing Multi-Tiered System of Supports (MTSS), iReady training, and building capacity for integrating technology into the learning environment. In 2021-2022, we focused on MTSS and iReady with additional training on safety and technology integration during the COVID-19 pandemic. In 2022-2023 we continued focusing on MTSS as well as training focused on the new Elementary Science adoption.

MTSS Teachers on Special Assignment (TOSAs) assigned to each site work with all teachers throughout the year during the school day and during PLC time to support the implementation of the strategic focus.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Ladera Palma Elementary School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview 	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest DATAQUEST California DEPARTMENT OF EDUCATION	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Ladera Palma Elementary School
Street	2151 East Brookdale
City, State, Zip	La Habra, CA 90631
Phone Number	(562) 690-2348
Principal	Dr. Rosamaria Murillo
Email Address	rmurillo@lahabraschools.org
School Website	https://www.lahabraschools.org/laderapalma/
County-District-School (CDS) Code	30665636028963

2022-23 District Contact Information

District Name	La Habra City Elementary School District
Phone Number	(562) 690-2305
Superintendent	Dr. Mario Carlos
Email Address	district@lahabraschools.org
District Website Address	www.lahabraschools.org

2022-23 School Overview

At Ladera Palma, we are extremely proud of our spectacular Dual Immersion Program. It was established in 2014 and has grown yearly! We now are able to offer Dual Immersion TK to 6th grades on one campus. Our Dual Immersion (DI) offers native Spanish speakers and native English speakers an opportunity to maintain and develop their first language while acquiring native-like communication and literacy skills in a second language. The Dual Immersion Program follows a 90:10 model that focuses on Spanish Immersion first with sequential bilingual/bi-literate skills acquired in English. English is added to the curriculum incrementally so that by fifth grade, students are receiving instruction for 50% of the day in both English and Spanish until Eighth grade. Dual Immersion staff is committed to continuing to incorporate Visual and Performing Arts, Project-Based Learning, and Coding to our students' curriculum through the target language, Spanish. Additionally, we have also opened the first TK Dual Immersion program in our surrounding area!

Our program's vision is "To inspire and model multi-lingual, multi-literacy, and multicultural values so that we contribute to a positive and more accepting global community". We will accomplish this through: Explore, Commit, Take Action and Celebrate/Empower. We aligned our program's foundation with the Three Pillars of Dual Language Education. As well, our school goals are aligned to these tenets. The first goal is that our students achieve bilingualism and bi-literacy. Our goal is for

2022-23 School Overview

all of our students to be able to speak, understand, read and write in both languages. Our second goal is that all of our students reach high academic achievement levels in both languages. We measure and monitor our students' skills continuously, using assessments in both languages. Our third and final goal is that all of our students are able to develop cross-cultural competence skills and understanding. Through culturally responsive instruction and curriculum, we explore various cultural celebrations and education, focusing specifically on the culture of Latin America.

To reach these goals, it is very important that the entire school work as a team. The Ladera Palma staff demonstrates a deep commitment to working as a united Professional Learning Community (PLC). To this end, our teachers meet regularly to discuss student achievement; plan collaboratively; follow professional lines of inquiry to further their professional learning; and work collaboratively to review and revise instructional plans and goals. Additionally, our teachers exemplify being life-long learners as they continuously search for effective instructional pedagogy and support research to further our goals as a Dual Immersion school.

Our school is also committed to empowering and engaging our students' families and community. Our students can succeed in a community that supports and nurtures their quest for a multilingual, multi-literate, and multicultural education. To this end, our staff works diligently in collaboration with our parents to create an academically and culturally-rich learning environment. Parents are offered a variety of opportunities to become involved in their school through volunteering, community events, parent education classes, clubs, and through our PTA. We realize the power of working collaboratively with our families to augment our students' education. Additionally, we work closely with our community institutions to provide support or extension opportunities for our students and their families.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 13, 2022, the La Habra City School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #7-2021 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of October 2021.

Year and month in which the data were collected	October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Gr TK-5: McGraw Hill (Maravilas), 2017 Gr 6: Amplify, 2017	Yes	0
Mathematics	Gr TK-5: The Math Learning Center Bridges & Number Corners, 2018 Gr 6: The Center for Mathematics and Teaching, Math Links, 2018	Yes	0
Science	Gr TK-5: Pearson Scott Foresman, 2002 Gr 6: Prentice Hall, 2002	Yes	0
History-Social Science	Gr TK-5: McMillan/McGraw Hill, 2007 Gr 6:Teacher's Curriculum Institute (TCI) - History Alive! , 2007	Yes	0
Foreign Language			
Health			
Visual and Performing Arts	Materials to support 2001 Visual & Performing Arts Standards	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Principal, Rosamaria Murillo

Year and month of the most recent FIT report	September 23, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	98	98	98	98

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Ladera Palma offers a variety of opportunities for parents to be involved in the life of our school. Many family and community members volunteer through the PTA, as classroom helpers, fundraising, monthly parent meetings, Community Read Aloud Days, Read Across America Activities, Field Day, and by participating as decision makers in School Site Council and English Learners Advisory Committee. These governing bodies work with the administration to help make financial decisions. We use a variety of electronic means to communicate efficiently and effectively with our parents. Teachers use REMIND and our AERIES Parent Square to communicate on a regular basis with families. The principal sends weekly updates and announcements as needed on Parent Square as well as a monthly newsletter.

In addition, we invite parents to attend our Back-to-School Night in the fall and Open House in the spring, and parent-teacher conferences in October and February. Additionally, our community liaison organizes a variety of parent education classes such as Nutrition Classes, Positive Discipline classes, and other areas identified by parents as a need through our parent surveys. We also offer parent clubs. Currently, we offer a Garden Club, Art Club, and Copy Club that meet regularly for parent education opportunities that then serve as parent leadership opportunities. We also coordinate several community events to contribute to our community such as our Día de los Muertos Festival, our Clothing Exchange, Fiesta de Mayo and other family and community events. We are proud to be able to offer in-person opportunities at our school for parent involvement that are safe and healthy. Our continued commitment to having our families participate in our students' educational lives is steadfast. To find out more or to volunteer at the school, please contact Principal Dr. Rosamaría Murillo at (562) 690-2348.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

In compliance with state law, Ladera Palma has a Safe Schools Plan that is revised annually in the fall. The goals of the plan include providing all students and staff members with a safe teaching and learning environment, safe and secure travel to and from school, and making available district programs and approved community resources to students and parents. The plan includes procedures for emergencies and exit routes. This plan is reviewed by the staff and School Site Council annually. The staff has a copy of the plan in their staff handbook. We practice fire drills monthly, earthquake drills quarterly, and lockdown drills several times a year. In addition, we conduct a full disaster drill that includes mock scenarios. Emergency supplies are kept on site. Our district personnel make inspections of our playground equipment regularly.

The school provides a safe and secure educational environment and we implement a Positive Behavior Interventions and Supports (PBIS) system on campus. We also support a school culture where students, parents, staff, and community members effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds. Visitors are required to check in and wear a badge while on campus.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$21,062	$7,610	$13,451	$70,173
District	N/A	N/A	$8,505	
Percent Difference - School Site and District	N/A	N/A	45.1	-30.7
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-0.1	-15.7

2021-22 Types of Services Funded

Federal Title I funds help pay for the support part-time instructional assistants who work directly with students in our reading program daily. Since we are a Dual Immersion site, all the instructional assistants are bilingual and bi-literate and are able to provide support in Spanish and English for all students. Title I funds also pay for supplementary educational materials that support our Dual Immersion Goals and Instruction. Conferences and professional development opportunities for Dual Immersion professional learning are funded through Supplemental and Concentrated Funds (S&C) and Title 1.

The remainder of our Title I funding is spent throughout the school year to support staff-development related issues, supplemental materials to support our curriculum and instruction, and parent involvement activities. Our PTA provides fundraising activities that support field trips and other educational opportunities for our students through the annual Color Run and other fund-raising activities.

The majority of our general school budget goes toward teacher salaries and benefits.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Each year the District looks at student achievement data along with teacher requests for specific training to determine the plan for the four Districtwide professional development days. In 2017-2018, training focused on English Language Arts adoptions: Wonders, and Amplify. In 2018-2019 training focused on new Mathematics adoptions, Bridges, and Math Links. In the recent school years, training focused on developing Multi-Tiered System of Supports (MTSS), iReady training, and building capacity for integrating technology into the learning environment. In 2022-23, we have continued to focus on MTSS and iReady with additional training on safety and technology integration during the COVID-19 pandemic.

MTSS Teachers on Special Assignment (TOSAs) assigned to each site work with all teachers throughout the year during the school day and during PLC time to support the implementation of the strategic focus.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	

Las Lomas Elementary School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview 	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest DATA QUEST California DEPARTMENT OF EDUCATION	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard California School DASHBOARD	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Las Lomas Elementary School
Street	301 Las Lomas Dr.
City, State, Zip	La Habra, CA 90631
Phone Number	(562) 690-2353
Principal	Pam Cunningham
Email Address	pcunningham@lahabraschools.org
School Website	https://www.lahabraschools.org/laslomas/
County-District-School (CDS) Code	30665636028971

2022-23 District Contact Information

District Name	La Habra City Elementary School District
Phone Number	(562) 690-2305
Superintendent	Dr. Mario Carlos
Email Address	district@lahabraschools.org
District Website Address	www.lahabraschools.org

2022-23 School Overview

Las Lomas is a Transitional Kindergarten through Sixth Grade school located in La Habra. We are fortunate to have an extraordinary staff of 22 fully credentialed classroom teachers, a full time Resource Specialist and a shared Speech/Language Therapist and Psychologist. In addition to our general education population, we also provide services for Pre-School Special Education, and LEAP for students identified as needing these support services. The staff is dedicated to providing a safe and engaging learning environment that promotes critical thinking and learning for our students. Our goal is to provide the skills necessary for our students to become productive citizens. The staff works extremely hard to impart the importance of being responsible, respectful students who strive to develop a love of learning.

Our Entrepreneur Exploration focus provides our students real-world experiences, through hands-on project-based learning opportunities. Through a close collaboration with the local businesses of La Habra, the students are becoming “innovation ready." These partnerships enable students to explore problems that focus on diverse community issues. Their young minds are inspired to engage in creating and learning beyond the textbook. These partnerships allow students to think creatively and critically about community issues and then develop the problem solving and communication skills necessary to be engaged learners for the challenging future ahead of them.

We are proud to offer additional enriching extra-curricular activities for our students. The Lang Lang Music Foundation provides our 2nd- 6th grade students the opportunity to learn keyboarding/piano skills with a trained music teacher two times a week. The Segerstrom Center for the Arts brings Disney Musicals in Schools for our fourth-sixth grade students. Students learn all about theater and perform a live musical theater production in the spring. All of these experiences will ultimately improve student academic performance, their attitudes toward career possibilities and motivate the students to persevere and seek out a variety of career options.

2022-23 School Overview

Our teachers work in weekly Professional Learning Communities (PLC) to collaborate and discuss student achievement. Intervention and enrichment opportunities are decided as well as how to differentiate instruction to meet the needs of all students. Teachers develop short-term goals for students and then use a variety of assessments to monitor student growth and adjust their instruction as needed in all instructional areas. Teachers are continuously asking themselves four key questions when discussing student achievement to ensure student success.

What do we expect students to learn?
How will we know when they have learned it?
How will we respond when they don't learn?
How will we respond when they already know it?

The parents and the community are a key component to the success of our students; therefore, in addition to our passion for academic success for all of our students, our staff works hard to develop relationships with our parents and extended families. We strive to create an environment in which parents are partners in education here at Las Lomas.

Please come and visit us! We would love for you to meet the Las Lomas team and see what fantastic work our students are doing on a daily basis!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 14, 2021, the La Habra City School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #7-2021 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of October 2021.

Year and month in which the data were collected	October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Gr TK-5: McGraw Hill (Wonders), 2017 Gr 6: Amplify, 2017	Yes	0
Mathematics	Gr TK-5: The Math Learning Center Bridges & Number Corners, 2018 Gr 6: The Center for Mathematics and Teaching, Math Links, 2018	Yes	0
Science	Gr TK-5: Imagine Learning, Twig Science California. 2022 Gr 6: Prentice Hall, 2002	Yes	0
History-Social Science	Gr TK-5: McMillan/McGraw Hill, 2007 Gr 6:Teacher's Curriculum Institute (TCI) - History Alive! , 2007	Yes	0
Foreign Language			
Health			
Visual and Performing Arts	Materials to support 2001 Visual & Performing Arts Standards	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Principal, Pam Cunningham and Head Custodian, Ed Anaya

Year and month of the most recent FIT report	October 19, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	98	98	98	98

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents are asked to join our School Site Council (SSC) which helps develop our School Site Plan and budget. Parents of English learners are vital to our English Language Advisory Council (ELAC) to provide input to our English Learner Program. The PTA organizes fundraisers to pay for field trips and special assemblies. We ask that all parents attend Back-to-School Night in the fall, Open House in the Spring, parent-teacher conferences in October and February and various family learning events scheduled throughout the school year.

We also ask parents, if possible, to volunteer their time in and out of the classroom. We always need volunteers and appreciate any time parents can give. To volunteer at the school and learn the safety guidelines for volunteering, please contact the Principal, Pam Cunningham at (562) 690-2353.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

Students are supervised 40 minutes prior to school, during bathroom breaks, and at dismissal. Additionally, all staff members have been extensively trained on the procedures and protocols for student safety, behavior expectations, emergency procedures and unidentified persons on campus. Visitors are required to check-in at the office prior to coming on campus or working in the classroom.

We have a School Safety Plan and Code of Conduct that is shared with teachers, students, and parents at the beginning of each school year. Fire, earthquake, and intruder drills are practiced on a regular basis so staff, students, and parent volunteers are familiar with the procedures in case of an emergency. In addition to parents supplying an emergency care packet for their child, the school has emergency first-aid, food, and water supplies. School Safety Plan was last revised and reviewed in September 2022.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$23,932	$10,045	$13,887	$65,276
District	N/A	N/A	$8,505	
Percent Difference - School Site and District	N/A	N/A	48.1	2.9
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	9.0	18.0

2021-22 Types of Services Funded

In addition to the general school budget, Las Lomas has two main sources of income: Federal Title I funds and Supplemental & Concentration (S&C) funds. The majority of our general school budget goes toward teacher salaries and benefits. Title I funds pay for part of our library technician and two of our educational assistants. S&C funds provide three instructional assistants to help our English Learners. Funds are also used to help pay for educational materials and supplies, supplemental books to support our language arts, science and social studies programs and for the purchase of technology, such as iPads, for our students use to enhance their learning process.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Each year the District looks at student achievement data along with teacher requests for specific training to determine the plan for the four Districtwide professional development days. In 2017-2018, training focused on English Language Arts adoptions: Wonders, and Amplify. In 2018-2019 training focused on new Mathematics adoptions, Bridges, and Math Links. In 2019-2021, training focused on developing Multi-Tiered System of Supports (MTSS), iReady training, and building capacity for integrating technology into the learning environment. In 2021-2022, we focused on MTSS and iReady with additional training on safety and technology integration during the COVID-19 pandemic. In 2022-2023 we continued focusing on MTSS as well as training focused on the new Elementary Science adoption.

MTSS Teachers on Special Assignment (TOSAs) assigned to each site work with all teachers throughout the year during the school day and during PLC time to support the implementation of the strategic focus.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	

Las Positas Elementary School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview 	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Las Positas Elementary School
Street	1400 South Schoolwood Dr.
City, State, Zip	La Habra, CA 90631
Phone Number	(562) 690-2356
Principal	Dr. Suena Chang
Email Address	schang@lahabraschools.org
School Website	https://www.lahabraschools.org/laspositas
County-District-School (CDS) Code	30665636028989

2022-23 District Contact Information

District Name	La Habra City Elementary School District
Phone Number	(562) 690-2305
Superintendent	Dr. Mario Carlos
Email Address	district@lahabraschools.org
District Website Address	www.lahabraschools.org

2022-23 School Overview

Welcome to Las Positas Elementary School, an International Baccalaureate Primary Years Programme World School, and a California Distinguished School located in La Habra, California. Las Positas provides a safe, caring, relevant, and rigorous learning environment for every child, every day. All students are challenged to achieve their highest potential, with the goal of becoming proficient in each area of the Common Core State Standards and IB PYP Standards. At Las Positas, we focus on the improvement of our students' academic growth in all areas of the curriculum by utilizing the 4-C's of 21st Century Learning: communication, collaboration, critical thinking and creativity, and several project-based learning assignments throughout the year. Our student enrollment is over 550 students with several world languages represented by our families. We are a globally diverse student population. Our Mission Statement is: To develop inquiring, knowledgeable, and caring students who become active, compassionate, life-long learners and globally responsible citizens. Las Positas is now focusing on the six transdisciplinary IB PYP themes weaving the themes throughout the curriculum using the IB framework and philosophy. Our students have IB Spanish, IB Personal Social Physical Education, and IB Art infused throughout their IB Programme of Inquiries. Our school is focusing on the IB Learner Profile attributes, taught worldwide to all IB students. Our students are becoming caring, balanced, communicative, open-minded, inquiring, knowledgeable, principled, courageous learners. Our students are being proactive, becoming global thinkers, and taking action locally.

As well as our IB PYP authorization as an IB World School, our school is focusing on writing schoolwide. In order to write well, students need to also read well. To motivate all of our students to read, including English Learners, core learners, and gifted students, we use our Wonders reading series as well as relevant, relatable text infused throughout our IB PYP Programme of Inquiry. Our Bridges math curriculum is being implemented successfully schoolwide. Students are recognized monthly for their leadership and IB Learner Profile attributes during our "Lion of the Month" assemblies. Our school Student Ambassadors are involved in planning spirit days/weeks, Dot Day, Veterans Day Assembly, Red Ribbon Week, school beautification days, student store along with many additional opportunities to learn/show leadership when students are in session. Our goal is to allow many opportunities for all students to become "Leaders" and show leadership. Students learn to think globally and take local action.

Las Positas utilizes Positive Behavior Interventions and Supports (PBIS) to guide our students in the IB PYP Learner Profile attributes, celebrating successes along the way. The ASES after-school program, run by the Boys and Girls Club of La Habra, assists students with homework, exercise, and artistic endeavors. Kidzone is offered at Las Positas for before and after-school care, partnering with our school for the success of all children enrolled in the program. Las Positas Academy offers several

2022-23 School Overview

opportunities for student learning after school such as Reading, Math, Writing, Art, and Music (Recorders).

Our Las Positas PTA assists our students and staff with funding for field trips, classroom expenditures, assemblies, organizing Scholastic Book Fairs, Red Ribbon Week, Color Run, Trunk-or-Treat, just to name a few. Las Positas has a team of teachers, staff, parents, and community members supporting our students in their learning and preparing students for the future.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 14, 2021, the La Habra City School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #7-2021 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of October 2021.

Year and month in which the data were collected	December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Gr TK-5: McGraw Hill (Wonders), 2017 Gr 6: Amplify, 2017	Yes	0
Mathematics	Gr TK-5: The Math Learning Center Bridges & Number Corners, 2018 Gr 6: The Center for Mathematics and Teaching, Math Links, 2018	Yes	0
Science	Gr TK-5: Imagine Learning, Twig Science California. 2022	Yes	0
History-Social Science	Gr TK-5: McMillan/McGraw Hill, 2007 Gr 6:Teacher's Curriculum Institute (TCI) - History Alive! , 2007	Yes	0
Foreign Language			
Health			
Visual and Performing Arts	Materials to support 2001 Visual & Performing Arts Standards	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Principal, Suena Chang

Year and month of the most recent FIT report	October 6, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97	97	97	97	97

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are encouraged to be a part of our Las Positas family. We appreciate family participation in our Parent Teacher Association (PTA), which helps us with fundraising, room parent assistance, numerous school activities, and field trips when permitted. Parents serve on our School Site Council (SSC) as elected members which helps with the School Plan for Student Achievement which includes making financial decisions regarding the expenditures of federal and state funds to benefit all students. Parents are invited to attend ELAC (English Language Advisory Council) meetings to provide input for our English Learners, which is combined with SSC for this school year. We hold IB Parent Information meetings throughout the year to have our parents as partners in our IB PYP journey. We hold monthly "Coffee with the Principal" meetings with the principal to keep parents abreast of school activities and programs and to answer any parent questions. We invite parents to join us on Back-to-School Night, Open House, and our yearly IB Showcase. We truly appreciate parent volunteers inside and outside the classrooms. Please call the school to find out how you can become involved, or call our PTA president.

We encourage ALL parents to become involved in their children's education by attending parent nights, Back to School Night, Open House, parent-teacher conferences, fundraisers, and other school events and functions. Please refer to our weekly newsletter and/or check our website's monthly calendar to find the latest information on school events.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

One of our most important goals at Las Positas is to establish and maintain a safe, healthy, and positive school environment. To ensure student safety, our staff constantly monitors the school grounds 20 minutes before and 20 minutes after school, as well as at all recesses and lunch time when students are on campus. Students and staff regularly review good safety practices and rules for responsible behavior in classes and on the playground when in session. Our campus is closed and we require all visitors to report to the school office to obtain a visitor's pass. Students are reminded to use hand sanitizer and wash hands.

Our School Safety Plan is revised and shared with staff annually. This plan includes procedures for emergencies, exit routes, parent pick-up during emergencies, location of emergency supplies. A copy of this plan is kept in the office for parent review. The School Plan for Safe Reopening was approved by our School Site Council on October 5, 2022.

Fire, earthquake, and/or intruder-on-campus drills are practiced monthly. We pride ourselves on the fact that on our yearly parent questionnaire, students and parents overwhelmingly respond that they feel Las Positas is a safe place for children.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$22,229	$7,983	$14,246	$92,346
District	N/A	N/A	$8,505	
Percent Difference - School Site and District	N/A	N/A	50.5	9.4
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	13.7	24.5

2021-22 Types of Services Funded

Las Positas is a Title I school and receives funds from the federal government to help improve our low-income students' skills. These funds pay for three education assistants who support students by pushing into classrooms or pulling out of classrooms to work on reading, writing, and/or math small groups. Funds were also used for: the purchase of books and materials needed to make our various programs effective, technology, awards incentives, after-school intervention groups, and translations for school-to-home communication. Las Positas also receives Local Control Supplemental and Concentration funds which support our after-school programs and summer academy for all students.

The PTA works extremely hard on our behalf to provide funds to offset the cost of field trips, field trip transportation, and school assemblies through their annual sales fundraiser(s).

Las Positas also received one-time funds which were used to support students by providing supports, programs, technology, materials, and supplies for classrooms.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Each year the District looks at student achievement data along with teacher requests for specific training to determine the plan for the four Districtwide professional development days. In 2017-2018, training focused on English Language Arts adoptions: Wonders, and Amplify. In 2018-2019 training focused on new Mathematics adoptions, Bridges, and Math Links. In 2019-2021, training focused on developing Multi-Tiered System of Supports (MTSS), iReady training, and building capacity for integrating technology into the learning environment. In 2021-2023, we continue focusing on using data to improve student achievement. We had trainings related to Nearpod, PBIS, iReady, IABs and School Improvement Plan. Staff continue to sign up for additional trainings, such as IB Conference, Thinking Map, Restorative Circle, UDL, just to name a few.

MTSS Teachers on Special Assignment (TOSAs) assigned to each site work with all teachers throughout the year during the school day and during PLC time to support the implementation of the strategic focus in conjunction to our IB coordinator who looks through the IB lens.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Sierra Vista Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview 	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Sierra Vista Elementary School
Street	1800 East Whittier Blvd.
City, State, Zip	La Habra, CA 90631
Phone Number	(562) 690-2359
Principal	Anna Rosales
Email Address	arosales@lahabraschools.org
School Website	https://www.lahabraschools.org/sierravista/
County-District-School (CDS) Code	30665636028997

2022-23 District Contact Information

District Name	La Habra City Elementary School District
Phone Number	(562) 690-2305
Superintendent	Dr. Mario Carlos
Email Address	district@lahabraschools.org
District Website Address	www.lahabraschools.org

2022-23 School Overview

Sierra Vista Elementary is a No Excuses University School, that believes every child should be educated in a way that will prepare them for college or a career. We welcome children to a world of strong academics and high standards for achievement. In 2022-23 our staff continues their collaborative work to maintain a safe but challenging learning environment whether online or in person. Our mission is one that challenges students to reach their full academic potential in a positive and engaging manner while fostering a strong foundation of 21st-century learning skills and developing responsible citizens. Through the use of a rigorous curriculum and engaging learning environments we are targeting 21st-century skills and embedding the 5 C's- communication, collaboration, creativity, and critical thinking, and with our school focus the fifth C- College/Career Readiness. Our schoolwide code of conduct encourages and rewards students for being safe, responsible, and respectful to all on our campus as well as through their digital citizenship. These codes provide support for a strong learning environment at Sierra Vista.

Our staff continues to work as a Professional Learning Community (PLC). This model employs sound and effective instructional practices, as well as quality materials, to ensure that our students receive a well-balanced, comprehensive education. Our math provides opportunities to meet the rigorous standards students need to access while also differentiating our instruction to meet their needs. English Language Learners are supported through a designated block of English Language Development in class. The English Language Development Standards assist in applying targeted best practices in our instruction of students who are working toward reading proficiency and mastering English as their second language. Our staff development training has enhanced classroom experiences for students by increasing the role of critical thinking and deepening understanding, in all areas of the curriculum. Sierra Vista Elementary School continues to work towards improvement on accountability measures. At focused grade-level data days, we are completing cycles of inquiry and improving our data-based decision making which then leads to our site-based professional development. With this more targeted

2022-23 School Overview

instructional practice, focused interventions and data analysis, and grade-level collaboration, our staff is focused on continual improvement.

Our PTA is also a big part of our school's success. We are proud of the many programs they sponsor to benefit our students, including field trips, assemblies, class celebrations, and fundraising efforts. Our Positive Behavior Supports and Interventions (PBIS) model, the foundation of our code of conduct, has produced a more engaged and serious learning environment for all students and we have found creative ways in which to continue these structures online. Our after-school ASES program, sponsored by the Boys and Girls Club of La Habra, serves at-risk students through support with homework completion, crafts, and play.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In October 2022 the La Habra City School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #7-2021 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of October 2022.

Year and month in which the data were collected	October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Gr TK-5: McGraw Hill (Wonders), 2017 Gr 6: Amplify, 2017	Yes	0
Mathematics	Gr TK-5: The Math Learning Center Bridges & Number Corners, 2018 Gr 6: The Center for Mathematics and Teaching, Math Links, 2018	Yes	0
Science	Gr TK-5 Imagine Learning Twig Science California, 2022 Gr 6: Prentice Hall, 2002	Yes	0
History-Social Science	Gr TK-5: McMillan/McGraw Hill, 2007 Gr 6:Teacher's Curriculum Institute (TCI) - History Alive! , 2007	Yes	0
Foreign Language			
Health			
Visual and Performing Arts	Materials to support 2001 Visual & Performing Arts Standards	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Principal, Anna Rosales and Head Custodian, Edgar Cortez

Year and month of the most recent FIT report	October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	98	98	98	98

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Since school closures we have found that families like the option to do in person or online for family opportunities. One way for parents to become involved is to join our various committees. Parents can join our School Site Council, which works with administration to help make program and financial decisions. Parents of English Learners are vital as well in the work done alongside of School Site Council. Parents are invited to participate in our Advisory and Information meetings held throughout the year (also known as Coffee with the Principal) with a focus on giving parents the opportunity to provide the principal input on school issues as well as for the principal to share events and issues of vital interest to our parent and school community.

Unique to our school, is our No Excuses University focus. All parents are invited to attend a parent orientation at the beginning of the year, so they can learn the importance and value of being a No Excuses Parent and how they too play a valuable role in their child's success. Continuing with our school focus we offer a series of parent academy classes which offers a topic a month ranging from nutrition information, helping with homework, supporting your student's education into the future, technology, and more. Check our school website for these parent education opportunities.

Another role for parents to be active is by volunteering on campus. Again, once school campuses become more open after the pandemic is over and our restrictions on visitors are lifted, we can continue with person volunteers. Parents can assist with special projects in the classroom and/or chaperone on field trips. Parents can also become involved with our Parent Teacher Association (PTA). PTA helps fund assemblies, field trips, and more through PTA fundraisers. The PTA is also integral in planning and providing school community events such as family dances, movie nights, family bowling, book fairs and carnivals. PTA encourages parents to assist with these endeavors.

In addition, we work with community partnerships to offer more extended opportunities for learning with parents. Opportunities include but are not limited todistrict sponsored topics that focus on social emotional supports and education.

If you would like more information, please contact Principal Anna Rosales or Community Liaison Mary Gray at (562) 690-2359.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

When in-person for learning, staff members share duties before, during, and after school daily to ensure student safety on the playground and throughout the campus. The school has clearly posted and communicated rules for campus visitors to check-in at the office with our single point of entry. All visitors to campus are required to wear a name badge identifying them as an approved visitor. Anyone observing an unauthorized visitor is trained to immediately notify the office or adults on supervision duty. All COVID guidelines and protocols are also clearly labeled throughout our campus and the extra staff on supervision ensure guidelines are being followed.

Our Safe School Plan is revised annually, just before each school year begins. All staff members are re-trained on the plan at our annual Back-to-School staff meeting. The 2020-21 plan was revised in August 2020 and throughout the year if needed, due to staffing changes. This year our annual back to school staff meeting largely consisted of COVID safety protocols.   The Safe School Plan includes procedures for all types of emergencies, including but not limited to fire drills, earthquake and disaster response, intruder drills, bus safety drills, shelter in place, and evacuation response. The plan also encompasses exit routes, assigned staff duties during a drill, and the scope of each duty. The faculty, following review of the plan, is given a schedule for drills including an initial training drill during the first month of school. Fire drills, earthquake/disaster drills, and intruder drills are held throughout the year, with an average of one drill per month. These drills will be conducted when back to in-person instruction. School Site Council approved the Safe School Plan in March 2021.   The Safe School Plan for the 2021-22 school year has been revised and will be presented for approval.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$21,984	$8,545	$13,439	$102,378
District	N/A	N/A	$8,505	
Percent Difference - School Site and District	N/A	N/A	45.0	-0.5
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	7.0	14.7

2021-22 Types of Services Funded

Sierra Vista School uses various funds to support a variety of services aimed at enabling students to meet or exceed standards. Federal Title I funds provide opportunities for teachers to participate in staff development. Staff may also be paid to host after school parent education workshops or tutoring. In addition, this funding assisted with extra hours for our community liaison and other bilingual support staff to support parent communication and further support students academic achievements with necessary outside family support. Federal funding has enabled the school site to begin the process of outfitting classrooms with up-to-date technology. In addition, federal funds are budgeted to help employ our library technician and other reading support staff, or instructional/intervention aides. Our federally-funded S&C dollars support our English learners and socioeconomically disadvantaged students by providing additional materials to work with students. Finally, all of those federal programs support instructional materials and supplies to support the classroom.

Student Council raises funds through a our Campus Store that sells pencils, erasers, and other school supplies. These funds are used to support student activities such as Buck a Book, prizes for PAWS drawing, and awards for good behavior and attendance. PTA raises funds for field trips, assemblies, and family activities, such as family dances, and holiday parties.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Each year the District looks at student achievement data along with teacher requests for specific training to determine the plan for the four Districtwide professional development days. In 2017-2018, training focused on English Language Arts adoptions: Wonders, and Amplify. In 2018-2019 training focused on new Mathematics adoptions, Bridges, and Math Links. In 2019-2021, training focused on developing Multi-Tiered System of Supports (MTSS), iReady training, and building capacity for integrating technology into the learning environment. In 2021-2022, we focused on MTSS and iReady with additional training on safety and technology integration during the COVID-19 pandemic. In 2022-2023 we continued focusing on MTSS as well as training focused on the new Elementary Science adoption.

MTSS Teachers on Special Assignment (TOSAs) assigned to each site work with all teachers throughout the year during the school day and during PLC time to support the implementation of the strategic focus.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Walnut Elementary School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Walnut Elementary School
Street	625 North Walnut St.
City, State, Zip	La Habra, CA 90631
Phone Number	(562) 690-2369
Principal	Dr. Alma Noche
Email Address	anoche@lahabraschools.org
School Website	https://www.lahabraschools.org/walnut/
County-District-School (CDS) Code	30665636029029

2022-23 District Contact Information

District Name	La Habra City Elementary School District
Phone Number	(562) 690-2305
Superintendent	Dr. Mario Carlos
Email Address	district@lahabraschools.org
District Website Address	www.lahabraschools.org

2022-23 School Overview

Welcome to Walnut STEAM Academy. We continue to strive and develop students' 21st Century skills along with their intellectual, emotional, physical, and social well-being. Walnut STEAM Academy's focus is on engaging students with high academic rigor with an emphasis on STEAM. STEAM integrates the study of Science, Technology, Engineering, Arts, and Mathematics. Our students are thinking like engineers, mathematicians, artists, innovators, and technologists. They are involved in creating new materials or re-purposing current materials in the Makerspace Lab. They are learning about coding, programming, and videography in our Computer Lab.

Schoolwide, we model and encourage excellent behavior utilizing Positive Behavior Interventions and Supports (PBIS) for all of our students. We are proud of our dedicated staff and the relationships we've cultivated with students and parents and will ensure that we work with our families and stakeholders to create a powerful STEAM community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 14, 2021, the La Habra City School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #7-2021 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of October 2021.

Year and month in which the data were collected	October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Gr TK-5: McGraw Hill (Wonders), 2017 Gr 6: Amplify, 2017	Yes	0
Mathematics	Gr TK-5: The Math Learning Center Bridges & Number Corners, 2018 Gr 6: The Center for Mathematics and Teaching, Math Links, 2018	Yes	0
Science	Gr TK-5 Imagine Learning Twig Science California, 2022 Gr 6: Prentice Hall, 2002	Yes	0
History-Social Science	Gr TK-5: McMillan/McGraw Hill, 2007 Gr 6:Teacher's Curriculum Institute (TCI) - History Alive! , 2007	Yes	0
Foreign Language			
Health			
Visual and Performing Arts	Materials to support 2001 Visual & Performing Arts Standards	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Principal, Alma Noche and Head Custodian

Year and month of the most recent FIT report	October 17, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	98	98	98	98

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. We offer three Coffee with the Principal meetings a year. During the meetings, we discuss subjects such as anti-bullying education, math, reading, writing, and/or state test information. Parents can also join our School Site Council (SSC) or the Advisory and Information (A&I) committee, which works with the administration to help make financial decisions and disseminate information regarding Walnut School. Parents of English learners are vital to our ELAC and to our outreach efforts on behalf of the success of our ELL students.

The PTA is another parent group that meets frequently and would welcome your involvement. Walnut PTA buys new books for the library and helps pay for field trips through PTA fundraisers. Parent volunteers are always welcome to help with special projects in the classroom and to chaperone on field trips. We always need new volunteers! To volunteer, contact the front office and fill out a volunteer form. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, Makerspace showcases throughout the year, and parent-teacher conferences in October and January.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

We strive to keep all students and staff safe at Walnut STEAM Academy. School staff members monitor the grounds for 30 minutes before school as well as at recess and lunchtime. Staff and the principal regularly review the rules for safe, responsible behavior in school, on the playground, and on the way to and from school. In addition, our district recently installed gates around the school as an added safety protocol to keep our students safer.

Visitors must enter the school through the office where they are assigned a visitor badge to wear throughout their stay. We revise our School Safety Plan annually; it was last revised in August 2022. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. A copy of this plan is available in the office. We share the plan with all staff during our first schoolwide staff meeting and review it regularly all year long. We practice earthquake and intruder drills twice yearly and hold fire drills regularly.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$21,737	$8,204	$13,533	$94,491
District	N/A	N/A	$8,505	
Percent Difference - School Site and District	N/A	N/A	45.6	10.5
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	7.8	25.6

2021-22 Types of Services Funded

Federal Title I funds pay for release time for teachers on special projects, professional development and for additional technology and programs in the classroom. These expenditures are approved through the SSC and are tied to our school’s Single Plan for Student Achievement. Title I funds and ELOP funds also contribute to the running of our afterschool program where students work on improving reading, writing, and math skills along with participating in enrichment classes. Our PTA raises funds for field trips, library books, and special assemblies through our annual fundraisers.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Each year the District looks at student achievement data along with teacher requests for specific training to determine the plan for the four Districtwide professional development days. In 2017-2018, training focused on English Language Arts adoptions: Wonders, and Amplify. In 2018-2019 training focused on new Mathematics adoptions, Bridges, and Math Links. In 2019-2021, training focused on developing Multi-Tiered System of Supports (MTSS), iReady training, and building capacity for integrating technology into the learning environment. In 2022-2023, we will continue focusing on MTSS and iReady with additional training on safety and technology integration during the COVID-19 pandemic.

MTSS Teachers on Special Assignment (TOSAs) assigned to each site work with all teachers throughout the year during the school day and during PLC time to support the implementation of the strategic focus.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	

Imperial Middle School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview 	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Imperial Middle School
Street	1450 South Schoolwood Dr.
City, State, Zip	La Habra, CA 90631
Phone Number	(562) 690-2344
Principal	Erik Bagger
Email Address	ebagger@lahabraschools.org
School Website	https://www.lahabraschools.org/imperial/
County-District-School (CDS) Code	30665636028955

2022-23 District Contact Information

District Name	La Habra City Elementary School District
Phone Number	(562) 690-2305
Superintendent	Dr. Mario Carlos
Email Address	district@lahabraschools.org
District Website Address	www.lahabraschools.org

2022-23 School Overview

Imperial Middle School is proud of our strong school culture that supports achievement for all students. As a Professional Learning Community (PLC), our goals are to provide students with the finest educational experience possible and to ensure student success in the 21st century. The staff is dedicated to providing a warm, student-centered climate that supports a smooth transition from childhood to adolescence for our middle school students. Instruction is both rigorous and standards-based with high expectations for all students.

Our staff is committed to providing the best quality education for our students. Imperial Middle School is an authorized International Baccalaureate (IB) World School that offers the Middle Years Program. The IB program is open to all Imperial students and provides many new opportunities for academic success. The IB program is unique because of its academic and personal rigor, challenging students to excel in their studies and personal growth.

The IB Middle Years Program (MYP) offers a high-quality program of international education that shares a powerful vision. An IB education:

- Focuses on learners – the IB's student-centered program promotes healthy relationships, ethical responsibility, and personal challenge.
- Develops effective approaches to teaching and learning – the IB Program helps students to develop the attitudes and skills they need for both academic and personal success.
- Works within global contexts – the IB program increases understanding of languages and cultures, and explores globally significant ideas and issues.
- Explores significant content – the IB program offers a curriculum that is broad and balanced, conceptual and connected.

Informed by values described in the learner profile, IB MYP learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

Most students learn best when they can apply their studies to the world around them. The IB Middle Years Program places a high value on this type of immersive learning and promotes a learning environment that embraces real-world applications in all of its studies. To do so, the MYP focuses on eight core subject areas. According to IBO.org, these eight core areas provide "a broad and balanced education for early adolescents."

2022-23 School Overview

These subject areas include:
1. Language Acquisition
2. Language and Literature
3. Individuals and Societies
4. Sciences
5. Mathematics
6. Arts
7. Physical and Health Education
8. Design

In addition, Imperial Middle School integrates the arts throughout the curriculum. Design Projects are planned and managed to help students learn key academic concepts. Students are also given the opportunity to select elective classes including band, chorus, art (drawing, painting, ceramics), Spanish language, theater arts, percussion, PALS, and ASB.

Mission/Vision Statement
The mission of Imperial Middle School is to empower all students with the skills and knowledge to become compassionate, inquisitive, principled young people who create a more peaceful world through global awareness, critical thinking, and a commitment to action and service.

The staff at Imperial Middle School believes in working together with colleagues, students, parents, and the community to provide an inquiry-based learning environment that guides students to become knowledgeable, open-minded, reflective, and caring individuals who can apply learning through global and local contexts. With academic integrity and rigorous programs, students will develop intercultural understanding to help develop a better world.

Imperial is proud of the accomplishments, practices, and members of our school community, which include:

- Teachers meet weekly in Professional Learning Communities to analyze student data, develop curriculum, and receive professional development related to Common Core Standards, best teaching practices, and IB.
- IB units are infused into all content areas as a best practice for student achievement.
- IB Coordinator
- Teacher on Special Assignment (TOSA) to support instruction and intervention
- Implements multi-tiered systems of support (MTSS)
- Counselor
- Community Liaison
- High percentage of teachers have been trained through the IB program within their content area.
- High percentage of teachers have been GLAD trained and certified.
- High percentage of teachers have been trained in Thinking Maps.
- 1:1 iPads for ALL students with take-home privilege.
- A comprehensive after-school program including homework club, individual and small group tutoring, clubs, and athletics.
- Committed to providing a safe environment.
- Support for students is provided through weekly social emotional learning lessons.
- Advisory classes meet 3 times per week to build relationships with students and adults.
- Implementation of a school wide Code of Conduct based on respect, responsibility, and safety.
- Implementation of Positive Behavior Interventions and Supports (PBIS) to promote a positive environment for learning.
- Partnership with the La Habra Boys and Girls Club to provided additional support through the ASES program located on our campus from 3:05 p.m. to 6:05 p.m. Monday through Friday.
- Two full computer labs with document cameras (in addition to computers located within each classroom).
- On-line learning resources, such as zoom, for distance learning when necessary.
- 25 rooms equipped with Apple TVs and large viewing monitors.
- High level of parent, staff, and student satisfaction as measured by climate survey.
- Student-led conferences to provide students with the opportunity to share their knowledge with family members.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 14, 2021, the La Habra City School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #7-2021 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of October 2021.

Year and month in which the data were collected	October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify, 2017	Yes	0
Mathematics	The Center for Mathematics and Teaching, Math Links, 2018	Yes	0
Science	Prentice Hall, 2002	Yes	0
History-Social Science	Teacher's Curriculum Institute (TCI) - History Alive! , 2007	Yes	0
Foreign Language			
Health			
Visual and Performing Arts	Materials to support 2001 Visual & Performing Arts Standards	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Principal, Erik Bagger and Head Custodian

Year and month of the most recent FIT report	November 1, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97	97	97	97	97

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Imperial Middle School recognizes how crucial parent involvement is to student success. A successful school is one in which parents are active members of the school community. We strongly encourage parents to get involved and participate in school activities. We have many ways for parents to participate and we depend on parents to keep many of our programs running smoothly. Some of the activities designed to increase parent involvement include: PTA, ELAC, Coffee with the Administration, School Site Council, Family Nights, Parent Nights, IB Information Nights, Student-led Conferences, Back-to-School Night, and Open House. Our community liaison, school counselor, and administration facilitates and supports our parent involvement program throughout the year.

To find out more about becoming involved at the school, please contact Principal Erik Bagger at (562) 690-2344.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

One of the most important goals at Imperial Middle School is to establish and maintain a safe, healthy, positive school environment, and a safe action plan. In compliance with SB 187, Imperial Middle School has designed a comprehensive Site Safety Plan, which was approved by the School Site Council in the fall of 2022. The goals for the safety plan are:

- Provide a safe teaching and learning environment for all students and staff members.
- Our campus is secure with gates and are locked during the school day for additional safety.
- Visitors are to sign in and must wear a visitor's badge to identify.
- Keep all students safe and secure at school, traveling to and from school, and at school-related activities.
- Provide district programs and community resources to students and parents.
- Imperial prides itself on providing an educational environment where students, parents, staff, and community members participate respectfully without regard to race, culture, or religious background.
- Imperial is a safe, closed campus with a minimum number of distractions each year. Staff and administration monitor the campus from 7:45 a.m. to 4:00 p.m. each day.
- We practice procedures for emergencies, including fire and disaster drills routinely to prepare for any emergency. Imperial currently has a three-day food and water supply for our students and staff in the event of an emergency.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$23,213	$7,837	$15,376	$68,439
District	N/A	N/A	$8,505	
Percent Difference - School Site and District	N/A	N/A	57.5	-11.8
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	11.4	3.4

2021-22 Types of Services Funded

Imperial is a Title I school and receives funds from the federal government to help us improve our students' achievement. These funds pay for additional support for staff and students. Examples include professional development, additional afterschool hours, Family/Parent Nights, conferences, and technology. Federal Title I funds help support staff development for teachers to improve instructional practice, pay for supplemental resources and materials to support curriculum and instruction, and pay for parent-involvement activities throughout the school year.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Each year the District looks at student achievement data along with teacher requests for specific training to determine the plan for the four Districtwide professional development days. In 2017-2018, training focused on English Language Arts adoptions: Wonders, and Amplify. In 2018-2019 training focused on new Mathematics adoptions, Bridges, and Math Links. In 2019-2021, training focused on developing Multi-Tiered System of Supports (MTSS), iReady training, and building capacity for integrating technology into the learning environment. In 2021-2022, we focused on MTSS and iReady with additional training on safety and technology integration during the COVID-19 pandemic. In 2022-2023, we will focus on IB curriculum development and the integration of the service learning project.

MTSS Teachers on Special Assignment (TOSAs) assigned to each site work with all teachers throughout the year during the school day and during PLC time to support the implementation of the strategic focus and intervention.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	

Washington Middle School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview 	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Washington Middle School
Street	716 East La Habra Blvd.
City, State, Zip	La Habra, CA 90631
Phone Number	(562) 690-2374
Principal	Greg White
Email Address	gwhite@lahabraschools.org
School Website	https://www.lahabraschools.org/washington/
County-District-School (CDS) Code	30665636029037

2022-23 District Contact Information

District Name	La Habra City Elementary School District
Phone Number	(562) 690-2305
Superintendent	Dr. Mario Carlos
Email Address	district@lahabraschools.org
District Website Address	www.lahabraschools.org

2022-23 School Overview

Dear Parents and Community Members,

The Washington Middle School mission is to help all students achieve academically and continue to develop as responsible and respectful citizens here at WMS. We are continuously implementing 21st century technology to enhance learning within all content areas. We model and require all students to demonstrate behavior that is ready, responsible, and respectful. Through a united collaboration of staff, parents, and the community, we are fostering strong foundations that empower our students to become responsible and productive citizens. We are empowering students to be creative thinkers and problem solvers.

We are proud to offer a comprehensive Science, Technology, Engineering, Arts, and Math (STEAM) program on our campus, including sections of STEM-based Project Lead The Way (PLTW). We are proud to offer an elective class in Model United Nations, which will allow students an opportunity to learn global perspectives and collaborate with neighboring Middle Schools. We are also proud to add our Dual Immersion strand to our campus this year. Washington also offers elective classes in technology, AVID, PALs, ASB, Art, Band, Choir, and Theater.

Students in all grades utilize a personalized Apple iPad during all classes to enhance learning. Every student will bring their iPad to and from school to continue learning through technology during after-school hours. Read 180, System 44, and NewsELA programs integrate state-of-the-art technology to ensure proficiency in Language Arts for all our students.

We will continue our Positive Behavior Interventions and Supports (PBIS) program in addition to an emphasis on Social Emotional Learning (SEL) for both students and adults. These emphases promote positive interactions and work to improve the culture and climate across campus. At the home of the Patriots, both academic excellence and fostering respectful and personally responsible students are of the utmost importance.

We offer a wide collection of highly engaging after-school programs, such as homework assistance, co-ed sports, student clubs, Art, math tutorials, computers, and Model United Nations.

Our staff continues to work in the Professional Learning Community (PLC) model, which is research-based and supports highly effective teaching strategies. This year our focus is to continue to implement research-based instructional strategies that incorporate critical thinking, creativity, collaboration, and communication among students. Mastering these skills will ensure that

2022-23 School Overview

all Patriots are prepared for future educational and career endeavors.

We look forward to collaborating with all our parents and other community members to ensure the most successful year possible.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 13, 2022, the La Habra City School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #7-2021 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of October 2022.

Year and month in which the data were collected	October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify, 2017	Yes	0
Mathematics	The Center for Mathematics and Teaching, Math Links, 2018	Yes	0
Science	Prentice Hall, 2002	Yes	0
History-Social Science	Teacher's Curriculum Institute (TCI) - History Alive! , 2007	Yes	0
Foreign Language			
Health			
Visual and Performing Arts	Materials to support 2001 Visual & Performing Arts Standards	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Principal, Greg White and Head Custodian

Year and month of the most recent FIT report	September 30, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97	97	97	97	97

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Washington Middle School recognizes how crucial parent involvement is to student success. A successful school is one in which parents are active members of the school community. We strongly encourage parents to get involved and participate in all Washington Middle School activities.

We have many ways for parents to participate in the life of our school, and we depend on parents to keep many of our programs running smoothly. Some of the activities designed to increase parent involvement include: PTSA, English Language Advisory Committee, Parent Advisory and Information Team, School Site Council, Family Nights, Parent Conferences, Back-to-School Night, Open House, Red Ribbon Week, and eighth grade end-of-the-year activities. In addition, many opportunities are available for parents to volunteer at school, either in classrooms, in the library, as an assistant for a group of teachers, helping to supervise field trips, or through the PTSA and the activities they sponsor. In addition we offer a Parent Institute of Quality Education (PIQE) program, in which parents are able to participate in educational courses designed to support the academic achievement of their child. To volunteer at Washington Middle School, please contact us at Washington Middle School (562-690-2374). For more information on all parental involvement programs please contact us at school (562) 690-2374.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

One of the most important goals at Washington Middle School is to establish and maintain a safe, healthy, positive school environment, and a safe action plan. In compliance with SB 187, Washington Middle School has designed a comprehensive Site Safety Plan, which was approved by the School Site Council in the Fall of 2022. The goals for the safety plan are:

- Secure campus with gates that are locked during the day for student safety and campus security.
- Provide all students and staff members with a safe teaching and learning environment.
- Keep all students safe and secure at school, traveling to and from school, and at school-related activities.
- Provide district programs and community resources to students and parents.
- Washington Middle School provides an educational environment where students, parents, staff, and community members participate respectfully without regard to race, culture, or religious background.
- Staff and administration monitor the campus from 7:40 a.m. to 4:00 p.m. Our campus is closed, with clearly posted and communicated rules for visitors. All guests are to report to the office and get a visitor's pass if entering the campus. All staff is instructed to report any unauthorized individuals immediately.
- Emergency drills are practiced regularly to ensure student safety in the event of an emergency. All rooms have clearly posted emergency evacuation maps for students and staff to follow.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$21,377	$7,554	$13,823	$67,442
District	N/A	N/A	$8,505	
Percent Difference - School Site and District	N/A	N/A	47.6	-27.8
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	9.5	-12.8

2021-22 Types of Services Funded

Washington is a Title I school and receives funds from the federal government to help us improve our students' achievement. Title I also supports our after school tutoring program to assist students who have difficulty completing homework or who lack the support at home to complete daily assignments. After-school programs are free to Washington students. They are offered Monday, Tuesday, and Thursday from 3:02-4:02 p.m. by Washington Middle School credentialed teachers. In addition to academic supports, after school enrichment programs are also offered in athletics, art, music, and academic enrichment such as robotics, Project Lead the Way (PLTW), Model United Nations, and more.

State and federal funds are also used to employ our Information Services Technician, instructional support paraprofessionals, and to purchase supplemental books for student instruction. PTSA raises funds for field trips, technology implementation, and school assemblies.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Each year the District looks at student achievement data along with teacher requests for specific training to determine the plan for the four Districtwide professional development days. In 2017-2018, training focused on English Language Arts adoptions: Wonders, and Amplify. In 2018-2019 training focused on new Mathematics adoptions, Bridges, and Math Links. In 2019-2021, training focused on developing Multi-Tiered System of Supports (MTSS), iReady training, and building capacity for integrating technology into the learning environment. In 2022-2023, we will continue focusing on MTSS and iReady with additional training on safety and technology integration.

MTSS Teachers on Special Assignment (TOSAs) assigned to each site work with all teachers throughout the year during the school day and during PLC time to support the implementation of the strategic focus.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

La Habra City School District

To: Board of Trustees

From: Emily Flesher, Director of Special Programs & Assessment

Date: January 12, 2023

CC: Superintendent

Re: School Plan for Student Achievement (SPSA)

Background:
The School Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of students and specifies how categorical funds provided through the Consolidated Application will be used to accomplish the goals outlined in the plan. State guidelines require that the SPSA must:

- Involve stakeholders, including School Site Council (SSC) and English Learner Advisory Committee (ELAC), in meaningful ways.
- Identify site-specific achievement goals based on a variety of student performance data.
- Describe specific instructional strategies to support student learning.
- Describe the ways in which student progress will be monitored.
- Identify interventions for students who need additional support.
- Determine professional development opportunities for staff to build their capacity to implement goals.
- Articulate strategies for family communication and involvement.
- Specify estimated costs and funding sources.

Rationale:
Each La Habra City School District school site has completed a SPSA for 2022-2023 with input from stakeholders. Each SPSA has been approved by the School Site Council from each school site.

Recommended Action:
The Trustees are requested to approve the School Plan for Student Achievement (SPSA) for each school site.

Financial Implications, if any:
None.

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arbolita Elementary School	30665636028930	October 25,2022	January 12, 2023

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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). 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.

Arbolita Elementary believes in a child-centered program that recognizes the unique abilities, needs, and interests of each student. The educational environment encourages the development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods effective intervention strategies and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences, and technology.

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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).

Input from Staff and Students
The following summaries are based upon minutes/findings from our School Leadership Team and PLC meetings:

English-Language Arts:
Our School Leadership Team (SLT) agrees that our Instructional Focus is as follows: Arbolita students will speak and write using precise academic language in order to gain understanding and transfer to evidence-based conversations and writing tasks.
Vocabulary development continues to benefit our students, we should continue to focus our instruction on Reading Comprehension and Writing Strategies. Our multiple measures and CAASPP data continue to demonstrate that, while we are making great strides in basic reading skills such as letter recognition, sight words, and phonemic awareness, we still need to improve our students' reading comprehension and complete reading skills as measured by the DRA, new iReady assessment, and CAASPP. Also, we acknowledge that we continue to need to deepen our implementation of the Common Core State Standards in writing. We acknowledge that our student work indicates we need to deepen our students' independent writing in the three Text Types (Informative/Explanatory, Narrative, and Opinion). Additionally, this year we are working on continuing to dig deeper into our ELA/ELD MacMillan/McGraw Hill Wonders curriculum. We are also utilizing IABs (CAASPP Interim Assessment Blocks) and practicing Brief Writes in preparation for the CAASPP.
~ Step Up To Writing
~ Continued focus on Vocabulary Development
~ MTSS TOSA to provide in-service, demo lessons, safe practice, and feedback on Reading Comprehension strategies, Close Reading, Critical Thinking skills (CGI), Brief Writes, and frequent follow-up and implementation support
~ Differentiated Instruction in Reading and Writing
~ Differentiated Reading Groups for English Language Arts instruction daily in all classrooms. Appropriate-paced standards-based instruction for all students
~ Use and Analysis of Formative and Summative Assessments
~ GLAD Strategies to support comprehension and language development in Reading and Content Areas
~ iReady Language Arts for K-6th grade
~ Use of Close Reading strategies to have students read complex text multiple times to deepen comprehension
~ Use of Text-Dependent Questions at varying levels of complexity and selection of complex text to focus our Close Reading and our student problem solving and perseverance

- Busy Bee Before/Afterschool Intervention Program
- Scholastic News
- Brain Pop
- Fetzer Writing Strategies
- Kagan Cooperative Learning Structures
- Raz Kids
- Generation Genius

Mathematics:
Our staff is continuing to delve deeper into the Mathematics Common Core Standards and understand the conceptual, skill, and problem-solving instructional implications of these standards. Staff continues to work on growing in learning the Bridges curriculum. Each grade level will work to build the mathematical vocabulary needed for success and use the CGI Model along with our adoption's components to increase student familiarity with the mathematical terms needed to be successful problem solvers. Our teachers will work with our English Learners to improve their understanding of math concepts, especially word problems. There will also be a concerted effort to provide varying levels of questioning to gauge student understanding and monitor their development of number sense. An increased emphasis on differentiated instruction in mathematics should improve scores overall. Specific subject area practices include, but are not limited to:

- Common Core Standards-Based Instruction
- iReady Math for K-6th grade; Happy Numbers for TK
- CGI (Cognitively Guided Instruction) model will be deepened in all grades
- Use of TOSA for training, Lesson Study, and subsequent modeling and coaching CGI lessons
- Further training in other CCSS related instructional strategies such as Number Talks; Choral Counting; Counting Collections
- Independent practice of math concepts on a frequent basis using ST Math
- Use of Bridges Math Wall/Number Corner to introduce and revisit mathematical concepts as a spiral review
- Busy Bee Before/Afterschool Intervention Program
- Fetzer
- Brain Pop
- Reflex Math
- Generation Genius
- Kagan Cooperative Learning Structures

English Learners:
The staff agrees that our teaching strategies must embrace methods that will provide differentiated instruction to effectively instruct our English Learners. Our teachers use the ELPAC Assessment Results to guide their instruction of our English Language Learners. Information regarding teaching levels will be shared with all staff involved with our EL students. The SLT and PLC teams have regular discussions on the uniform use of ELD strategies 30 minutes per day, five days per week. Professional development will focus on ELD instruction and various resource materials and curriculum to assist in this goal. Staff will continue to focus on a variety of best practices to improve EL student performance in English Language Arts. These practices include, but are not limited to:

- Daily exposure to the core curriculum in all subject areas
- Use information from the ELPAC to enhance our direct instruction and questioning techniques
- Teachers and staff provide early identification of EL students and make other staff aware of their levels and appropriate sentence frames and questioning strategies
- Systematic ELD instruction utilizing MacMillan/McGraw Hill ELA/ELD Adoption Wonders ELD curriculum for EL students 30 minutes daily emphasizing oral language
- SDAIE strategies to scaffold instruction for EL students
- Monitoring teacher talk vs. student talk to follow the 10:2 or 5:1 model
- Increased modeling of strategies to engage students in responding and sharing in complete sentences by using appropriate language frames
- Increased Checking for Understanding during instructional activities to better understand the level of student learning

- Target questioning strategies based upon the student language levels through the use of markers in engagement opportunities such as sticks, cards, or electronic devices

Identified Needs for Professional Development:
Based on our surveying our teachers after the 18-19 school year, teachers identified a need to have more Professional Development in NGSS and History/Social Science Standards.
Teachers have also expressed interest in Common Core Writing, Close Reading and Text-Dependent Questions, and further professional development in Visual and Performing Arts. Based on the fact that we are transitioning to Common Core State Standards, Professional Development will be dedicated to introducing and supporting our teachers’ understanding of the standards and the identified best practices that will lead to a strong implementation. Our Multiple Measure, ELPAC, and CAASPP data also indicate that we need to dedicate Professional Development for staff to further understand the specific needs and strategies for our English Learners as well as our Socioeconomic Disadvantaged student population. Professional Development will be addressed through the following:

- Professional Development from MacMillan McGraw Hill to support the implementation of the adopted curriculum Wonders in English (This professional development will be further supported by the principal, academic coach, and teachers through professional development at the school site)
- Areas of focus will be determined based on input from multiple measure data, teacher and academic coach input
- Professional Development for Instructional Leadership Team; for specific grade levels; and for entire school staff on Professional Development days, PLC meetings, and grade level meetings on the implementation and integration of ELA and Math Common Core State Standards
- School-wide Professional Development in embedding Depth of Knowledge (DOK) higher levels of questioning and activities through Common Core Writing Instruction; Close Reading; Text-Dependent Questions; Thinking Maps and Math Concept Mapping
- Multiple Measure Committee and Writing Committee teachers will participate in Professional Development and collaboration across school sites to prepare and align Multiple Measure Assessments as well as Writing Prompts to meet Common Core State Standards criteria
- English Language Development and Language Acquisition Professional Development
- Project-Based learning staff development with TOSA as well as grade-level planning and implementation of Project-Based Learning Unit in content areas
- Modeling and Observation of GLAD strategies from TOSA as well as time dedicated for Direct Professional Development in GLAD to further understanding of specific strategies and their implementation for specific teacher’s needs
- Professional Development in the area of Visual and Performing Arts

Input from Parents:
The following summaries are based on input from our parent advisory groups including the School Site Council, ELAC, SAC, and PAC, as well as the results of the annual Parent Involvement Survey:

Student Learning:
Parents overwhelmingly expressed their satisfaction with their students' learning at Arbolita School. Overall, the vast majority "agreed" or "strongly agreed" that Arbolita's Home-School Communication was effective and they were constantly informed of the school activities and their child's learning. Also, 100% "agreed" or "strongly agreed" on our Title I survey that they were satisfied with their child's overall academic progress and parents felt their child's school was safe, clean, and secure.

Feedback on the survey indicated that parents felt we could improve in these areas: receiving information about intervention opportunities for struggling students and receiving support for their child in English Language Arts and/or Math if they are struggling.

Home School Communication:
The majority of our parents felt that the communication between home and school is regular, two-way, and meaningful. Our regular methods of sending out newsletters, notices, and memos have benefited all of our parents. They have been especially pleased with our calendars, REMIND text messaging, Class Dojo, Seesaw, and friendly office staff. Many also expressed satisfaction with our School Website as a means to access information. Many of our parents are receiving emails and phone calls through our AERIES communication system and REMIND. Many also are subscribed to our Facebook and Twitter accounts and receive information that way and highlight school programs.

Parent Training and Involvement Opportunities
Parents indicated that they are well informed about opportunities to participate in school programs. Parents also stated that they were valued partners in their child's education. They believe that our school offers opportunities for parents to be involved in decisions to improve academic programs and strengthen parental involvement activities.

Areas Identified for Training:
Parents enjoyed our parent education classes offered in past school years. They identified a need for more training in the following areas: "Improving Reading and Math Skills", "Improving My Child 's Study Habits and Homework Skills," and "Behavior Management Techniques for Parents". Parents also identified a day of the week and time that works best for them.

Classroom Observations

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

The principal and staff representatives participate in walk-throughs on a regular basis. We have an area of instructional focus that is selected and data is gathered to provide feedback about the implementation of District Initiatives. The data is then disseminated to the rest of the staff to support our continued instructional areas of growth and need. There are two of these types of walk-throughs scheduled with a focus on Close Reading to support student Reading Comprehension. The focus for each walk-through may vary based on the needs of our staff and students.

Formal and Informal Observations:
Arbolita's administrator has made a personal goal to observe in every classroom every week, spending 1-2 hours a day in classrooms. Informal observations are always accompanied by written feedback with positive findings as well as wonderings for the next instructional steps. Many times, these informal observations are followed by informal instructional conversations. All teachers undergo informal observations frequently. Formal observations are conducted for those teachers that have this requirement as per district regulations or have been selected to receive additional formal support by the principal. The process of formal observations includes a minimum of 2 formal observations with written feedback and a post-lesson meeting with the teacher and principal to discuss the lesson. There is a final formal evaluation as part of this process.

Classroom observation data indicates that teachers are making progress in increasing the engagement of students via targeted questioning of students with special emphasis on English Learners; supporting all students' academic language usage and Common Core Writing Instruction. Teacher feedback on surveys and classroom observation data indicates that more staff development and professional support needs to be dedicated to supporting teachers in implementing instructional strategies that align with Common Core Standards in ELA, Math, and ELD.

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)

At the beginning of the school year, school site staff analyzed California Assessment of Student Performance and Progress (CAASPP) results for the 2021-2022 school year. In the 2021-22 school year, LHCSD also used iReady in ELA and Math as summative measures to assess student performance. Just like the CAASPP results, iReady results are used as a team to create achievement goals per grade level and schoolwide. Team members also utilize ongoing assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports.

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

Arbolita Elementary teachers at the start of the school year analyze individual student data and formative assessments to guide instruction. CAASPP data is utilized to set measurable and attainable goals for individual student improvement and school goals. iReady assessments are then given each trimester to assist in the continuous monitoring of student goals and achievement. Professional Learning Communities (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Arbolita Elementary meet the highly qualified requirements.

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

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

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

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Support (MTSS), Visual and Performing Arts, and technology.

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

Arbolita staff works with a Multi-Tiered System of Supports Teacher on Special Assignment (MTSS TOSA), in the content areas, standards-based lessons, PBIS, and data talks to guide instruction. The MTSS TOSA also assists with PLC discussions, and one on one teacher support and mentoring.

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

Teachers collaborate in PLCs every Wednesday afternoon on student early release day. Teachers engage in vertical articulation as well as grade-level articulation in PLCs. Through collaboration, district teams also meet and discuss data analysis standards-based instruction and assessment.

Teaching and Learning

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

At the start of the school year, teachers were provided staff development led by District leaders. Trainings included professional development on iReady support, data analysis, and standards based instruction. Our team of teachers review Interim assessments that support students in understanding the CAASPP testing format and SBAC Claim assessments. PLCs are instrumental in allowing our teachers to plan, discuss standards based instruction and needed interventions for student achievement.

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

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. Principal also verifies the instructional minutes at the beginning of the start of every school year.

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

Team of teachers with the guidance of the Principal and TOSA prepare lesson-pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year.

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

All students are provided standards-based materials that are appropriate.

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 teachers use State Board of Education adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

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

Interventions and supports are provided during the instructional day for struggling students inside their classrooms. Various strategies are incorporated to assist with academic challenges. Students also utilize iReady, which assists in identifying their reading and math level, and provides computer-based personalized instruction at the student's level. Teachers then analyze the data for continued refinement of instructional student needs.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, CGI, ELD, and technology based programs such as iReady.

Parental Engagement

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

* Afterschool tutoring and programs
* ASES afterschool program
* PBIS
* RTI/MTSS, IEP and 504 plans
* ELD program
* MTSS
*Technology supports for academic learning

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)

Parent, community, and school personnel voices are a welcomed part in the planning, implementation, and evaluation of programs. Parents are involved through PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Their voices are used to review our consolidated application programs.

Funding

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

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.

Fiscal support (EPC)

*LCFF
*District funding

School Profile

Arbolita Visual and Performing Arts Academy is nestled in the green hills of La Habra, on the edge of La Habra Heights. Its beautiful landscape and backdrop with the mountain views in no way compare to the academics that are in place in our growing school community. As a fifth year magnet school for visual and performing arts, our new school community has integrated the arts with our academic subjects. Our school is composed of 405 Transitional Kindergarten through Sixth Grade students of which 92% of students are Hispanic, 43% of students are English Learners and 78% of students are from low socioeconomic backgrounds. We have a music director that teaches our chorus, music classes, ukeleles, and piano lab. We offer after-school theater/musical productions with our partnership with Disney, guitar classes, art, yearbook, and robotics classes.

On behalf of the students and staff at Arbolita Visual and Performing Arts Academy, it is a pleasure to provide you with information about our school. We were named a California Distinguished School and Title I Achievement School for 2014, only 3 other schools in Orange County were similarly recognized. In 2019, Arbolita was awarded the California Department of Education's Exemplary Arts in Education Award (the only school in Orange County and one of only 13 in California). We will also named by NAMM (National Association of Music Merchants) as one of the best communties for music for multiple years.The staff is committed to providing our students with a safe, stimulating, and positive learning environment. Our teachers work closely in grade-level teams to plan meaningful instruction based on the Common Core State Standards. It is our goal for students to become lifelong learners who are responsible citizens, fluent readers, problem solvers, and effective communicators.

Four years ago, our school became the Visual and Performing Arts Academy for the district. We have a piano lab through the Lang Lang Foundation grant, music/choir teacher, band teacher, Art Masters, partnerships with The Segerstrom Center with Disney Musicals in Schools, The Kennedy Center with the Ensuring the Arts for Any Given Child Initiative, Muckenthaler Center, the assistance of OCDE grant consortium, support of the McCoy Rigby group, and opportunities for participation in performances and much, much more. We culminated the year with our school-wide Arbolita Arts Festival in May. This event showcased our first year's worth of work and was well attended by our school community and city. We incorporate the arts standards into our core subject areas.

Arbolita Elementary School has 17 fully credentialed teachers, 1 Resource Specialist Teacher, 1 Speech/Language Pathologist, 1 MTSS Teacher on Special Assignment, 1 psychologist, and 1 full-time counselor. Our staff considers building partnerships with parents to be a high priority. We encourage all of our parents to be involved in our classrooms, PTA, School Site Council, English Language Advisory Committee, and more. Please come and visit us. We would love for you to meet the Arbolita Team!

To maximize student achievement, we differentiate our reading and math instruction to provide support and extension to students learning at a variety of levels. This differentiated reading and math time provides each of our students an opportunity to achieve high levels of reading and math success regardless of their ability levels. Students are evaluated to determine their current levels in reading and math using our new universal screener, iReady. Teachers meet together to look at data and determine placement in intervention, on level, and extension groups. We also utilize our retired teachers, educational assistants, and volunteers to support our groups. We provide interventions for struggling students through our MTSS Intervention Academic programs and through our before and afterschool Busy Bee Intervention Club. Students are held accountable for their personal goals and monitor their growth. We believe this helps prepare every student for a lifetime of success!

Our teachers meet weekly in Professional Learning Communities (PLC) to set goals based on standards, develop assessments for each goal, and discuss ways in which to support students not meeting goals. They share strategies for best practices, look at student work, and plan instruction for future learning. Teachers meet on a weekly basis for Professional Learning Community groups to collaborate and discuss student achievement, possible intervention, enrichment opportunities, and how to differentiate instruction to meet the needs of all students. Teachers are continuously asking themselves four key questions when discussing student achievement to ensure student success.

- What do we expect students to learn?
- How will we know when they have learned it?
- How will we respond when they don't learn?
- How will we respond when they already know it?

Our parents and community are very important to the success of our school. Our motto here is "This is where you wanna be--this is the GREATEST SCHOOL ON EARTH".

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council has been part of the discussion process and annual review and update of the SPSA from the beginning of the year. Arbolita staff, parents, and community members are invited to review data and provide input for the plan, including input on the development of actions and how the budget is allocated. Stakeholders were given the opportunity to provide input, ask clarifying questions, and were involved in the development and the approval of the plan.

Resource Inequities

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

None to report.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
American Indian	0%	%	%	0		
African American	0.24%	0.2%	0.49%	1	1	2
Asian	0.72%	1.2%	1.47%	3	5	6
Filipino	1.44%	2.3%	1.71%	6	10	7
Hispanic/Latino	92.07%	89.6%	89.24%	383	386	365
Pacific Islander	0%	%	%	0		
White	2.88%	4.2%	4.65%	12	18	19
Multiple/No Response	1.68%	0.7%	0.73%	7	3	3
			Total Enrollment	416	431	409

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	19-20	**20-21**	**21-22**
Kindergarten	87	79	73
Grade 1	39	70	54
Grade 2	58	42	67
Grade3	57	60	41
Grade 4	64	64	60
Grade 5	48	63	60
Grade 6	63	53	54
Total Enrollment	416	431	409

Conclusions based on this data:

1. Our total enrollment decreased from 20-21 to 21-22 by 22 students.
2. The school is primarily composed of Hispanic/Latino students.
3. Enrollment increased and then decreased. Changes attributed to the pandemic.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	160	130	131	38.5%	30.20%	32.0%
Fluent English Proficient (FEP)	45	53	49	10.8%	12.30%	12.0%
Reclassified Fluent English Proficient (RFEP)	21	20		12.1%	4.60%	

Conclusions based on this data:

1. The number of English Learners has remained about the same the last two years.
2. The number of English Learners decreased significantly since 19-20 and continues to drop.
3. Fluent English Proficient students remains around the same.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	57	59	41	56	0	40	56	0	40	98.2	0.0	97.6
Grade 4	45	65	60	43	0	60	43	0	60	95.6	0.0	100.0
Grade 5	66	60	60	64	0	60	64	0	60	97	0.0	100.0
Grade 6	61	53	57	61	0	57	61	0	57	100	0.0	100.0
All Grades	229	237	218	224	0	217	224	0	217	97.8	0.0	99.5

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2382.		2362.	17.86		5.00	7.14		17.50	26.79		22.50	48.21		55.00
Grade 4	2427.		2428.	11.63		13.33	18.60		20.00	20.93		25.00	48.84		41.67
Grade 5	2468.		2432.	6.25		6.67	28.13		6.67	25.00		35.00	40.63		51.67
Grade 6	2474.		2479.	8.20		1.75	19.67		28.07	31.15		24.56	40.98		45.61
All Grades	N/A	N/A	N/A	10.71		6.91	18.75		17.97	26.34		27.19	44.20		47.93

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.50		12.50	39.29		55.00	48.21		32.50
Grade 4	9.30		13.33	46.51		56.67	44.19		30.00
Grade 5	12.50		6.67	42.19		58.33	45.31		35.00
Grade 6	11.48		10.53	36.07		59.65	52.46		29.82
All Grades	11.61		10.60	40.63		57.60	47.77		31.80

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.29		5.00	39.29		45.00	46.43		50.00
Grade 4	9.30		8.33	53.49		55.00	37.21		36.67
Grade 5	14.06		3.33	51.56		50.00	34.38		46.67
Grade 6	16.39		3.51	36.07		40.35	47.54		56.14
All Grades	13.84		5.07	44.64		47.93	41.52		47.00

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.07		2.50	58.93		67.50	25.00		30.00
Grade 4	4.65		3.33	69.77		78.33	25.58		18.33
Grade 5	7.81		8.33	62.50		70.00	29.69		21.67
Grade 6	6.56		8.77	65.57		78.95	27.87		12.28
All Grades	8.93		5.99	63.84		74.19	27.23		19.82

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.86		0.00	33.93		62.50	48.21		37.50
Grade 4	9.30		10.00	55.81		65.00	34.88		25.00
Grade 5	12.50		3.33	48.44		73.33	39.06		23.33
Grade 6	13.11		10.53	45.90		70.18	40.98		19.30
All Grades	13.39		6.45	45.54		68.20	41.07		25.35

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

Conclusions based on this data:

1. Overall participation rate is high, but overall achievement for all students meeting or exceeding standards is at 24.88%.
2. The challenge area for our students overall in ELA is Writing: Producing clear and purposeful writing.
3. The area of strength for our students overall in ELA is Listening: Demonstrating effective communication skills.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	57	59	41	56	0	40	56	0	40	98.2	0.0	97.6
Grade 4	45	65	60	44	0	60	44	0	60	97.8	0.0	100.0
Grade 5	66	60	60	65	0	60	65	0	60	98.5	0.0	100.0
Grade 6	61	53	57	61	0	57	61	0	57	100	0.0	100.0
All Grades	229	237	218	226	0	217	226	0	217	98.7	0.0	99.5

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2372.		2365.	5.36		2.50	16.07		20.00	21.43		10.00	57.14		67.50
Grade 4	2418.		2408.	4.55		0.00	20.45		21.67	20.45		23.33	54.55		55.00
Grade 5	2463.		2427.	6.15		3.33	20.00		6.67	30.77		28.33	43.08		61.67
Grade 6	2483.		2463.	14.75		7.02	11.48		14.04	24.59		19.30	49.18		59.65
All Grades	N/A	N/A	N/A	7.96		3.23	16.81		15.21	24.78		21.20	50.44		60.37

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.50		2.50	17.86		37.50	69.64		60.00
Grade 4	6.82		10.00	22.73		31.67	70.45		58.33
Grade 5	10.77		3.33	38.46		30.00	50.77		66.67
Grade 6	16.39		7.02	24.59		31.58	59.02		61.40
All Grades	11.95		5.99	26.55		32.26	61.50		61.75

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	10.71		7.50	39.29		27.50	50.00		65.00
Grade 4	9.09		8.33	38.64		30.00	52.27		61.67
Grade 5	6.15		0.00	44.62		56.67	49.23		43.33
Grade 6	9.84		3.51	42.62		42.11	47.54		54.39
All Grades	8.85		4.61	41.59		40.09	49.56		55.30

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	7.14		5.00	51.79		57.50	41.07		37.50
Grade 4	11.36		6.67	25.00		51.67	63.64		41.67
Grade 5	7.69		1.67	50.77		55.00	41.54		43.33
Grade 6	13.11		5.26	32.79		61.40	54.10		33.33
All Grades	9.73		4.61	41.15		56.22	49.12		39.17

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

Conclusions based on this data:

1. Our overall participation rate is high. Our overall achievement for all students in math for students or met or exceeded standards is lower than ELA at 18.44%.
2. The area of challenge overall for all students in math is Concepts and Procedures: Applying mathematical concepts and procedures.
3. The area of strength overall for all students in math is Communicating Reasoning: Demonstrating ability to support mathematical reasoning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1423.1	1406.9	1430.1	1433.7	1424.4	1448.2	1397.8	1366.1	1387.6	27	19	17
1	1472.4	1452.7	1454.5	1485.9	1463.0	1450.8	1458.4	1441.5	1457.8	23	23	13
2	1486.7	1504.2	1467.3	1503.2	1509.7	1471.0	1469.5	1498.2	1463.2	23	19	18
3	1494.5	1494.4	1471.3	1496.7	1501.6	1473.2	1491.9	1486.8	1468.8	18	19	12
4	1502.9	1528.8	1482.3	1490.3	1544.7	1476.0	1515.1	1512.5	1488.1	16	21	15
5	1524.6	1523.0	1549.5	1503.3	1531.2	1573.0	1545.6	1514.4	1525.4	23	13	16
6	1552.0	1536.8	1557.7	1569.7	1544.9	1600.3	1533.8	1528.1	1514.6	25	14	11
All Grades										155	128	102

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	3.70	15.79	23.53	44.44	21.05	35.29	48.15	36.84	23.53	3.70	26.32	17.65	27	19	17
1	21.74	13.04	7.69	34.78	34.78	30.77	34.78	30.43	38.46	8.70	21.74	23.08	23	23	13
2	8.70	36.84	0.00	60.87	31.58	66.67	30.43	26.32	22.22	0.00	5.26	11.11	23	19	18
3	16.67	15.79	0.00	50.00	42.11	16.67	22.22	36.84	83.33	11.11	5.26	0.00	18	19	12
4	6.25	25.00	0.00	62.50	45.00	33.33	18.75	30.00	53.33	12.50	0.00	13.33	16	20	15
5	17.39	15.38	43.75	60.87	53.85	31.25	13.04	15.38	25.00	8.70	15.38	0.00	23	13	16
6	40.00	28.57	36.36	36.00	42.86	45.45	24.00	21.43	9.09	0.00	7.14	9.09	25	14	11
All Grades	16.77	21.26	15.69	49.03	37.80	38.24	28.39	29.13	35.29	5.81	11.81	10.78	155	127	102

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	11.11	15.79	23.53	48.15	26.32	41.18	37.04	42.11	29.41	3.70	15.79	5.88	27	19	17
1	30.43	26.09	15.38	17.39	30.43	30.77	52.17	39.13	46.15	0.00	4.35	7.69	23	23	13
2	34.78	47.37	27.78	56.52	26.32	50.00	8.70	26.32	16.67	0.00	0.00	5.56	23	19	18
3	50.00	42.11	0.00	27.78	31.58	58.33	11.11	21.05	41.67	11.11	5.26	0.00	18	19	12
4	31.25	65.00	13.33	37.50	30.00	46.67	18.75	0.00	26.67	12.50	5.00	13.33	16	20	15
5	30.43	53.85	62.50	43.48	30.77	37.50	17.39	0.00	0.00	8.70	15.38	0.00	23	13	16
6	56.00	42.86	63.64	40.00	42.86	18.18	4.00	7.14	9.09	0.00	7.14	9.09	25	14	11
All Grades	34.19	40.94	29.41	39.35	30.71	41.18	21.94	21.26	23.53	4.52	7.09	5.88	155	127	102

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.41	21.05	41.18	88.89	57.89	47.06	3.70	21.05	11.76	27	19	17
1	39.13	30.43	7.69	60.87	69.57	84.62	0.00	0.00	7.69	23	23	13
2	26.09	26.32	33.33	73.91	73.68	61.11	0.00	0.00	5.56	23	19	18
3	16.67	26.32	0.00	72.22	57.89	75.00	11.11	15.79	25.00	18	19	12
4	25.00	45.00	20.00	50.00	55.00	66.67	25.00	0.00	13.33	16	20	15
5	4.35	30.77	25.00	82.61	61.54	75.00	13.04	7.69	0.00	23	13	16
6	20.00	14.29	36.36	52.00	78.57	45.45	28.00	7.14	18.18	25	14	11
All Grades	19.35	28.35	24.51	69.68	64.57	64.71	10.97	7.09	10.78	155	127	102

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

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	11.11	10.53	23.53	81.48	73.68	70.59	7.41	15.79	5.88	27	19	17
1	30.43	21.74	15.38	65.22	65.22	61.54	4.35	13.04	23.08	23	23	13
2	39.13	57.89	27.78	60.87	42.11	66.67	0.00	0.00	5.56	23	19	18
3	61.11	52.63	25.00	27.78	42.11	75.00	11.11	5.26	0.00	18	19	12
4	50.00	75.00	40.00	31.25	20.00	46.67	18.75	5.00	13.33	16	20	15
5	52.17	69.23	93.33	34.78	15.38	6.67	13.04	15.38	0.00	23	13	15
6	100.00	85.71	81.82	0.00	7.14	18.18	0.00	7.14	0.00	25	14	11
All Grades	48.39	50.39	42.57	44.52	40.94	50.50	7.10	8.66	6.93	155	127	101

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

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	5.26	5.88	96.30	57.89	76.47	3.70	36.84	17.65	27	19	17
1	39.13	13.04	23.08	43.48	47.83	38.46	17.39	39.13	38.46	23	23	13
2	0.00	36.84	5.56	69.57	42.11	66.67	30.43	21.05	27.78	23	19	18
3	11.11	0.00	0.00	55.56	57.89	50.00	33.33	42.11	50.00	18	19	12
4	0.00	0.00	0.00	87.50	75.00	33.33	12.50	25.00	66.67	16	20	15
5	13.04	7.69	12.50	78.26	69.23	75.00	8.70	23.08	12.50	23	13	16
6	0.00	0.00	0.00	48.00	57.14	27.27	52.00	42.86	72.73	25	14	11
All Grades	9.03	9.45	6.86	68.39	57.48	54.90	22.58	33.07	38.24	155	127	102

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	51.85	26.32	29.41	18.52	31.58	35.29	29.63	42.11	35.29	27	19	17
1	8.70	4.55	7.69	78.26	81.82	84.62	13.04	13.64	7.69	23	22	13
2	4.35	15.79	16.67	86.96	68.42	66.67	8.70	15.79	16.67	23	19	18
3	0.00	26.32	0.00	94.44	68.42	100.00	5.56	5.26	0.00	18	19	12
4	12.50	15.00	13.33	75.00	80.00	66.67	12.50	5.00	20.00	16	20	15
5	30.43	0.00	0.00	60.87	92.31	100.00	8.70	7.69	0.00	23	13	16
6	36.00	14.29	9.09	64.00	78.57	81.82	0.00	7.14	9.09	25	14	11
All Grades	22.58	15.08	11.76	65.81	70.63	74.51	11.61	14.29	13.73	155	126	102

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

Conclusions based on this data:

1. Most of our students overall are in Level 2 and Level 3 in overall language.
2. The percentage of students is lower in Level 1 (newcomers to our district) in overall language.
3. Speaking domain has more students who are well-developed while the Reading domain has more students in the beginning level.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
409	**78.2**	**32.0**	**0.2**
Total Number of Students enrolled in Arbolita Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	131	32.0
Foster Youth	1	0.2
Homeless	6	1.5
Socioeconomically Disadvantaged	320	78.2
Students with Disabilities	47	11.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.5
American Indian		
Asian	6	1.5
Filipino	7	1.7
Hispanic	365	89.2
Two or More Races	3	0.7
Pacific Islander		
White	19	4.6

Conclusions based on this data:

1. Almost 3/4 of the school population is socioeconomically disadvantaged.
2. The majority of the school population is Hispanic.
3. Our Foster Youth population is very low.

School and Student Performance Data

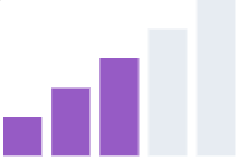
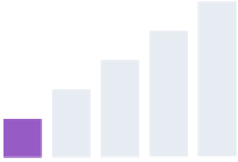
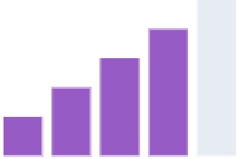
Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic Absenteeism is in the green!
2. Suspension rates are good, but there is always room for improvement.
3. This year provided baseline data for ELA and Math, as we did not have scores last year except for 3rd grade dual immersion scores (students that no longer attend here). These areas continue to be focuses for Arbolita. The dashboard has not been updated past 2019.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. Our Socioeconomically Disadvantaged Students scored 55 points below standard. Since we did not have data last year (except the 3rd grade dual immersion scores -- which are not our current students), the significant decline is not technically valid as we cannot compare to our students in 18-19 to the different students from 17-18).
2. Our Reclassified English Learners did well, scoring 5.8 points above standard.

3. Our English Learner subgroup is far below standard at 92.6 points. This subgroup is currently a focus at Arbolita. All 2019 data.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

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

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. We need to focus more on our math intervention groups to improve our overall students score of 63 points below standard.
2. Our Socioeconomically Disadvantaged population performed 71 points below standard, showing that they are doing better in ELA.
3. English Learners performed 113 points below standard in math and continue to be a focus. Reclassified English Learners also performed below standard although not as significantly. All 2019 data.

School and Student Performance Data

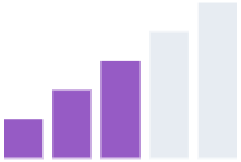
Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Medium

45.7 making progress towards English language proficiency

Number of EL Students: 81 Students

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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14	30	2	35

Conclusions based on this data:

1. 105/124 students either maintained or progressed at least one level.
2. We need to focus especially on those 19 students that decreased one level and analyze the reasons why.
3. We need to celebrate our 55 students that progressed at least one level, and we need to work on reclassifying the 6 students that maintained a Level 4. All 2019 data

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

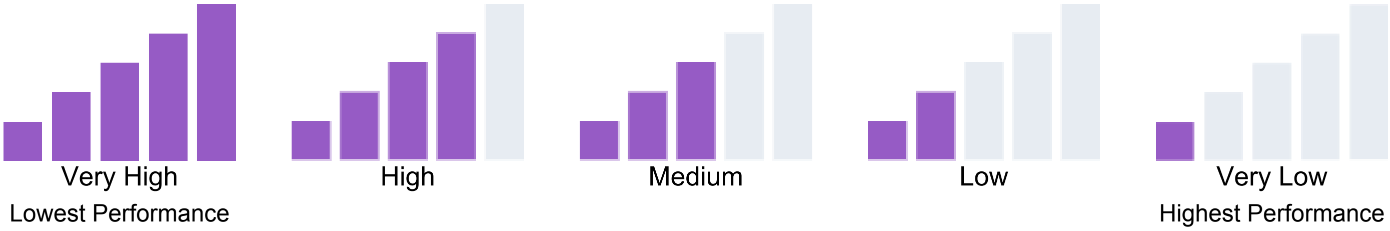
1. n/a
2. n/a
3. n/a

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



This section provides number of student groups in each level.

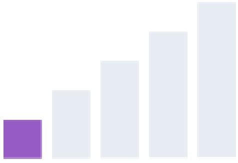
2022 Fall Dashboard Chronic Absenteeism Equity Report

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

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

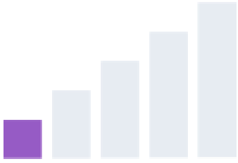


Very High

27.3% Chronically Absent

433 Students

English Learners

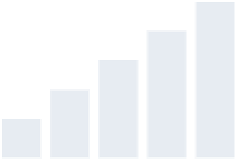


Very High

25.6% Chronically Absent

133 Students

Foster Youth

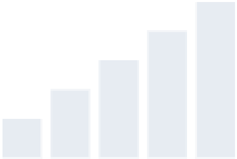


No Performance Level

Less than 11 Student

5 Students

Homeless

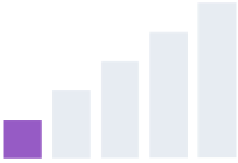


No Performance Level

Less than 11 Student

9 Students

Socioeconomically Disadvantaged

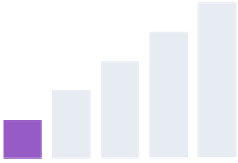


Very High

28.2% Chronically Absent

373 Students

Students with Disabilities



Very High

31.9% Chronically Absent

69 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Student		Less than 11 Student	Less than 11 Student
5 Students		6 Students	8 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level	No Performance Level	No Performance Level
27.6% Chronically Absent	16.7% Chronically Absent	Less than 11 Student	25% Chronically Absent
381 Students	12 Students	1 Students	20 Students

Conclusions based on this data:

1. All subgroups declined in chronic absenteeism!!
2. Students with disabilities declined by 12%.
3. Our English Learners and Socioeconomically Disadvantaged each declined by over 2%. We worked hard in encouraging positive attendance and began Saturday School this year. 2019 DATA

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

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

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

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

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

Conclusions based on this data:

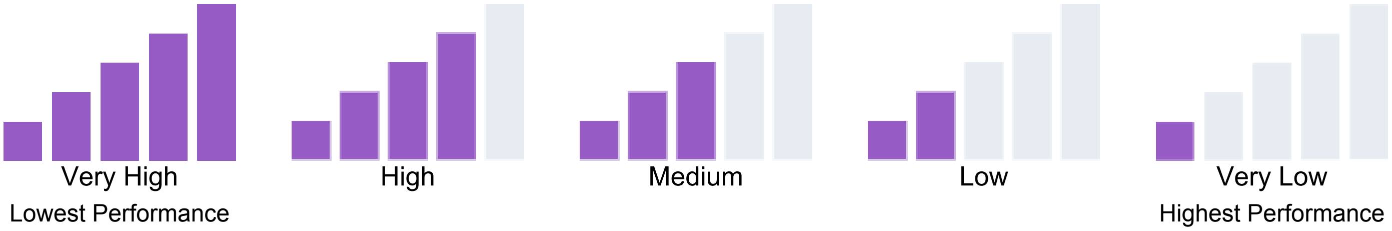
1. n/a
2. n/a
3. n/a

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	3	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Low	Low	No Performance Level
0.9% suspended at least one day	0.7% suspended at least one day	Less than 11 Student
444 Students	134 Students	6 Students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
Less than 11 Student	0.8% suspended at least one day	0% suspended at least one day
9 Students	377 Students	69 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level Less than 11 Student 5 Students		No Performance Level Less than 11 Student 6 Students	No Performance Level Less than 11 Student 8 Students

Hispanic	Two or More Races	Pacific Islander	White
Low 1% suspended at least one day 391 Students	No Performance Level 0% suspended at least one day 12 Students	No Performance Level Less than 11 Student 1 Students	No Performance Level 0% suspended at least one day 21 Students

Conclusions based on this data:

1. Although our suspension rate did increase slightly, we are still in the green performance color.
2. Suspension rates increased as Arbolita reconfigured from a TK-2nd grade school to a TK-5th grade school. Our suspensions were exclusively from 6th grade students. We are reinventing our PBIS program this year.
3. Our students with disabilities continues to be in the blue performance area. Our PRIDE program has helped to teach and reteach appropriate behaviors. 2019 DATA

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal #1 :
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 1

All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

Identified Need

Our students scored lowest in Reading: Demonstrating understanding of literary and non-fictional texts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	24.88% met or exceeded standard	31% met or exceeded 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

Tier I
Core Instructional Program
Staff will:

- Provide access to the CCSS through the district adopted Core Reading Curriculum (Wonders/Amplify) on a daily basis. Teachers will collaborate daily student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.

- Continue to refine the best practices of accountable talk, close reading, and thinking maps with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will hold students accountable to answer in complete sentences. All teachers will incorporate comprehensive Guided Language Acquisition Design(GLAD) strategies and units when appropriate. Depth of Knowledge(DOK) Levels of questioning and Thinking Maps will be used to increase rigor and promote higher level thinking and reasoning. (Arbolita students will use multiple sources to gain knowledge and transfer to evidence-based conversations and writing tasks with academic language.)
- Develop lessons and CCSS rubrics (writing) for the three CCSS text types (narrative, informative/explanatory, and opinion) in all content areas.
- Ask students a variety of questions focusing on higher level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking.
- Enhance reading comprehension and writing instruction by using GLAD strategies including but not limited to: Input Charts, Sentence Patterning Charts, Story Maps, Process Grids, Co-op Strip Paragraphs, Chants, and Cognitive Content Dictionaries.
- Use differentiated instructional strategies such as respectful tasks, Guided Reading and student choice.
- Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies. Information Services Tech (IST) and instructional coach will organize texts for student check out.
- Teach keyboarding skills to ready themselves for writing across the curriculum, common core assessments and in preparation for the CAASPP.
- Provide instruction on the Depth and Complexity Icons and will using in their classrooms
- Utilize RazKids for leveled reading instruction.
- Provide training to teachers on Nancy Fetzer Writing with consultant

School will:

- Provide Early/Late Group (Kinder only) model is used to differentiate and target instruction.
- Schedule PLC meetings, PE Planning, and release time to analyze student work and plan and share best practices related to standards based instruction.
- Purchase supplemental instructional materials such as books, web-based teacher resources, etc. will be reviewed, copied, and/or purchased where appropriately needed.
- Provide technology that will be used to enhance learning experiences such as: blogs, websites, virtual field trips, etc.
- Provide Buck-A-Book which allows students to access low cost books to students throughout the school year.
- Participate in cycles of inquiry with the support of CollaborateEd. The SLT will analyze data and create an instructional focus of research based strategies that are aligned to the CCSS.
- Provide professional development opportunities for staff throughout the school year such as GLAD training, Computer Using Educators (CUE) conference, curriculum development, Imagine Learning, etc.

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)
16,874	Title I 5800: Professional/Consulting Services And Operating Expenditures Nancy Fetzer Writing Professional Development
6500	Title I 5000-5999: Services And Other Operating Expenditures Software Support Agreements
4500	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries release time for teachers

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

Tier II
Small Group Intervention
Staff Will:

- Provide differentiated instruction in small group settings for those students who are not meeting proficiency. Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. The use of leveled reading materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language usage aligned to skills. Support personnel, such as educational assistants and retired teachers, will be infused into the classes where students are not meeting proficiency will provide for small group instruction.
- Use supplementary materials, such as Leveled Literacy Intervention (LLI), Scholastic News, SIPPS, and Imagine Learning to provide identified students with appropriate leveled curriculum.
- Provide small group scaffolded instruction in writing for identified students who are not proficient in the text types and purposes. Grade level collaboration and daily writing will be implemented as identified in the Common Core Standards.
- Provide targeted intervention strategies for identified students in the area of ELA - specifically citing text evidence. Students are identified through Multi-Tiered System of Support(MTSS) process then referred for further supports and intervention with site team. Personnel will be available for parents that need translation.
- Identify students requiring more intense support and provide push-in and/or pull-out model of support for literacy skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.

- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.

School will
- Purchase supplemental materials to be used throughout the day and/or for after school alternative supports.
- Purchase supplemental technology and/or licenses to be used throughout the day and/or for after school alternative supports.
- Provide before/after school intervention by teachers for qualifying students (Busy Bee Club).
- Provide small group instruction using LLI (Leveled Literacy Intervention).
- Provide small group instruction/intervention on campus.

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)
9415	Title I 2000-2999: Classified Personnel Salaries Instructional Aide Benefits
37542	Title I 2000-2999: Classified Personnel Salaries Instructional Aide 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

Tier III
Intensive Individual Interventions

In addition to Tier I and Tier I support, staff will:
- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.

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)

6300	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Instructional supports

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

As a TK-6th grade school, we really looked at our where we would distribute our educational assistants and retired teachers. Our focus is 1st through 5th grade, with an aide provided for each kindergarten classroom for one hour a day provided by the district. We use differentiated groupings, which has helped to meet the needs of students at various levels. We looked at how we allocated our people, including our new MTSS Assistant.

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

No major differences.

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

We are increasing the number of hours that we are providing afterschool intervention with our Busy Bee Club. We have a fall club going now and will have another club in the spring. Our MTSS Assistant will be working with more targeted groups for the next school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Goal 1:
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

Identified Need

Our students scored lowest in the area of concepts and procedures: applying mathematical concepts and procedures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	18.44% met or exceeded standard	26% met or exceeded

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

Tier I
Core Instructional Program
Staff will:

- Provide access to the CCSS through the district adopted Core Math Curriculum (Bridges/Number Corner/Math Links) on a daily basis. Teachers will collaborate daily regarding student learning goals or objectives for learning, language objectives, analysis of student data, analyze student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.

- Provide students with activities that support the conceptual development, procedural, and problem solving skills necessary to becoming successful in math. Grade level collaboration will ensure that all are addressing grade level standards and best practices for instruction through the use of district pacing guide and units of study. Grade level collaboration will address content and language objectives, analyze student data, looking at student work, and designing standards based instructional lesson plans. Both formative and summative Math benchmarks will be assessed and discussed to determine the targeted next steps toward mastery of the standards.
- Use Cognitively Guided Instruction (CGI) strategies promote higher level critical thinking skills in math problem solving and being able to represent mathematical problems in multiple ways. Use iReady (K-6) and Happy Numbers (TK) to reinforce standards.
- Provide content objectives or learning goals that will promote rigorous standards and language objectives will be aligned to support the academic language for student responses. Students will be expected to share their thinking and understanding of the problems given to them using our best practices of pair share, heads together, language frames and other strategies to facilitate academic discourse.
- Use the coding programs that support the visual exploration of math concepts for all students. All teachers and Principal will monitor student progress through the program throughout the year. Grade level collaboration will organize the levels in the program to follow the district pacing guide for standards based support. This technology will provide a valuable resource for differentiating the math instruction for all students.
- Provide objectives that will be emphasized and used as a learning tool for students to assist students in understanding the purpose of the learning and how they will demonstrate learning through language experiences. Language frames and accountable talk will be targeted as a means to support English learners in having various language opportunities in math content areas.
- Use technology within the classroom to support instruction at each grade level and purchase needed software to support.
- Analyze data throughout the year in order to create class and/or individual goals related to math instruction.
- Be provided release time for curriculum development and for attendance at CUE conference and California Math Conference.
- Reflex and Frax Math, Generation Genius, and Brain Pop.
- Purchase supplemental materials and supplies needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1234	Title I

	4000-4999: Books And Supplies materials and supplies
5056	Title I 4000-4999: Books And Supplies materials and supplies
8500	Title I 5000-5999: Services And Other Operating Expenditures software agreements
3950	Title I 5000-5999: Services And Other Operating Expenditures technology and math conferences
8767	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tier II - Small Group instruction

Strategy/Activity

Tier II
Small Group Intervention
Staff will:

- Provide small group instruction as needed based on formative assessments.
- Identify students requiring more intense support and provide push-in and/or pull-out model of support for math skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.
- Provide small group instruction/intervention on campus.

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)
7256	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries release time for staff

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Tier III - Intensive Intervention Students

Strategy/Activity

Tier III
Intensive Individual Interventions
In addition to Tier I and Tier I support, staff will:

- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.

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)
5601	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies materials and supplies-manipulatives, instructional resources/workbooks

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Math continues to be a challenge for students, particularly coming out of the pandemic. Teachers are utilizing small groups for math as well as reading. Our SLT met regularly to analyze the goals and ensure we were following our plan.

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

No major differences noted.

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.

No changes.

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 Development

LEA/LCAP Goal

Goal #1:
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.
Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

Identified Need

There were 19 students who dropped one level on the ELPAC and some Level 4 students who are not eligible for reclassification due to academic areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level 1 - 10.78% Level 2 - 35.24% Level 3 - 38.24% Level 4 - 15.69%	All students in levels 1-3 will make one level of growth. Students in level 4 will maintain or reclassify.

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 English Learner Students

Strategy/Activity

Tier I
Core Instructional Program
Staff will:

- Provide at least 30 minutes designated ELD daily utilizing ELD standards and ELA/ELD aligned curriculum.
- Provide Integrated ELD throughout the day to support content and language acquisition.

- Use the CCSS and appropriate scaffolds to guide their daily instruction.
- Be trained as it relates to understanding data/procedures/release questions of ELPAC.
- Provide English Learners access to technology, software, and applications to support language acquisition such as Imagine Learning/iReady.
- Provide comprehensible input and support for academic language through GLAD strategies, Thinking Maps, and/or other visual/kinesthetic/auditory supports.
- Conduct data conferences with students to help them set goals and understand steps to improve.
- Purchase additional instructional materials to support English Learners.
- Be released to plan or attend trainings/conferences to acquire strategies to support 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)
10880	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English Learner Students

Strategy/Activity

Tier II
Small Group Intervention
Staff Will:

- Provide small group instruction to support language acquisition for new-comer students or Long-Term English Learners.
- Conduct parent meetings with Long-term English Learners to set goals and understand steps to improve.
- Provide extended learning opportunities such as before/after school intervention groups based on area of greatest need.
- Utilize instructional assistants to provide support to students in small groups for additional practice.
- Purchase additional instructional materials to support English Learners.
- Provide small group instruction/intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All English Learners needing intensive intervention (LTELs - Long Term English Learners)

Strategy/Activity

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier I support, staff will:

- Provide targeted instruction to meet the need of individual students in all areas determined by ELPAC scores and interim assessments.
- Support students in independently producing more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting.
- Identify at-risk English Learners and set goals for learning.
- Use the MTSS process for identifying and supporting English Learners at this tier.

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)
2060	Title I 1000-1999: Certificated Personnel Salaries Release time for teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

School Leadership Team met regularly throughout the year to discuss and monitor progress toward SPSA goals.

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

No differences

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.

No changes

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

Parent Engagement

LEA/LCAP Goal

Goal # 4
Parent/Community Partnerships
District is supported and respected by the community

Goal 4

All families and community members will feel welcome and engaged in the mission and vision of the school.

Identified Need

Arbolita staff will continue to support families in behavior and in academics. We will provide parent education classes, PTA events, family nights, etc.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Family Engagement Survey/School Surveys	29% of parents attended parent trainings/family nights	10% increase

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

- Parents will be provided information regarding Common Core State Standards at Back to School Night and parent/teacher conferences in both English and Spanish.
- Community Liaison will provide workshops and communicate with families.
- Homework assignments will be designed to reinforce grade level standards.
- School newsletters/calendars will be sent home in English and Spanish on a monthly basis to keep parents informed of important school events and curriculum related information.
- Aeries Parent Square, Remind, Class Dojo, and Seesaw will be used to keep parents informed of important school events and curriculum related information.
- Parents will be invited to MTSS meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish speaking parents for better understanding and involvement.

- Parents will be involved in fundraising events to supplement classroom field trips that help address grade level standards.
- Parents will be invited to attend trimester Awards Assemblies where students are recognized for outstanding student achievement. Students will also be recognized for Star of the Week.
- Family Homework, Literacy, Math and Piano Nights will be held in both English and Spanish to provide parents with instructional strategies to help their children develop literacy and math skills. Incentives will be given for participating.
- Parents of incoming kindergarten students will have the opportunity to participate in a Kindergarten Parent Preview event and receive information and materials to prepare their child for Kindergarten, and TK/Kindergarten orientation.
- Family Nights will be held in both English and Spanish to provide parents with instructional strategies to use with their children to reinforce academic concepts.
- Teachers will provide information and strategies for parents during Parent/Teacher conferences on how they can help their children in the areas of English Language Arts and mathematics at home.
- Parents will be provided with information regarding strategies to increase student achievement during Back to School Night, Parent/ Teacher conferences, and Family Literacy, and Math Nights.
- Translators and child care will be provided for younger siblings during Family Night events.
- Translators will be provided for parent/ teacher conferences.
- Parents will be invited to all SSC/ELAC meetings to keep them informed about what is going on at school and how they can support their child's achievement.
- Yellow "take-home/bring-back" folders will be provided to all students.
- Agendas will be provided to all 3rd-6th grade students to facilitate home school communication and student organizational skills.
- Digital signage will be on and current in the office for parents and visitors to be kept up on current events.
- Classroom visitations will be scheduled for parents to watch their children in class.
- Parents are invited to performances and the Arbolita Arts Festival in CDC guidelines allow.
- Additional resources and materials may be purchased as needed.
- Provide family engagement activities via Zoom and in person. Work with the PTA to plan activities, events, and assemblies.

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)
2254	Title I 4000-4999: Books And Supplies Materials and Supplies
2034	Title I 5000-5999: Services And Other Operating Expenditures Software Support Agreements
11367	LCFF - Supplemental and Concentration

	4000-4999: Books And Supplies Materials and Supplies
4000	Title I 2000-2999: Classified Personnel Salaries Translators for conferences and family events

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The SLT meets regularly to evaluate the effectiveness of the goals and programs. School Site Council also evaluates the effectiveness of the programs and goals.

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

No differences anticipated

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.

No changes

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

School Climate

LEA/LCAP Goal

Goal # 3
School Safety and Student Wellness
Schools are safe, healthy, and secure places for student learning

Goal 5

By June 2023, we will increase the number of families who indicate on parent/family surveys that they "strongly agree/agree" that our school promotes positive student choices and behavior.

Identified Need

There was no significant need noted in this area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Family Engagement Survey	93% of parents strongly agree/agree	Maintain or increase

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

- Assemblies will be provided throughout the year to explicitly teach and reinforce school wide rules, behavior expectations and emergency procedures.
- Monthly school wide celebrations will be held to positively recognize students that are on track with their behaviors.
- Each classroom teacher will reinforce the school wide expectations through additional reinforcements/consequences and supports.
- MTSS process will be used to identify and support students that are in need of additional strategies to ensure school safety for all and student wellness and achievement.
- Students will be encouraged to participate in promoting a positive school culture
- Various opportunities for student social engagement as well as promoting positive school culture will be provided through structures such as lunch club and other focus groups.

- Close monitoring will be done by staff for those students experiencing severe attendance and academic issues. Supports, home visits, small group counseling, and contracts will be put into place as needed.
- Monthly emergency drills will be conducted in order to prepare all staff and students for various emergencies.
- PBIS team will analyze student discipline trends utilizing programs such as SWIS for running analytics report.
- Teacher development in how to meet the social/emotional needs of our students in order to access their learning.
- Rewards, incentives, and other materials may be purchased to promote a positive school climate.
- Opportunities will be provided via Zoom or in 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)	Source(s)
11,180	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies material and supplies

Strategy/Activity 2

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

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

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

Identified Students and Parent Requested

Strategy/Activity

Counseling will be available one day a week for students referred by staff or parents. Counselor will also work with all students/staff on classroom circles and other professional development related to mental health.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

School Leadership Team and School Site Council met regularly to evaluate the effectiveness of the plans and goals. School Site Council also looked at budget and goals throughout the year.

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

No differences anticipated

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.

No changes

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$165,270.00

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	$99,419.00

Subtotal of additional federal funds included for this school: $99,419.00

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 ($)
LCFF - Supplemental and Concentration	$65,851.00

Subtotal of state or local funds included for this school: $65,851.00

Total of federal, state, and/or local funds for this school: $165,270.00

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
LCFF - Supplemental and Concentration	65,851.00
Title I	99,419.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	13,816.00
2000-2999: Classified Personnel Salaries	50,957.00
4000-4999: Books And Supplies	62,639.00
5000-5999: Services And Other Operating Expenditures	20,984.00
5800: Professional/Consulting Services And Operating Expenditures	16,874.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	11,756.00
4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	54,095.00
1000-1999: Certificated Personnel Salaries	Title I	2,060.00
2000-2999: Classified Personnel Salaries	Title I	50,957.00
4000-4999: Books And Supplies	Title I	8,544.00
5000-5999: Services And Other Operating Expenditures	Title I	20,984.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	16,874.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	81,131.00
Goal 2	40,364.00
Goal 3	12,940.00
Goal 4	19,655.00
Goal 5	11,180.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Jennifer McCully-Rodriguez	Principal
Dawn Roode-Viles	Classroom Teacher
Paige Lunsford	Classroom Teacher
Katie Mayfield	Classroom Teacher
Claudia Leon-Martin	Other School Staff
Carlos Diaz	Parent or Community Member
Sarah Gilbo	Parent or Community Member
Maria Sanchez	Parent or Community Member
Stephanie Martinez	Parent or Community Member
Neli Ramirez	Parent or Community Member
Marielle Ison (alternate)	Parent or Community Member
Evan Siggson (alternate)	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/25/2022.

Attested:

	Principal, Jennifer McCully-Rodriguez on 10/25/2022
	SSC Chairperson, Sarah Gilbo on 10/25/2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

    b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Cerrito Elementary School	30665636028948	November 2, 2022	January 12, 2023

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

El Cerrito Elementary believes in a child-centered program that recognizes the unique abilities, needs and interests of each student. The educational environment encourages development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods effective intervention strategies and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences and technology.

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).

The following summaries are based upon staff and student surveys, minutes/findings from Leadership Team and PLC meetings:

English Language Arts:
The El Cerrito staff agrees that English Language Arts continues to be the area most in need of focus. The School Leadership Team (SLT) collaborated with staff members and CollaborativeEDU coaches to determine the following 2022-2023 School Improvement Plan Goal: Students will independently unpack prompts to analyze text and convey information in writing, in response to an on-demand expository/informational text across all subject areas. Students will independently:

- Produce written responses in an on-demand final product in the expository/informational text
- Determine appropriate thinking maps to use
- Use complete sentences
- Analyze/unpack prompts

Teachers will accomplish this through:

- Providing specific targeted intervention
- Differentiated instruction with a focus on developing standards-based "respectful tasks" for those students working independently
- Implemention of reading comprehension strategies on a daily basis across curricular areas with students and be provided coaching/feedback as needed, time to observe colleagues, time for focused discussion, and reflection during cross-grade level

Professional Learning Community meetings

- Utilization of Depth and Complexity icons along with close reading annotations will be utilized during close and analytical reading
- Utilization of Thinking Maps and Step Up to Writing Strategies to develop writing skills
- Utilization of GLAD strategies to develop vocabulary and strengthen student's comprehension in all content areas
- The use of i-Ready Reading diagnostic data as well as require students to complete weekly i-Ready assignments to provide whole class as well as targeted intervention and learning support

Mathematics:
In order to move students towards proficiency in the area of math, El Cerrito will provide differentiated math instruction aligned with Common Core State Standards for mathematics. Targeted instruction will be inclusive of high stakes strategies such as Cognitively Guided Instruction (CGI) strategies, daily use of math manipulatives for all students for scaffolding and support and the use of key math vocabulary to increased student understanding of math concepts. Teachers will:

- Review CAASPP Interim assessments that support students in understanding the CAASPP testing format and SBAC Claim assessments
- Provide Tier 1 and 2 math instructional groups as needed with the support of the MTSS Teacher on Special Assignment (TOSA) and MTSS Educational Assistant

- Implement ST Math and i-Ready Math in order to provide whole group and targeted instruction and analyze student performance data

English Learners:
The English Learner population at El Cerrito continues to decrease every year. El Cerrito is fortunate to have 15 out of 20 staff members GLAD trained. The El Cerrito staff feels that it is very important to continue to provide the scaffolding and support the students need in order to be successful. In our efforts to provide effective differentiated instruction for English learners, students will be provided daily integrated and designated English Language Development (ELD) instruction for 30 minutes using the Wonders Curriculum, Project GLAD strategies and El Cerrito Sentence Frames for oral language development. Teachers will:

- Review ELPAC data to monitor student progress in reaching English proficiency
- Provide additional Designated English Language Development (ELD) target instruction with the support of MTSS TOSA
- Devote PLC time to discussing student progress and brainstorming effective ways of meeting their varying needs with the support of the Multilingual Support Team Lead

Identified Needs for Professional Development:

- Reading Comprehension strategies including G.A.T.E. Depth and Complexity Icons
- Thinking Map and Step Up to Writing Strategies
- Differentiated instruction
- Continued use of GLAD strategies
- Cross-grade level articulation for the purpose of communicating expectations for student learning
- Opportunities to view other multiple measure data and visit other schools to learn additional instructional strategies for the areas of Language Arts and Mathematics

Results from the student engagement survey given to all 6th grade students indicate students genuinely enjoy being at school. They feel safe, supported, and that their needs are being met.

Parent and Family Engagement:
Aeries Communication, Class Dojo and Seesaw will be utilized during the 2022-2023 school year in promoting home-school communication with our parents as easy-to-access tools. These platforms will provide clear communication and information to families who utilize the platforms. Staff will also use Google Classroom, Class Dojo and/or Seesaw to communicate with families and keep them up to date on class and school events. . El Cerrito's school website and social media accounts are updated regularly to inform parents of upcoming events and how they can be involved. Parents will be informed on a regular basis how their students are progressing at meeting grade-level standards and receive information during parent-teacher conferences and parent training about how to help their children at home. In addition, families of 6th grade students can access Aeries Parent Portal for the most current information on grades and work completion.

The input from families on Parent Training and Involvement opportunities at El Cerrito showed a continued interest in parenting classes. With the support of our Community Liaison, during the 2022-2023 school year various parenting workshops and seminars will be offered to the El Cerrito community.
Areas Identified for Future Training for families include:

- Improving and helping students with Reading/Math

- Homework Help
- Technology Use
- Healthy Habits

School Climate:
By the end of the 2022-2023 school year, we will increase the number of families who indicate on parent/family surveys that they "strongly agree/agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment.

Classroom Observations

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

Classroom Learning Rounds:
The administration and teachers will participate in guided visits during the 2022-2023 school year These learning rounds will include observing specific classroom practices and providing feedback to the staff. In addition, best instructional strategies are shared and feedback is received on the implementation of district initiatives. The feedback from these visits also helps the staff reflect on current practices and improve instruction. In addition, representatives from the SLT will often walk classrooms to provide feedback and support to colleagues.

Formal and Informal Observations:
These informal observations provide the administrator frequent opportunities to observe a teacher's instructional strategies and student learning for the purpose of providing instructional feedback and/or support, modeling of instructional practices, and monitoring of student progress. Formal observations are conducted for those teachers who have a formal observation requirement for the school year as per district regulations.

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)

At the beginning of the school year, school site staff analyze California Assessment of Student Performance and Progress (CAASPP) results. In the 2022-2023 school year, El Cerrito also used i-Ready Diagnostic data in ELA and Math as summative measures to assess student performance. Just like the CAASPP results, i-Ready results are used to create achievement goals per grade level and school wide. Team members also utilize ongoing assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports.

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

El Cerrito Elementary teachers at the start of the school year analyze individual student data and formative assessments to guide instructioniready data is utilized to set measurable and attainable goals for individual student improvement and school goals. i-Ready assessments are then given each trimester to assist in the continual monitoring of student goals and achievement. Professional Learning Communities (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at El Cerrito Elementary meet the highly qualified requirements.

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

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

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

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as PBIS (Positive Behavioral Interventions and Supports), Multi-Tiered System of Support (MTSS), and Code to the Future Curriculum Profesional Development and educational technology.

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

El Cerrito staff works with the site MTSS Teacher on Special Assignment (TOSA), in the content areas, standards-based lessons, and data talks to guide instruction. The MTSS TOSA also assists with PLC discussions, and one on one teacher support and mentoring.

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

Teachers collaborate in PLC's every Wednesday afternoon on student early release day. Teachers engage in vertical articulation as well as grade-level articulation in PLC's. Districtwide teams meet quarterly and discuss data analysis standards-based instruction and assessment.

Teaching and Learning

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

At the start of the school year, teachers were provided staff development led by District leaders. Trainings included professional development on Thinking Maps, G.A.T.E. Depth and Complexity icons, i-Ready support, data analysis, and standards based instruction. Our team of teachers review Interim assessments that support students in understanding the CAASPP testing format and SBAC Claim assessments. PLC's are instrumental in allowing our teachers to plan, discuss standards based instruction and needed interventions for student achievement.

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

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. Principal also verifies the instructional minutes at the beginning of the start of every school year.

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

Team of teachers with the guidance of the Principal and MTSS TOSA prepare lesson-pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year.

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

All students are provided standards-based materials that are appropriate.

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 teachers use State Board of Education adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

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

Interventions and supports are provided during the instructional day for struggling students inside their classrooms with the support of the MTSS TOSA and MTSS educational assistant. Various strategies are incorporated to assist with academic challenges. Students also utilize i-Ready, which assists in identifying their reading and math level, and provides computer-based personalized instruction at the student’s level. Teachers then analyze the data for continued refinement of instructional student needs.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, CGI, ELD, and technology based programs such as i-Ready and ST Math.

Parental Engagement

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

* Afterschool tutoring and programs
* ASES afterschool program
* PBIS
* RTI, IEP and 504 plans
* ELD program
* MTSS
*Technology supports for academic learning
*Community Liaison

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)

Parent, community, and school personnel voices are a welcomed part in the planning, implementation, and evaluation of programs. Parents are involved through PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Their voices are used to review our consolidated application programs.

Funding

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

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.

Fiscal support (EPC)

*LCFF
*District funding

School Profile

We are proud to share that we are La Habra City School District's Computer Science Magnet School. All transitional kindergarten through 6th grade students are issued an iPad to take home daily. We have partnered with Code to the Future to provide a supported Computer Science Immersion Program. Students share solutions featuring computer programming with a real-world audience beyond their teacher and collaborate with experts in the world as they use computer programming to solve problems. These experiences contribute to student ownership of their work, and deeper, longer-lasting learning in all content areas.

Students are engaged in a structured program provided by Code to the Future that provides Computer Science lessons and activities regularly. These activities include learning programming languages and how to apply what they learn using LEGO Education and Minecraft Education Edition. Computer science lessons are woven into core subject areas Teachers are provided regular support and coaching from a Code to the Future "Coach" who provides instructional resources and lessons to help students solve relevant and authentic problems which will be showcased throughout the school year to the community; these showcases, known as "Epic Builds" will occur three times a year.

We firmly believe that all children have the opportunity to learn in a safe, positive environment that promotes and encourages respect and responsibility. Colin Powell said, “If you are going to achieve excellence in big things, you develop the habit in little matters."At El Cerrito, our Scotties are provided daily opportunities to develop habits that will help them achieve excellence. Our STEM lab, which includes Ozobots, 3-D printers, drones and a Lego wall, is a place where students interact with technology in new and different ways, allowing them to engage in collaborative projects, thereby ensuring their future success through meaningful and engaging learning activities both during the school day and in our after school programs. Our safe and supportive environment engenders student confidence and competence on the road to college and career readiness.

As a California Gold Ribbon School, Title I Academic Achievement Award School, and California Pivotal Practice Program Award School amazing things happen at El Cerrito! With a continual focus on student learning, all instructional activities are designed to provide students with opportunities for a brighter tomorrow. El Cerrito’s full-day Kindergarten prepares our youngest Scotties with the foundation needed for future success!

El Cerrito teachers meet on a weekly basis in Professional Learning Community groups to collaborate and discuss student achievement, possible intervention, enrichment opportunities, and how to differentiate instruction to meet the needs of all students. Further, triennially Cycles of Inquiry based on SIP goals take place and provide opportunities for teachers teams to me with and across grade levels to look at student work and analyze data. Teachers are continuously asking themselves DuFour’s four critical questions when discussing student achievement to ensure student success.
What do we expect students to learn?
How will we know when they have learned it?
How will we respond when they don’t learn?
How will we respond when they already know it?

The parents and the community are key components to the success of our students. Therefore, we welcome and encourage our parents to take an active role in their child’s education. We strongly believe in “teamwork” because when the best and brightest come together, the possibilities are endless!

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

El Cerrito's School Site Council meets regularly throughout the school year. Members of the committee provided input, asked clarifying questions, and were involved in the development as well as the approval of the plan. The Site Council reviewed the plan throughout the year. It can be difficult at times to have the entire committee together at the same time. When this happens, copies of the documents from the meeting are sent to those members for input, questions, and suggestions.

Resource Inequities

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

None to report.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
American Indian	0%	0.2%	0.22%	0	1	1
African American	1.12%	1.2%	0.86%	5	5	4
Asian	2.02%	1.7%	2.16%	9	7	10
Filipino	1.35%	1.9%	2.38%	6	8	11
Hispanic/Latino	87.67%	84.4%	82.51%	391	357	382
Pacific Islander	0%	%	0.22%	0		1
White	6.28%	8.5%	7.78%	28	36	36
Multiple/No Response	1.57%	1.9%	2.81%	7	8	13
			Total Enrollment	446	423	463

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	19-20	**20-21**	**21-22**
Kindergarten	82	64	83
Grade 1	55	56	50
Grade 2	70	54	65
Grade3	61	72	62
Grade 4	70	58	72
Grade 5	45	72	58
Grade 6	63	47	73
Total Enrollment	446	423	463

Conclusions based on this data:

1. There was a slight increase in enrollment last school year.
2. We are hopeful that because we are a Computer Science Magnet School enrollment will continue to increase.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	115	87	97	25.8%	20.60%	21.0%
Fluent English Proficient (FEP)	53	50	51	11.9%	11.80%	11.0%
Reclassified Fluent English Proficient (RFEP)	13	23	10	10.0%	5.40%	

Conclusions based on this data:

1. The number of English learners rose by 10 students.
2. As a staff, we will continue to identify and plan learning experiences to better meet the needs of our 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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	73	71	61	73	0	60	73	0	60	100	0	98.4
Grade 4	47	58	71	47	0	69	47	0	69	100	0	97.2
Grade 5	57	74	54	55	0	53	55	0	53	96.5	0	98.1
Grade 6	56	47	69	55	0	68	55	0	68	98.2	0	98.6
All Grades	233	250	255	230	0	250	230	0	250	98.7	0	98.0

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

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

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	2405.		2380.	19.18		8.33	24.66		23.33	20.55		26.67	35.62		41.67
Grade 4	2423.		2447.	17.02		20.29	14.89		23.19	14.89		14.49	53.19		42.03
Grade 5	2478.		2480.	10.91		11.32	30.91		26.42	23.64		33.96	34.55		28.30
Grade 6	2511.		2521.	12.73		16.18	27.27		29.41	30.91		30.88	29.09		23.53
All Grades	N/A	N/A	N/A	15.22		14.40	24.78		25.60	22.61		26.00	37.39		34.00

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	17.81		10.00	45.21		68.33	36.99		21.67
Grade 4	14.89		18.84	53.19		63.77	31.91		17.39
Grade 5	21.82		9.43	45.45		73.58	32.73		16.98
Grade 6	18.18		17.65	45.45		54.41	36.36		27.94
All Grades	18.26	N/A	14.40	46.96	N/A	64.40	34.78	N/A	21.20

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.81		3.33	46.58		53.33	35.62		43.33
Grade 4	17.02		13.04	31.91		50.72	51.06		36.23
Grade 5	14.55		11.32	54.55		54.72	30.91		33.96
Grade 6	10.91		10.29	58.18		61.76	30.91		27.94
All Grades	15.22	N/A	9.60	48.26	N/A	55.20	36.52	N/A	35.20

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.07		5.00	64.38		78.33	20.55		16.67
Grade 4	6.38		11.59	65.96		72.46	27.66		15.94
Grade 5	9.09		5.66	65.45		75.47	25.45		18.87
Grade 6	14.55		14.71	60.00		72.06	25.45		13.24
All Grades	11.74	N/A	9.60	63.91	N/A	74.40	24.35	N/A	16.00

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	24.66		10.00	41.10		53.33	34.25		36.67
Grade 4	12.77		8.70	46.81		63.77	40.43		27.54
Grade 5	18.18		9.43	45.45		75.47	36.36		15.09
Grade 6	23.64		17.65	56.36		67.65	20.00		14.71
All Grades	20.43	N/A	11.60	46.96	N/A	64.80	32.61	N/A	23.60

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

Conclusions based on this data:

1. 39.84% of students met or exceeded grade level standards in English Language Arts.
2. Percentage of students at or near standard increased in reading, writing, listening and research/inquiry.
3. Percentage of students below standard decreased in reading, writing, listening and research/inquiry.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	73	71	61	73	0	60	73	0	60	100	0.0	98.4
Grade 4	47	58	71	47	0	69	47	0	69	100	0.0	97.2
Grade 5	57	74	54	56	0	54	56	0	54	98.2	0.0	100.0
Grade 6	56	47	69	56	0	68	56	0	68	100	0.0	98.6
All Grades	233	250	255	232	0	251	232	0	251	99.6	0.0	98.4

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

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

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	2429.		2407.	17.81		6.67	26.03		31.67	30.14		28.33	26.03		33.33
Grade 4	2433.		2457.	10.64		18.84	19.15		23.19	27.66		26.09	42.55		31.88
Grade 5	2490.		2476.	10.71		11.11	19.64		12.96	46.43		38.89	23.21		37.04
Grade 6	2508.		2493.	17.86		10.29	16.07		11.76	30.36		36.76	35.71		41.18
All Grades	N/A	N/A	N/A	14.66	N/A	11.95	20.69	N/A	19.92	33.62	N/A	32.27	31.03	N/A	35.86

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	28.77		13.33	39.73		51.67	31.51		35.00
Grade 4	19.15		24.64	27.66		40.58	53.19		34.78
Grade 5	16.07		11.11	50.00		44.44	33.93		44.44
Grade 6	19.64		7.35	30.36		47.06	50.00		45.59
All Grades	21.55	N/A	14.34	37.50	N/A	45.82	40.95	N/A	39.84

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	19.18		13.33	57.53		51.67	23.29		35.00
Grade 4	12.77		15.94	40.43		52.17	46.81		31.88
Grade 5	8.93		7.41	55.36		61.11	35.71		31.48
Grade 6	17.86		14.71	44.64		35.29	37.50		50.00
All Grades	15.09	N/A	13.15	50.43	N/A	49.40	34.48	N/A	37.45

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.29		13.33	42.47		65.00	34.25		21.67
Grade 4	17.02		15.94	34.04		55.07	48.94		28.99
Grade 5	12.50		12.96	42.86		57.41	44.64		29.63
Grade 6	23.21		13.24	32.14		61.76	44.64		25.00
All Grades	19.40	N/A	13.94	38.36	N/A	59.76	42.24	N/A	26.29

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

Conclusions based on this data:

1. 31.74% of students met or exceeded grade level standards.
2. Math appears to be an area of need.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1438.3	1453.4	1415.0	1459.6	1461.3	1425.6	1388.3	1434.9	1390.3	17	15	12
1	1449.2	1497.4	*	1460.8	1518.1	*	1437.1	1475.9	*	22	14	8
2	1503.2	1498.9	*	1530.9	1506.5	*	1475.1	1491.0	*	22	11	9
3	*	1495.0	*	*	1504.7	*	*	1484.8	*	10	20	10
4	1532.6	1499.3	1530.6	1525.8	1502.1	1542.5	1538.9	1495.8	1518.2	13	11	17
5	1547.3	*	*	1559.2	*	*	1534.7	*	*	18	10	10
6	1524.7	*	*	1513.3	*	*	1535.3	*	*	12	10	9
All Grades										114	91	75

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	17.65	40.00	16.67	41.18	26.67	25.00	35.29	13.33	50.00	5.88	20.00	8.33	17	15	12
1	4.55	35.71	*	54.55	42.86	*	27.27	14.29	*	13.64	7.14	*	22	14	*
2	27.27	27.27	*	36.36	36.36	*	36.36	27.27	*	0.00	9.09	*	22	11	*
3	*	15.00	*	*	40.00	*	*	30.00	*	*	15.00	*	*	20	*
4	46.15	0.00	29.41	38.46	54.55	41.18	15.38	45.45	23.53	0.00	0.00	5.88	13	11	17
5	38.89	*	*	44.44	*	*	11.11	*	*	5.56	*	*	18	*	*
6	8.33	*	*	50.00	*	*	25.00	*	*	16.67	*	*	12	*	*
All Grades	21.05	25.27	17.57	44.74	42.86	47.30	27.19	23.08	28.38	7.02	8.79	6.76	114	91	74

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	23.53	40.00	33.33	47.06	33.33	41.67	23.53	6.67	8.33	5.88	20.00	16.67	17	15	12
1	31.82	64.29	*	31.82	28.57	*	27.27	7.14	*	9.09	0.00	*	22	14	*
2	50.00	36.36	*	36.36	45.45	*	13.64	18.18	*	0.00	0.00	*	22	11	*
3	*	40.00	*	*	35.00	*	*	25.00	*	*	0.00	*	*	20	*
4	53.85	18.18	47.06	30.77	72.73	47.06	15.38	9.09	5.88	0.00	0.00	0.00	13	11	17
5	72.22	*	*	22.22	*	*	0.00	*	*	5.56	*	*	18	*	*
6	33.33	*	*	50.00	*	*	0.00	*	*	16.67	*	*	12	*	*
All Grades	42.98	45.05	40.54	35.96	40.66	47.30	14.91	10.99	8.11	6.14	3.30	4.05	114	91	74

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	5.88	46.67	33.33	88.24	40.00	50.00	5.88	13.33	16.67	17	15	12
1	50.00	64.29	*	40.91	35.71	*	9.09	0.00	*	22	14	*
2	63.64	27.27	*	31.82	72.73	*	4.55	0.00	*	22	11	*
3	*	40.00	*	*	50.00	*	*	10.00	*	*	20	*
4	23.08	27.27	64.71	69.23	72.73	35.29	7.69	0.00	0.00	13	11	17
5	16.67	*	*	77.78	*	*	5.56	*	*	18	*	*
6	16.67	*	*	66.67	*	*	16.67	*	*	12	*	*
All Grades	29.82	38.46	35.14	61.40	54.95	59.46	8.77	6.59	5.41	114	91	74

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	29.41	26.67	16.67	64.71	53.33	75.00	5.88	20.00	8.33	17	15	12
1	13.64	50.00	*	72.73	50.00	*	13.64	0.00	*	22	14	*
2	59.09	45.45	*	36.36	54.55	*	4.55	0.00	*	22	11	*
3	*	40.00	*	*	50.00	*	*	10.00	*	*	20	*
4	84.62	55.56	52.94	15.38	44.44	47.06	0.00	0.00	0.00	13	9	17
5	88.89	*	*	5.56	*	*	5.56	*	*	18	*	*
6	58.33	*	*	33.33	*	*	8.33	*	*	12	*	*
All Grades	52.63	55.06	58.11	41.23	39.33	37.84	6.14	5.62	4.05	114	89	74

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	13.33	8.33	88.24	80.00	83.33	11.76	6.67	8.33	17	15	12
1	22.73	28.57	*	54.55	50.00	*	22.73	21.43	*	22	14	*
2	9.09	27.27	*	68.18	36.36	*	22.73	36.36	*	22	11	*
3	*	5.00	*	*	50.00	*	*	45.00	*	*	20	*
4	7.69	0.00	17.65	84.62	63.64	47.06	7.69	36.36	35.29	13	11	17
5	5.56	*	*	72.22	*	*	22.22	*	*	18	*	*
6	0.00	*	*	50.00	*	*	50.00	*	*	12	*	*
All Grades	7.89	12.09	8.11	67.54	54.95	58.11	24.56	32.97	33.78	114	91	74

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

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	29.41	60.00	25.00	47.06	20.00	33.33	23.53	20.00	41.67	17	15	12
1	9.09	28.57	*	63.64	57.14	*	27.27	14.29	*	22	14	*
2	4.55	18.18	*	68.18	54.55	*	27.27	27.27	*	22	11	*
3	*	15.00	*	*	60.00	*	*	25.00	*	*	20	*
4	23.08	9.09	17.65	76.92	72.73	76.47	0.00	18.18	5.88	13	11	17
5	11.11	*	*	83.33	*	*	5.56	*	*	18	*	*
6	41.67	*	*	50.00	*	*	8.33	*	*	12	*	*
All Grades	16.67	23.08	17.57	67.54	60.44	71.62	15.79	16.48	10.81	114	91	74

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

Conclusions based on this data:

1. Speaking was the domain in which our students preformed the best, followed by the Listening domain.
2. Reading and Writing were the domains in which our students had the greatest challenge.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
463	**64.6**	**21.0**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in El Cerrito Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	97	21.0
Foster Youth		
Homeless	2	0.4
Socioeconomically Disadvantaged	299	64.6
Students with Disabilities	82	17.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.9
American Indian	1	0.2
Asian	10	2.2
Filipino	11	2.4
Hispanic	382	82.5
Two or More Races	13	2.8
Pacific Islander	1	0.2
White	36	7.8

Conclusions based on this data:

1. El Cerrito School predominantly serves Socioeconomically Disadvantaged youth with over 70% of our population qualifying for free or reduced lunch.
2. Hispanics are the largest race/ethnicity that we serve.

School and Student Performance Data

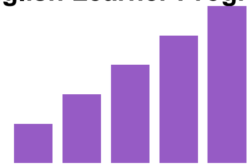
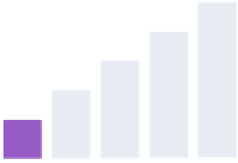
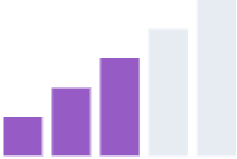
Overall Performance

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

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Learner Progress  Very High	**Chronic Absenteeism**  Very High	**Suspension Rate**  Medium

Conclusions based on this data:

1. This data is from the fall of 2019. There is no data from the 2020-2021 school year to analyze.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. This data is from the fall of 2019. There is no data from the 2020-2021 school year to analyze.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

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

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. This data is from the fall of 2019. There is no data from the 2020-2021 school year to analyze.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator
English Learner Progress
Very High
69.0 making progress towards English language proficiency
Number of EL Students: 58 Students
Performance Level: Very High

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	14	0	40

Conclusions based on this data:

1. This data is from the fall of 2019. There is no data from the 2020-2021 school year to analyze.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

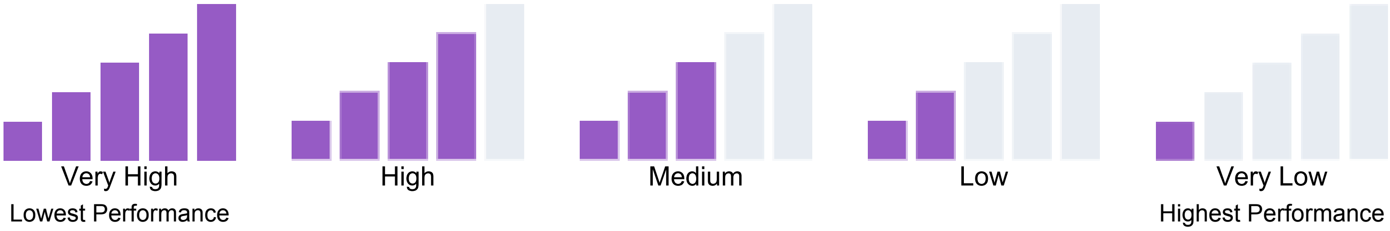
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



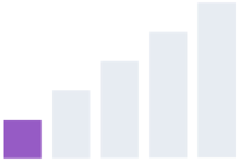
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
5	0	0	0	0

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

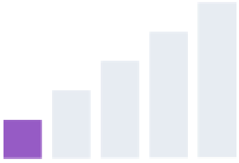
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



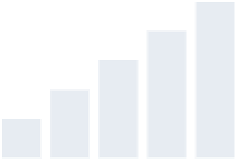
Very High
29.3% Chronically Absent
491 Students

English Learners



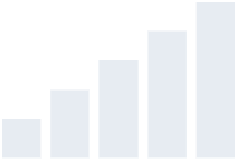
Very High
25.2% Chronically Absent
103 Students

Foster Youth



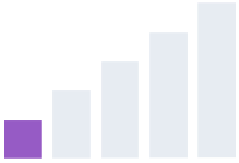
No Performance Level
Less than 11 Student
2 Students

Homeless



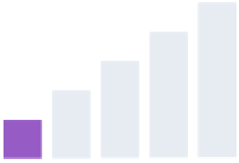
No Performance Level
Less than 11 Student
8 Students

Socioeconomically Disadvantaged



Very High
33% Chronically Absent
370 Students

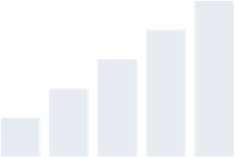
Students with Disabilities



Very High
36.6% Chronically Absent
101 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

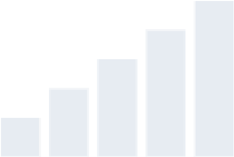


No Performance Level

Less than 11 Student

4 Students

American Indian

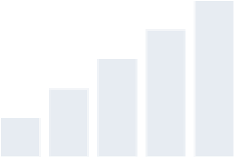


No Performance Level

Less than 11 Student

1 Students

Asian

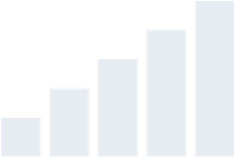


No Performance Level

0% Chronically Absent

11 Students

Filipino

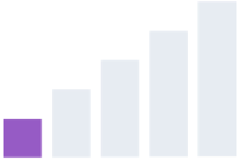


No Performance Level

18.2% Chronically Absent

11 Students

Hispanic

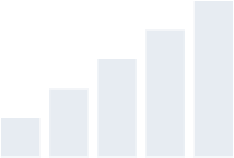


Very High

32.2% Chronically Absent

404 Students

Two or More Races

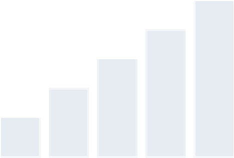


No Performance Level

5.6% Chronically Absent

18 Students

Pacific Islander

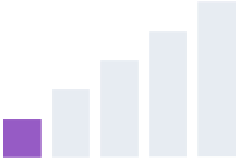


No Performance Level

Less than 11 Student

1 Students

White



Very High

24.4% Chronically Absent

41 Students

Conclusions based on this data:

1. This data is from the fall of 2019. There is no data from the 2020-2021 school year to analyze.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

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

Conclusions based on this data:

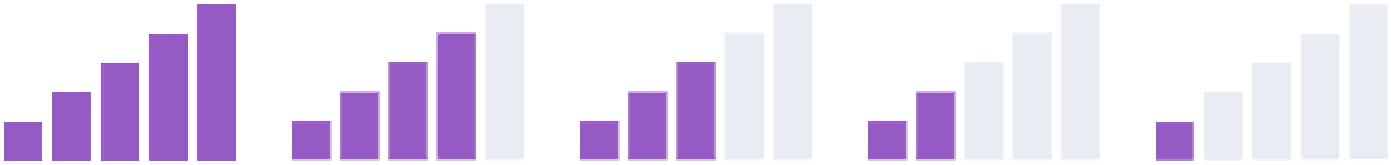
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



This section provides number of student groups in each level.

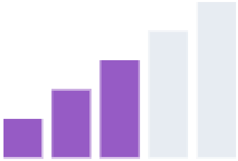
2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	2	2	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

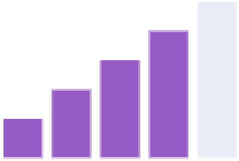


Medium

1.2% suspended at least one day

507 Students

English Learners

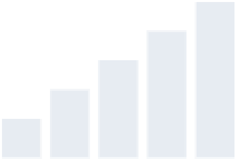


Low

0.9% suspended at least one day

106 Students

Foster Youth

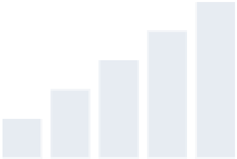


No Performance Level

Less than 11 Student

2 Students

Homeless

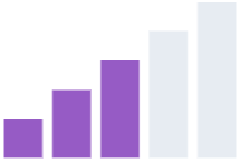


No Performance Level

Less than 11 Student

9 Students

Socioeconomically Disadvantaged

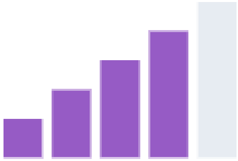


Medium

1.6% suspended at least one day

382 Students

Students with Disabilities



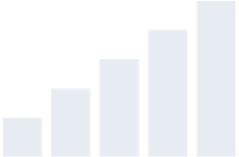
Low

1% suspended at least one day

103 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

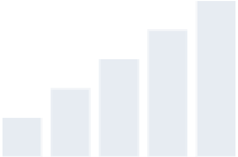


No Performance Level

Less than 11 Student

4 Students

American Indian

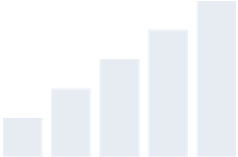


No Performance Level

Less than 11 Student

1 Students

Asian

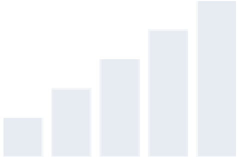


No Performance Level

0% suspended at least one day

11 Students

Filipino

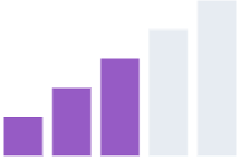


No Performance Level

0% suspended at least one day

11 Students

Hispanic

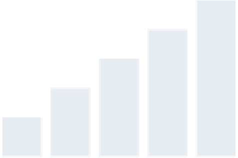


Medium

1.2% suspended at least one day

419 Students

Two or More Races

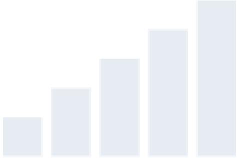


No Performance Level

0% suspended at least one day

18 Students

Pacific Islander

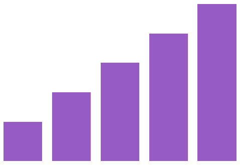


No Performance Level

Less than 11 Student

1 Students

White



Very Low

0% suspended at least one day

42 Students

Conclusions based on this data:

1. This data is from the fall of 2019. There is no data from the 2020-2021 school year to analyze.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal #1
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal 1

All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

Identified Need

Analysis of CAASPP data in the area of English Language Arts shows the area of Reading will continue to be an area of focus for El Cerrito. Our school wide focus of demonstrating understanding of precise academic vocabulary through productive discourse, applied writing tasks and close reading skills will support our work.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	39.84% Met or Exceeded (2022)	We expect to see 44.84% of our students meet or exceed.

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)

Tier I-All Students

Strategy/Activity

Tier I
Core Instructional Program
Staff will:

- Provide access to the CCSS through the district adopted Core Reading Curriculum (Wonders/Amplify) on a daily basis. Teachers will collaborate daily student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.

- Continue to refine the best practices of accountable talk, close reading, and Thinking Maps with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will hold students to answering in complete sentences. All teachers will incorporate comprehensive Guided Language Acquisition Design (GLAD) strategies and units when appropriate. Depth of Knowledge (DOK) Levels of questioning and Thinking Maps will be used to increase rigor and promote higher level thinking and reasoning.
- Develop lessons for the three CCSS text types (narrative, informative/explanatory, and opinion) in all content areas.
- Ask students a variety of questions focusing on higher level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking.
- Enhance reading comprehension and writing instruction by using GLAD strategies including but not limited to: Input Charts, Sentence Patterning Charts, Story Maps, Process Grids, Co-op Strip Paragraphs, Chants, and Cognitive Content Dictionaries.
- Use differentiated instructional strategies such as respectful tasks, Guided Reading and student choice.
- Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies. Information Services Tech (IST) and TOSA will organize texts for student check out.
- Teach keyboarding skills to ready themselves for writing across the curriculum, common core assessments and in preparation for the CAASPP.
- Use iReady diagnostic results to assess where students are in meeting grade level standards.
- Provide time for students to complete iReady lessons

School will:

- Provide Early/ Late Group (Kinder only) model that is used to differentiate and target instruction.
- Schedule PLC meetings, PE Planning, and release time to analyze student work and plan and share best practices related to standards based instruction.
- Purchase supplemental instructional materials such as books, web-based teacher resources, etc. will be reviewed, copied, and/or purchased where appropriately needed.
- Provide technology that will be used to enhance learning experience such as: blogs, web sites, virtual field trips, etc.
- Provide professional development opportunities for staff throughout the school year such as GLAD training, Depth and Complexity Icons, Computer Using Educators (CUE) conference, curriculum development, etc.

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)
25000	LCFF - Supplemental and Concentration

	4000-4999: Books And Supplies Supplemental supplies
10000	Title I 5000-5999: Services And Other Operating Expenditures Software Support Agreements
6000	Title I 1000-1999: Certificated Personnel Salaries release time for teachers
1257	Title I 5800: Professional/Consulting Services And Operating Expenditures Consultation fees

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tier II-Small Group Intervention

Strategy/Activity

Tier II
Small Group Intervention
Staff Will:

- Provide differentiated instruction in small group settings for those students who are not meeting proficiency. Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. The use of leveled reading materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language usage aligned to skills. Support personnel, such as educational assistants and retired teachers, will be infused into the classes where students are not meeting proficiency will provide for small group instruction.
- Use supplementary materials, such as Leveled Literacy Intervention (LLI), Scholastic News, and SIPPS to provide identified students with appropriate leveled curriculum.
- Provide small group scaffolded instruction in writing for identified students who are not proficient in the text types and purposes. Through grade level collaboration, daily writing will be implemented through a variety of writing as identified in the Common Core Standards.
- Provide targeted intervention strategies for identified students in the area of academic language. Students are identified through Multi-Tiered System of Support(MTSS) process hen referred for further supports and intervention with site team. Personnel will be available for parents that need translation.
- Identify students requiring more intense support and provide push-in and/or pull-out model of support for literacy skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.

- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.

School will

- Purchase supplemental materials to be used throughout the day and/or for after school alternative supports.
- Purchase supplemental technology and/or licenses to be used throughout the day and/or for after school alternative supports.
- Provide small group instruction.

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)
34461	Title I 2000-2999: Classified Personnel Salaries Instructional Aide Salaries
1861	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Employee Benefits-instructional aides

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Tier III-Intensive individual Intervention

Strategy/Activity

Tier III
Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.
- Provide small group instruction/intervention

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)
5157	Title I

	4000-4999: Books And Supplies Instructional supports
5,877	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Instructional supports

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

El Cerrito's leadership team has proven to be effective in meeting our students needs. Teachers were given the time to analyze data and make more informed decisions about how to meet our students needs. Our continued partnership with Collaborative Edu will allow our teachers to continue reflecting and refining the process of instructional planning.

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

None at this time.

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

We do not anticipate any changes to our plan. We will continue to monitor student progress and adjust instruction based on local measures.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Goal 1:
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

Identified Need

Analysis of CAASPP data shows we need to work in the area of Communicating Reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	30.74% Met or Exceeded	We expect 35.74% of our students to meet or exceed.

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)

Tier I-All Students

Strategy/Activity

Tier I
Core Instructional Program
Staff will:

- Provide access to the CCSS through the district adopted Core Math Curriculum (Bridges/Number Corner/Math Links) on a daily basis. Teachers will collaborate daily over student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.

- Provide students with activities that support the conceptual development, procedural, and problem solving skills necessary to becoming successful in math. Grade level collaboration will ensure that all are addressing grade level standards and best practices for instruction through the use of the district pacing guide and units of study.

Grade level collaboration will address content and language objectives, analyze student data, looking at student work, and designing standards based instructional lesson plans. Both formative and summative Math benchmarks will be assessed and discussed to determine the targeted next steps toward mastery of the standards.

- Use Cognitively Guided Instruction (CGI) strategies promote higher level critical thinking skills in math problem solving and being able to represent mathematical problems in multiple ways.
- Provide content objectives and learning goals that will promote rigorous standards and language objectives. These will be aligned to support the academic language for student responses. Students will be expected to share their thinking and understanding of the problems given to them using our best practices of pair share, heads

together, language frames and other strategies to facilitate academic discourse.

- Use the ST Math program that supports the visual exploration of math concepts for all students. Students will engage in ST Math weekly. All teachers and the principal will monitor student progress through the program throughout the year. Grade level collaboration will organize the levels in the program to follow the district pacing guide

for standards based support. This technology will provide a valuable resource for differentiating the math instruction for all students.

- Provide objectives that will be emphasized and used as a learning tool for students to assist students in understanding the purpose of the learning and how they will demonstrate learning through language experiences. Language frames and accountable talk will be targeted as a means to support English learners in having various

language opportunities in math content areas.

- Use technology within the classroom to support instruction at each grade level and purchase needed software to support.
- Analyze data throughout the year in order to create class and/or individual goals related to math instruction.
- Provide release time for curriculum development.
- Purchase supplemental materials and supplies needed.
- Use iReady diagnostic data as well as require students to complete weekly iReady assignments to provide whole class as well as targeted intervention and learning 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)
17000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies
2000	Title I 4000-4999: Books And Supplies

	materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tier II-Small Group Intervention

Strategy/Activity

Tier II
Small Group Intervention
Staff will:

- Provide small group instruction as needed based on formative assessments.
- Identify students who require more intense support and provide push-in and/or pull-out model of support for math skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.
- Use iReady diagnostic data to assess where students are in meeting grade level standards.
- Provide time for students to complete iReady lessons.
- . Use supplementary materials, such as Building Fact Fluency, Bridges Intervention, i-Ready Tools for instruction and other math resources to provide targeted instruction.

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)
1000	Title I 4000-4999: Books And Supplies supplemental materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Tier III- Intensive Individual Intervention

Strategy/Activity

Tier III
Intensive Individual Interventions
In addition to Tier I and Tier II support, staff will:

- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.

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)
4000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies materials and supplies-manipulatives, instructional resources/workbooks

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Utilization of our adopted math adoption has proven to be effective in more closely meeting the standards in math.

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

No differences planned.

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

We do not anticipate a change to this plan. We will use local measures to monitor student progress and provide additional support when needed.

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 Development

LEA/LCAP Goal

Goal #1:
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.
Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

Identified Need

Improve the English Language Development for all English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level I - 15.3% Level 2 - 22% Level 3 - 29.7% Level 4 - 33.1%	All students in levels 1-3 will make one level of growth. Students in level 4 will maintain or reclassify.

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)

Tier I-All English Learners

Strategy/Activity

Tier I
Core Instructional Program
Staff will:

- Provide at least 30 minutes designated ELD daily utilizing ELD standards and ELA/ELD aligned curriculum.
- Provide Integrated ELD throughout the day to support content and language acquisition.

- Use the CCSS and appropriate scaffolds to guide their daily instruction.
- Provide English Learners access to technology, software, and applications to support language acquisition.
- Provide comprehensible input and support for academic language through GLAD strategies, Thinking Maps, and/or other visual/kinesthetic/auditory supports.
- Conduct data conferences with students to help them set goals and understand steps to improve.
- Purchase additional instructional materials to support English Learners.
- Be released to plan or attend trainings/conferences to acquire strategies to support 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)
5,000	Title I 4000-4999: Books And Supplies Materials and Supplies
1,500	LCFF - Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures ELD Consulting
2,500	Title I 5000-5999: Services And Other Operating Expenditures Conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tier II-Small Group Intervention

Strategy/Activity

Tier II
Small Group Intervention
Staff Will:

- Provide small group instruction to support language acquisition for new-comer students or Long-Term English Learners.
- . Provide small group instruction to support language acquisition skills and designated ELD with TOSA.
- Conduct parent meetings with Long-term English Learners to set goals and understand steps to improve.
- Provide extended learning opportunities such as before/after school intervention groups based on area of greatest need.
- Utilize instructional assistants to provide support to students in small groups for additional practice.

- Purchase additional instructional materials to support 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)
10076	Title I 3000-3999: Employee Benefits Instructional Aide Benefits

Strategy/Activity 3

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

Tier III-Intensive Individual Interventions

Strategy/Activity

Tier III
Intensive Individual Interventions
In addition to Tier I and Tier II support, staff will:

- Provide targeted instruction to meet the need of individual students in all areas determined by ELPAC scores and interim assessments.
- Support students in independently producing more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting.
- . Provide small group instruction to support language acquisition skills and designated ELD with TOSA.
- Identify at-risk English Learners and set goals for learning.
- Use the MTSS process for identifying and supporting English Learners at this tier.

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)
1,193	Title I 4000-4999: Books And Supplies Supplemental Materials

Strategy/Activity 4

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

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Implementation of the strategies and activities are based on the progress monitoring that occurs in weekly PLC meetings as well as SLT meetings.

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

We don't anticipate any differences at this time.

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.

No changes at this time.

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

Parent Engagement

LEA/LCAP Goal

Goal # 4
Parent/Community Partnerships
District is supported and respected by the community

Goal 4

All families and community members will feel welcome and engaged in the mission and vision of the school.

Identified Need

We will continue to support parents in ways to support their children both academically and behaviorally.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Administrative Record	80%	85%

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

- Community Liaison will provide workshops and communicate with families.
- Homework assignments will be designed to reinforce grade level standards.
- Aeries Communication, Seesaw and Classroom Dojo will be used to keep parents informed of important school events and curriculum related information.
- Parents will be invited to MTSS meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish speaking parents for better understanding and involvement.
- Parents will be involved in fundraising events to supplement classroom field trips that help address grade level standards.
- Parents of incoming kindergarten students will have the opportunity to participate in a Kindergarten Parent Preview event and receive information and materials to prepare their child for Kindergarten, and Kindergarten orientation.

- Teachers will provide information and strategies for parents during Parent/Teacher conferences on how they can help their children in the areas of English Language Arts and mathematics at home.
- Parents will be provided with information regarding strategies to increase student achievement during Back to School Night, Parent/ Teacher conferences, and Family Literacy, Writing, and Math Nights and Community Liaison sponsored events.
- Translators and child care will be provided for younger siblings during Family Night events, if possible.
- Translators will be provided for parent/ teacher conferences.
- Parents will be invited to all SSC/ELAC meetings to keep them informed about what is going on at school and how they can support their child's achievement.
- Digital signage will be on display and information will be kept current in the office for parents and visitors to be informed.
- Classroom visitations will be scheduled for parents to watch their children in class.
- Additional resources and materials may be purchased as needed.
- . Provide family engagement activities both in person or via zoom, if necessary.

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)
2500	Title I 4000-4999: Books And Supplies Materials and Supplies
2000	Title I 2000-2999: Classified Personnel Salaries Other Classified Extra: Parent Nights, Translating
2000	Title I 2000-2999: Classified Personnel Salaries School Secretary Extra Time
1000	Title I 2000-2999: Classified Personnel Salaries Clerk Typist Extra Time
1200	Title I 4000-4999: Books And Supplies Parent Education

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We see an increase in parent involvement every year. With the reconfiguration completed, we saw in increase in involvement in parents as their children were at 1 school rather than split among many.

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

None at this time.

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.

None at this time.

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

School Climate

LEA/LCAP Goal

Goal # 3
School Safety and Student Wellness
Schools are safe, healthy, and secure places for student learning

Goal 5

By June 2023, we will increase the number of families who indicate on parent/family surveys that they "strongly agree/agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment.

Identified Need

Creating a positive environment that promotes positive choices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	95% strongly agree	3 Percent Increase

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

- Assemblies will be provided throughout the year to explicitly teach and reinforce school wide rules, behavior expectations and emergency procedures.
- Monthly school wide celebrations will be held to positively recognize students that are on track with their behaviors.
- Each classroom teacher will reinforce the school wide expectations through additional reinforcements/consequences and supports.
- MTSS process will be used to identify and support students that are in need of additional strategies to ensure school safety for all and student wellness and achievement.
- Students will be encouraged to participate in promoting a positive school culture

- Various opportunities for student social engagement, as well as promoting positive school culture, will be provided through structures such as lunch club, leadership club and other focus groups.
- Close monitoring will be done by staff for those students experiencing severe attendance and academic issues. Supports, home visits, small group counseling, and contracts will be put into place as needed.
- Monthly emergency drills will be conducted in order to prepare all staff and students for various emergencies.
- PBIS team will analyze student discipline trends utilizing programs such as SWIS for running analytics report.
- Teacher development relating to meeting the social/emotional needs of our students, in order to access their learning will be provided.
- Rewards, incentives, and other materials may be purchased to promote a positive school climate.
- Professional development opportunities on positive school climate and future career building opportunities
- Implement safety protocols and PPE as needed during Covid-19 pandemic, if necessary again.
- Various opportunities for students to engage in career building activities such as computer science

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)
5000	Title I 4000-4999: Books And Supplies materials and supplies-technology
2000	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures conferences
2000	Title I 4000-4999: Books And Supplies materials and supplies
8500	LCFF - Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures career building consulting
11000	LCFF - Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures Operating Expenses-Printing
5000	LCFF - Supplemental and Concentration

	1000-1999: Certificated Personnel Salaries Teacher subs, Staff Development
2800	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Teacher salaries-extra assignments

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Our PBIS team which represents the entire school meets to ensure all staff are implementing agreed upon strategies.

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

None at this time.

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.

None at this time.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$178,882.00

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	$94,344.00

Subtotal of additional federal funds included for this school: $94,344.00

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 ($)
LCFF - Supplemental and Concentration	$84,538.00

Subtotal of state or local funds included for this school: $84,538.00

Total of federal, state, and/or local funds for this school: $178,882.00

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
LCFF - Supplemental and Concentration	84,538.00
Title I	94,344.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	13,800.00
2000-2999: Classified Personnel Salaries	39,461.00
3000-3999: Employee Benefits	11,937.00
4000-4999: Books And Supplies	76,927.00
5000-5999: Services And Other Operating Expenditures	14,500.00
5800: Professional/Consulting Services And Operating Expenditures	22,257.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	7,800.00
3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	1,861.00
4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	51,877.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental and Concentration	21,000.00

1000-1999: Certificated Personnel Salaries	Title I	6,000.00
2000-2999: Classified Personnel Salaries	Title I	39,461.00
3000-3999: Employee Benefits	Title I	10,076.00
4000-4999: Books And Supplies	Title I	25,050.00
5000-5999: Services And Other Operating Expenditures	Title I	12,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,257.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	89,613.00
Goal 2	24,000.00
Goal 3	20,269.00
Goal 4	8,700.00
Goal 5	36,300.00

School Site Council Membership

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

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

Name of Members	Role
Justin Rodgers	Parent or Community Member
Kim Newton	Parent or Community Member
Jackie Porco	Parent or Community Member
Sarai Vasquez	Parent or Community Member
Nohemi Valenzuela	Parent or Community Member
Brandie Esparza	Classroom Teacher
Tiffany David-Ramirez	Classroom Teacher
Wendy Miller	Classroom Teacher
Anna Carlos	Other School Staff
Deanna Putnam	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 2, 2022.

Attested:

Deanna D Put	Principal, Deanna Putnam on 11/02/22
	SSC Chairperson, Justin Rodgers on 11/02/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
         i. strategies to improve students' skills outside the academic subject areas;
         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ladera Palma Elementary School	30665636028963	November 17, 2022	January 12, 2023

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the

opportunity 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).
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.

Ladera Palma Elementary believes in a child-centered program that recognizes the unique abilities, needs and interests of each student. As a Dual Immersion Academy, the educational environment encourages development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods effective intervention strategies and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy in two languages. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences and technology.

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).

Input from Staff
After a full year of in-person instruction, the impact of how pandemic teaching and learning have affected our students continues to be felt throughout the grade levels. While many students are now more technologically knowledgeable and able to effectively navigate a variety of tech tools and applications, they also have deep social-emotional and academic issues that need to be addressed by our school in a systemic way. We have discussed how to do this through rigorous Dual Immersion Instruction and intensive Multi-tiered Systems of Support (MTSS). Our professional meetings have focused on how to support students as they return to school full time social-emotionally, behaviorally and academically. The following summaries are based upon staff surveys, minutes/findings from staff meetings and PLC meetings:

Based on the Staff Surveys conducted in May 2022, Ladera Palma Teachers rated their ability to teach with research based strategies and adjust their instruction based on students' needs as indicated by assessment data very highly. They also rated highly their ability to give formative assessments and seeing the value of behavioral interventions. Finally, they rated highly that the principal set a culture focused on instructional improvement. The areas that were rated at a lowest for staff were having the resources and interventions necessary to support their students. Additionally, they noted that they did not have time to discuss students' data during the day or have planning days granted to collaborate by the principal. Finally, they rated the two-way communication between the SLT and the rest of the staff at a low level.

This was the first year we were able to review CAASP data for English Language Arts (ELA), Math, and Science (5th grade) from our state testing in May 2022. We were able to discuss this data in grade level teams and in vertical teams during the August 10, 2022 Professional Development day as well as end of the year data from our school multiple measures. Teachers discussed strengths and next steps by grade level. Many strengths noted when comparing our 2019 CASSP levels of proficient or above students as well as in comparison to other schools in the district. The primary grades noted strong foundational skills were indicated by the data. Areas of need are included in the following analysis.

English-Language Arts :
For Ladera Palma students to continue to make growth in Language Arts, our staff has worked towards an agreed goal that we need to focus on instructional practices and curriculum that support our implementation of a successful Dual Immersion Program. Our data has indicated the data trends of a strong Dual Immersion Program implementation with students gaining higher levels of proficiency in both languages as they progress in the program. As such, we agree that we need to focus on attaining high levels of literacy in the target language (Spanish) in order to attain high levels of literacy in English. In order to bring about an upward trend in academic growth, and at the same time strongly supporting our significant subgroups, these practices include but are not limited to:

- Focus on academic oral and written language in both languages to be able to express themselves fluently. Vertical articulation around student oral and written language will be on-going professional development for our staff and part of our SIP (School Improvement Plan).

- Designated and Integrated ELD instruction daily in all classrooms using GLAD, Thinking Maps based on the 90:10 model for Dual Immersion programs. This is accomplished through the AELD model of English Language Development model.
- Thinking Maps and GLAD Strategies incorporated in Spanish Language Arts and eventually English Language Arts to provide comprehensible input and academic language development.
- Step Up to Writing instruction with an added focus on having students become more independent writers in the 3 Text Types found in Common Core State Standards. Additionally, we have been working on implementing RACES writing strategies to focus upper grade level evidence based writing.
- Reading Comprehension Strategies with a focus on Close Reading and Text Dependent Questions in whole group Read Aloud/Think Aloud lessons as well as in small group Differentiated Instructional Guided Reading Groups. Creating DOK-leveled questions will be a strategy used to scaffold level of speaking, thinking, and listening.
- Increase focus writing revision strategies through Peer Editing, Co-op Strip Paragraph (GLAD) and Writer's Workshop model.
- Differentiated Instruction throughout the day with a focus on developing standards based "Respectful Tasks" for those students working independently.
- PLC Collaboration that includes instructional planning, data analysis, Tier I interventions and planning for extending instructional opportunities as necessary.
- A strong MTSS system of supports focusing on strong Tier 1 instruction; well-articulated and monitored Tier 2 and 3 academic, behavioral and social-emotional interventions as needed.
- Use of Technology-both hardware and software with a focus on increasing the use of IPads, laptops and their corresponding Apps to increase student achievement.
- Use of instructional practices that support oral and written language through the use of technology and digital interaction.
- Support for our continued school focus: Academic Language in oral and written language while expanding to adding Close Reading instruction to an expanding literacy protocol.
- Areas to focus on to support reading growth are vocabulary development, fluency, and deeper comprehension practice through direct instruction and follow-up during small, differentiated group instruction.

Mathematics
We also analyzed math data and determined that in order for our students to continue moving students towards levels of proficiency in math Common Core State Standards, instructional practices will include but are not limited to:

- Focus on Mathematical Discourse and academic language in both languages to encourage student expressing their reasoning orally or in writing.
- Professional Development in our adopted curriculum, Bridges, and CGI (Cognitively Guided Instruction) for teachers to implement the model more fully and with deeper understanding.
- Continued staff development and implementation support from our TOSA including lesson modeling, observation, feedback, Lesson Study, etc.
- Math Common Core aligned instruction implemented daily in every classroom focusing on concept development, skill fluency and problem solving strategies.
- Higher level questioning strategies that focus on uncovering student thinking and support academic language for students to justify their reasoning.

- PLC meetings focused on analysis of student work to inform math instruction and Tier I interventions.
- Differentiated instruction during mathematics to ensure student comprehension and engagement.
- Use of Technology, both hardware and software with a focus on increasing the use of IPads, laptops and their corresponding Apps to increase student achievement.
- Distance Learning instructional practices that support math reasoning and problem solving through the use of technology and digital interaction.
- Use of iReady Math assessments and games to help teachers assess student skill and problem solving knowledge and use this knowledge to provide math instruction, re-teaching and intervention.
- Review critical foundational concepts to ensure student mathematical understanding is solid in prerequisite skills to be able to understand grade level content concepts, math fluency and problem solving.

English Learners:
We also have explored using the ELLevation program to focus data and instructional practices for our English Learners. Teachers participate in staff development throughout the year to assist students in their English Language Development. The staff at Ladera Palma School embraces the fact that teaching strategies for our English Learners must include differentiated instruction at our students' specific level of English Language Development. We begin by using the ELPAC information to guide our instruction and then identify ways to engage students of varying language levels. We are committed to providing direct and focused instruction in Language Development during ELD instruction (Designated ELD) through the AELD (Academic English Language Development) model. Additionally, we will provide instruction that scaffolds language and concepts throughout content instruction in all academic areas using SDAIE strategies (Integrated ELD). Understanding students' various levels allows teachers to scaffold instruction for their students making them feel more successful and increasing their language development. The staff has met and will continue to discuss various resources, materials, and curriculum that could assist us in attaining this goal. Specifically, G.L.A.D. strategies are implemented school wide to assist students with comprehension skills, vocabulary development, and academic language. We continue to explore Dual Immersion research that supports DLI programs as the best model for English learners and continue to commit to providing a Two-Way Immersion Model for our students.

Teachers will continuously receive training on the computerized assessment, ELPAC.

Additional practices include but are not limited to:

- Educational Assistants to support small group, differentiated instruction.
- Daily use of GLAD strategies to provide comprehensible input and support academic language in all subjects.
- Systematic Designated ELD instruction for EL students with 30 minutes of daily instruction through the AELD model and Integrated ELD as designated by the 90:10 Dual Immersion Program Model.
- Professional Development on Best Practices for Instruction, Curriculum and Assessment for ELD and SDAIE.
- Teacher will consistently engage their English Learners in their instruction by asking higher level thinking questions; expecting complete sentences and providing language supports as necessary.
- Continued staff development and implementation support from our TOSA for GLAD strategies; effective Dual Language pedagogy; specific skills for language transference.

- Distance Learning instructional practices that support oral and written language through the use of technology and digital interaction.
- Use of Technology-both hardware and software with a focus on increasing the use of iPads, laptops and their corresponding Apps to increase student achievement.
- Research and develop the creation of effective cross-linguistic transfer instruction to support language acquisition strategies across languages.

Identified Needs for Professional Development

Professional Development opportunities were also shared through the May 2022 staff survey. Teachers rated Professional Development on learning more about Common Core Math about the Next Generation Science Standards and Project Based Learning at high interest levels. Based on this staff input and Dual Immersion best practices, Professional Development will be addressed through the following:

- Professional Development opportunities to attend GLAD training in English and Spanish, and training for a new science curriculum once the pilot curriculum is selected.
- Dual Immersion PD opportunities such as: Dual Immersion Virtual Conferences; grade level planning and collaboration; work with TOSA to observe and/or model among teachers/colleagues and differentiated PD for new teachers on DI program best practices.
- Professional Development through LHCSD for our Language Arts Curriculum (Maravillas); our Math curriculum (Bridges); Thinking Maps; Integrating technology into the classroom Pedagogy; iReady, Achieve, and Imagine Learning
- English Language Development and Language Acquisition Professional Development and the role it plays within our DI program (AELD).
- Professional Development in the use of student and adult technology such as iPads; laptops; and Flipped Classroom pedagogical practices.
- Deeper dives into CCSS Math standards and collaborative planning by grade level. Additional opportunities for CGI instruction and training will be explored for school implementation.

Input from Parents

The following summaries are based on input from our parent advisory groups including the School Site Council and A&I, and our monthly parent meetings. We were able to gather more input through the Title I and EL Parent Surveys given in May 2022:

In the past, parents have overwhelmingly expressed that they feel that the overall academic program offered at Ladera Palma School is a positive and successful one. Through our parent meetings, they continue to express this. They feel encouraged to participate in their child's learning and agree that our frequent communication is a strong aspect of our school. Returning from the pandemic, our parents have been very positive on how our district and school have responded to their safety and health concerns. Parents rated School Climate as the highest area for our school. Specifically, parents highly rated home to school communication; feeling welcomed at the school site; the mutual respect and communication between staff and families; and they stated that they felt their children were safe at school. Areas parents rated low were in the areas of engaging in parent trainings; having family input used to improve instruction; having criteria for grading assignments clearly explained; knowing who the community liaison is and what they do; and knowing their children have high quality curriculum and supporting materials were rated low as well. Parents began to be able to volunteer in a limited way last school year, but through the efforts of our PTA and other school clubs, parents have been able to participate in various ways and to take part in decision making. Especially this year, parents also greatly appreciate the Aeries Communication system of automated phone calls home to remind parents of important up-coming events and their ease to get information via Parent Portal. We continue to improve upon, based upon our input from parents, are in offering our parents more classes and workshops on Social Emotional Learning; how to support student study and work habits; Behavior Management and Technology and Internet Safety. Parents would also like us to continue to send information and provide workshops or trainings in both English and Spanish. Spanish speaking parents, in particular, would like more opportunities to learn how to help their child in school. Additionally, school assessment data in the form of school level progress monitoring data was shared with the School Site Council and A&I. A continuing concern for families and staff is how distance learning is continuing to affect our students target language as well as English Language acquisition.

Home-School Communication:
All communication sent home for school wide events is translated into Spanish. Board members on our Parent Teacher Association are bilingual and provide information to parents in Spanish so these parents may further participate in PTA. All of our teaching personnel is bilingual and do not need translators for conferences or events for Spanish speaking families. Other opportunities to communicate with parents are provided through our monthly Parent Meetings, School Site Council, school weekly updates, and classroom newsletters and google websites. We all use REMIND to communicate immediately and effectively with parents as well Aeries Communications phone system messages highlighting important and schedules. The school web site; students' virtual classrooms; and marquee highlight upcoming events.

Parent Training and Involvement Opportunities:

- We have a Community Liaison who organizes parent clubs; parent education website; organizes volunteer opportunities; supports with family access to community resources; and actively supports the PTA as well. She surveys parents every year to gauge parent interest in classes and activities.
- Facebook, Twitter, REMIND texts; teacher Google Sites; posted on student virtual classrooms; AERIES communications; and school Webpage continue to support our school to home communication.
- Our Parent and Teacher Association (PTA) is very strong and supports our school activities as well as school community. They were awarded School PTA of Excellence by the National PTA due to their above and beyond efforts to support our school.
- Classroom and School-wide Volunteer Opportunities have started to return to our school site. Currently, our Copies and More Club, Garden Club and Art Club work with our Community Liaison to set up ways for our families to volunteer on campus and support the school as a whole. Our families are returning as a constant presence in our school site.
- Back to School Night was held in person this year and highly attended. Teachers were able to collaborate with parents to set year-long expectations and answer specific questions.
- Parent/Teacher Conferences were also offered in person or on-line based on family preference or need. Reports to parents about the academic standards and expectations were shared at this time. This time also share each child progress towards meeting proficiency in our Dual Immersion Program.
- Family Events are being planned to be held in person this year based on family interest and making sure we follow CDHP indications for health and safety for group gatherings.

Area Identified for Training:
Parents were specifically interested in training on the following topics of interest:

- How to improve students' Reading/Math skills
- Improving child's study and homework habits.
- Developing social and emotional skills for students.

Student Learning Survey Input
Our sixth grade students also took a survey in May 2022. They highly rated that their teachers encouraged them and did not give up on them; following the rules; they were being kind to each other and the school helps them discover their skills that need work. The rated lower their ability to share their ideas at school; get together with peers outside of school; get help when they do not understand something; and they do not spend time with peers outside of school or speak to peers about their problems. . The majority of parents at Ladera Palma express that they are very pleased with the achievement levels of their students and the implementation of the Dual Immersion Program. In order to support student involvement, we are exploring PALs leadership training for the elementary level and have worked with our school counselor to expand our student YANA (You Are Not Alone) Club.

Classroom Observations

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

Classroom observations are conducted throughout the year by the principal informally and during formal evaluation visits. These visits are conducted one to two times a month. Several teachers have also been able to visit colleagues during their PE release time or during pre-planned BTSA release days to support their professional growth and learn from their colleagues.

Informal and Formal Observations: The principal at Ladera Palma is committed to observe in every classroom several times a week. She will provide written feedback with the purpose of providing instructional feedback and support. Formal observations will be set up with teachers who have formal observation requirements as determined by the district contract. These teachers will choose a focus areas and indicators of success for the principal to monitor throughout the year. They will be required to be formally observed and evaluated at least once a year providing lesson plans in their focus area of growth. The data from formal and informal evaluations will be used to complete the LHCSD evaluations.

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)

At the beginning of the school year, school site staff analyzed CAASPP (California Assessment of Student Performance and Progress) results. This past school year, we also used iReady English Language Arts and Math scores to analyze our instructional program and other multiple measures. These results are then used as a team to create achievement goals per grade level and school wide. Team members also utilize on-going assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports.

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

Ladera Palma Elementary teachers at the start of the school year analyze individual student data and formative assessments to guide instruction. CAASPP data is utilized to set measurable and attainable goals for individual student improvement and school goals. IReady assessments are then given each trimester to assist in the continual monitoring of student goals and achievement. Professional Learning Communities (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Ladera Palma Elementary meet the highly qualified requirements.

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

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

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

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in identified content areas as well as Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Support (MTSS), and technology.

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

Ladera Palma staff works with the site MTSS Teacher on Special Assignment (TOSA), in the content areas, standards-based lessons, and data talks to guide instruction. The TOSA also assists with PLC discussions, and one on one teacher support and mentoring.

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

At Ladera Palma, teachers collaborate in PLC's every Wednesday afternoon on student early release day. Teachers follow the Professional Learning Committee protocol to focus collaboration time to support student learning. Teachers also engage in vertical articulation as well as grade-level articulation in PLCs. Through collaboration, district teams also meet and discuss data analysis standards-based instruction and assessment. Teachers are also able to meet in teams during PE release times weekly.

Teaching and Learning

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

At the start of the school year, teachers were provided staff development led by school leaders. Trainings included professional development on data analysis and standards based instruction. This year, we have determined the need to continue vertically articulating about effective DLI pedagogy and review of school instructional focus in oral and written Academic Language were presented. Our team of teachers review interim assessments that support students in understanding the CAASPP testing format and SBAC Claim assessments. PLC's are instrumental in allowing our teachers to plan, discuss standards based instruction and needed interventions for student achievement.

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

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. Principal also verifies the instructional minutes at the beginning of the start of every school year.

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

Team of teachers with the guidance of the Principal and TOSA prepare lesson-pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year.

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

All students are provided standards-based materials that are appropriate.

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 teachers use State Board of Education adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

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

Interventions and supports are provided during the instructional day for struggling students inside their classrooms and in small groups with focused interventional programs. Various strategies are incorporated to assist with academic challenges in and out of the classroom. Students also utilize iReady and/or Achieve 3000, which assists in identifying their reading and math level, and provides computer-based personalized instruction at the student's level. Teachers then analyze the data for continued refinement of instructional student needs.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include Dual Immersion Instruction; SDAIE strategies to support English Learners in English, GLAD, CGI, AELD, and technology based programs such as iReady.

Parental Engagement

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

*Intervention sessions during school
* ASES afterschool program
* PBIS supports
* RTI, IEP and 504 plans
* English Learner program
* MTSS system of supports
*Technology supports for academic learning

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)

Parent, community, and school personnel voices are a welcomed part in the planning, implementation, and evaluation of programs. Parents are involved through PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Every year, all of our parents complete a Title I Parent Survey and we use the results to inform our school planning. Their voices are used to review our consolidated application programs. We continue to hold many meetings virtually.

<u>Funding</u>

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

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.

Fiscal support (EPC)

*LCFF
*District funding

School Profile

At Ladera Palma, we are extremely proud of our spectacular Dual Immersion (DI) Program. It was established in 2014 and has grown yearly! We now are able to offer Dual Immersion TK to 6th grades on one campus. Our DI offers native Spanish speakers and native English speakers an opportunity to maintain and develop their first language while acquiring native-like communication and literacy skills in a second language. The Dual Immersion Program follows a 90:10 model that focuses on Spanish Immersion first with sequential bilingual/biliterate skills acquired in English. English is added to the curriculum incrementally so that by fifth grade, students are receiving instruction for 50% of the day in both English and Spanish until Eighth grade. Dual Immersion staff is committed to continue to incorporate Visual and Performing Arts, Project Based Learning and Technology to our students' curriculum through the target language, Spanish. Additionally, we operating a very successful TK Dual Immersion program.

Our program's foundation are the Three Pillars of Dual Language Education and our school goals for the program are aligned to these tenets. The first goal is that our students achieve bilingualism and bi-literacy. Our goal is for all of our students to be able to speak, understand, read and write in both languages. Our second goal is that all of our students reach high academic achievement levels in both languages. We measure and monitor our students' skills continuously, using assessments in both languages. Students begin to take formal state assessment in Spanish beginning in 3rd grade, but we assess in both languages in all grade levels. Finally, our third goal is that all of our students are able to develop cross-cultural competence skills and understanding. Through culturally responsive instruction and curriculum, we expose our students to multiple viewpoints and promote and celebrate diversity, inclusion and strive to promote equity for all of our learners.

To reach these goals, it is very important that the entire school work as a team! The Ladera Palma staff demonstrate a deep commitment to working as a united Professional Learning Community. To this end, our teachers meet regularly to discuss student achievement; plan collaboratively; follow professional lines of inquiry to further their professional learning, and work collaboratively to review and revise instructional plans and goals. Additionally, our teachers exemplify being life-long learners as they are continuously searching for effective instructional pedagogy and supporting research to further our goals as a Dual Immersion school.

Our school is also committed to empowering and engaging our students' families and community. Our students can succeed surrounded in a community that supports and nurtures their quest for a multilingual, multi-literate and multicultural education. To this end, our staff works diligently in collaboration with our parents to create an academically and culturally rich learning environment. Parents are offered a variety of opportunities to become involved in their school through volunteering, community events, parent education classes, clubs, and through our PTA. We realize the power of working collaboratively with our families to augment our students' education. Additionally, we work closely with our community institutions to provide support or extension opportunities for our students and their families.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The process is a year-long endeavor. Recommendations to adjust our plan are received at several meetings with our School Site Council, ELAC, teacher PLC and other professional development days, through surveys, and through regular parent meetings. These recommendations are incorporated into the SPSA. Usually, teachers analyze CAASPP data and end-of-the-year data for multiple measures and determine the next instructional and programmatic steps as grade levels and as a school team. This past year, we were able to view CAASP data again and use our school multiple measures to discuss instruction from TK to 6th grade together. We used these measures to analyze our instructional program and make instructional decisions as well as analyzing entry-level assessments. These recommendations are further incorporated into the SPSA. Regular parent meetings seek input on various aspects of our school program. Parent input was used from these meetings to inform our SPSA. Finally, the school plan is reviewed yearly with the School Site Council (SSC) consisting of elected parents, classified staff, and teacher representatives. Their recommendations for changes made at the November 17, 2022 SSC meeting were incorporated into the yearly SPSA. Ladera Palma Teachers further gave input to the SPSA at the August 10, 2022 and November 7, 2022 professional development meetings. The SPSA is finally reviewed and finalized with SSC representative input and adopted at the November SSC meeting.

Resource Inequities

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

None to report.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
American Indian	0%	0.2%	0.18%	0	1	1
African American	0.63%	0.7%	0.35%	3	4	2
Asian	1.06%	1.1%	1.76%	5	6	10
Filipino	0%	%	%	0		
Hispanic/Latino	92.39%	91.7%	91.53%	437	510	519
Pacific Islander	0%	%	0.18%	0		1
White	4.86%	5.0%	4.41%	23	28	25
Multiple/No Response	1.06%	1.3%	1.59%	5	7	9
			Total Enrollment	473	556	567

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	19-20	**20-21**	**21-22**
Kindergarten	146	136	131
Grade 1	80	100	81
Grade 2	84	73	96
Grade3	58	85	68
Grade 4	57	55	81
Grade 5	48	58	53
Grade 6		49	57
Total Enrollment	473	556	567

Conclusions based on this data:

1. Our largest subgroup has Hispanic students. Also, there are substantial numbers in our White, Multi-racial and Asian American subgroups.
2. Our enrollment is increasing every year as we continue to expand to become a TK-6th grade campus. We are noticing lower number of kindergarten students enrolling each year.
3. We did have seen similar numbers in each grade level, although some families leave the program due to concerns about acquiring Spanish at an early age. Even so, our school population continues to grow.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	170	167	174	35.9%	30.00%	30.7%
Fluent English Proficient (FEP)	60	95	101	12.7%	17.10%	17.8%
Reclassified Fluent English Proficient (RFEP)	12	23	16	9.2%	4.10%	2.8%

Conclusions based on this data:

1. We have a substantial number of English Learners. The amount of students that were FEP initially has increased over time as more bilingual students continue to enroll in our DI Program. Reclassified (RFEP) student percentages continue to increase and our students are able to pass the ELPAC with focused support and the benefits of a Dual Immersion Program.
2. We noticed a slight increase of students being designated Initially Fluent English Proficient which demonstrate many of our students coming to school with another language at home, yet demonstrating a level of proficiency in English as well. We had a slightly lower percentage of students qualifying for Reclassified Fluent English Proficient status. We will continue to monitor our EL students' achievement on the ELPAC test to make sure we continue to reclassify our students in higher numbers.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	57	85	67	57	0	66	57	0	66	100	0.0	98.5
Grade 4	49	54	80	49	0	80	49	0	80	100	0.0	100.0
Grade 5		59	52		0	52		0	52		0.0	100.0
Grade 6		49	56		0	56		0	56		0.0	100.0
All Grades	106	247	255	106	0	254	106	0	254	100	0.0	99.6

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2387.		2407.	14.04		19.70	22.81		18.18	15.79		25.76	47.37		36.36
Grade 4	2434.		2426.	8.16		10.00	28.57		22.50	20.41		23.75	42.86		43.75
Grade 5			2501.			25.00			32.69			11.54			30.77
Grade 6			2532.			19.64			30.36			25.00			25.00
All Grades	N/A	N/A	N/A	11.32		17.72	25.47		25.20	17.92		22.05	45.28		35.04

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.79		21.21	42.11		56.06	42.11		22.73
Grade 4	8.16		6.25	46.94		71.25	44.90		22.50
Grade 5			15.38			63.46			21.15
Grade 6			12.50			62.50			25.00
All Grades	12.26		13.39	44.34		63.78	43.40		22.83

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.53		13.64	45.61		48.48	43.86		37.88
Grade 4	18.37		6.25	53.06		53.75	28.57		40.00
Grade 5			25.00			50.00			25.00
Grade 6			26.79			46.43			26.79
All Grades	14.15		16.54	49.06		50.00	36.79		33.46

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.04		9.09	68.42		77.27	17.54		13.64
Grade 4	4.08		7.50	79.59		76.25	16.33		16.25
Grade 5			13.46			67.31			19.23
Grade 6			19.64			69.64			10.71
All Grades	9.43		11.81	73.58		73.23	16.98		14.96

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.04		16.67	42.11		60.61	43.86		22.73
Grade 4	10.20		10.00	57.14		71.25	32.65		18.75
Grade 5			19.23			63.46			17.31
Grade 6			21.43			62.50			16.07
All Grades	12.26		16.14	49.06		64.96	38.68		18.90

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

Conclusions based on this data:

1. By comparing our 18-19 scores to our 21-22 scores, our students made great progress in Reading. Higher percentage of students moved to Above Standard or At or Near Standard levels in all areas of Reading. Biggest movement can be noted in Research/Inquiry and Reading. We conclude that because of continuous data analysis and intervention in reading through a strong MTSS model, our students were able to make this movement.

2. When analyzing our subtests, Reading and Research and Inquiry were relative strengths and Writing and Listening were relative weaknesses. Our students' data demonstrates the trajectory Dual Immersion programs should take over time, with fifth and sixth grade students continuing to show at or above performance to their mainstream program counterparts.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	57	85	67	57	0	67	57	0	67	100	0.0	100.0
Grade 4	49	54	80	49	0	80	49	0	80	100	0.0	100.0
Grade 5		59	52		0	52		0	52		0.0	100.0
Grade 6		49	56		0	56		0	56		0.0	100.0
All Grades	106	247	255	106	0	255	106	0	255	100	0.0	100.0

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2409.		2436.	10.53		20.90	24.56		29.85	28.07		23.88	36.84		25.37
Grade 4	2448.		2436.	6.12		10.00	26.53		20.00	42.86		32.50	24.49		37.50
Grade 5			2482.			17.31			21.15			21.15			40.38
Grade 6			2504.			8.93			28.57			21.43			41.07
All Grades	N/A	N/A	N/A	8.49		14.12	25.47		24.71	34.91		25.49	31.13		35.69

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	22.81		29.85	26.32		49.25	50.88		20.90
Grade 4	14.29		10.00	48.98		41.25	36.73		48.75
Grade 5			11.54			46.15			42.31
Grade 6			14.29			44.64			41.07
All Grades	18.87		16.47	36.79		45.10	44.34		38.43

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	15.79		28.36	40.35		43.28	43.86		28.36
Grade 4	8.16		8.75	55.10		51.25	36.73		40.00
Grade 5			17.31			57.69			25.00
Grade 6			8.93			66.07			25.00
All Grades	12.26		15.69	47.17		53.73	40.57		30.59

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	21.05		23.88	49.12		49.25	29.82		26.87
Grade 4	16.33		16.25	55.10		48.75	28.57		35.00
Grade 5			13.46			55.77			30.77
Grade 6			8.93			62.50			28.57
All Grades	18.87		16.08	51.89		53.33	29.25		30.59

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

Conclusions based on this data:

1. By comparing our 18-19 scores to our 21-22 scores, our students made good progress in Math. Higher percentage of students moved to Above Standard or At or Near Standard levels in all areas of Math. Biggest movement can be noted in Problem Solving and Modeling/Data Analysis. We conclude that this may be because of our focus on problem solving in mathematics to support uncovering our students' thinking in mathematics.
2. When analyzing the sub-tests, a relative weakness in the past was in problem solving and modeling/data analysis. We addressed that that issue by having our students exposed to more problem solving opportunities with increased rigor in both languages. Another relative strength is concepts and procedures. This may be due to the instructional practice of prompting students to explain their reasoning and justify their answers either orally or in writing. Concepts and procedures was a focus area instructionally and may be why we improved.
3. An area of relative weakness was Communicating Reasoning and will be addressed in conjunction with our SIP focus on reading closely in math; providing structured oral language scaffolds for students to engage in evidence based conversations; and then engage in evidence writing prompts. By engaging in this instructional protocol, we feel our students will be able to communicate their reasoning in math more effectively.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1403.1	1407.5	1411.0	1421.6	1431.9	1428.6	1360.0	1350.8	1369.9	43	41	41
1	1451.8	1429.3	1436.1	1471.2	1459.2	1461.1	1431.9	1398.9	1410.5	33	30	18
2	1505.3	1465.2	1464.5	1536.5	1495.4	1483.8	1473.5	1434.6	1444.7	25	17	30
3	1494.6	1487.0	1474.2	1514.1	1497.9	1476.7	1474.6	1475.7	1471.4	23	31	13
4	1537.9	1506.9	1516.4	1533.6	1506.3	1521.6	1541.9	1507.2	1510.7	28	12	26
5		1528.6	1512.9		1531.3	1514.1		1525.1	1511.3		18	11
6		1565.2	1565.3		1584.4	1572.3		1545.5	1557.9		15	15
All Grades										152	164	154

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

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	2.33	17.07	19.51	34.88	17.07	24.39	53.49	43.90	24.39	9.30	21.95	31.71	43	41	41
1	3.03	6.67	5.88	42.42	16.67	23.53	48.48	50.00	29.41	6.06	26.67	41.18	33	30	17
2	28.00	5.88	6.67	36.00	35.29	46.67	32.00	41.18	33.33	4.00	17.65	13.33	25	17	30
3	8.70	6.45	0.00	39.13	41.94	38.46	43.48	41.94	46.15	8.70	9.68	15.38	23	31	13
4	32.14	18.18	23.08	50.00	54.55	38.46	17.86	18.18	30.77	0.00	9.09	7.69	28	11	26
5		16.67	27.27		44.44	27.27		38.89	18.18		0.00	27.27		18	11
6			46.67			40.00			6.67			6.67		15	15
All Grades	13.16	14.11	17.65	40.13	31.29	33.99	40.79	39.26	27.45	5.92	15.34	20.92	152	163	153

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	13.95	24.39	31.71	39.53	24.39	21.95	39.53	29.27	14.63	6.98	21.95	31.71	43	41	41
1	18.18	26.67	29.41	51.52	33.33	23.53	30.30	26.67	29.41	0.00	13.33	17.65	33	30	17
2	60.00	29.41	43.33	32.00	47.06	26.67	4.00	17.65	20.00	4.00	5.88	10.00	25	17	30
3	39.13	29.03	30.77	52.17	54.84	38.46	8.70	12.90	23.08	0.00	3.23	7.69	23	31	13
4	67.86	36.36	50.00	21.43	54.55	42.31	7.14	0.00	7.69	3.57	9.09	0.00	28	11	26
5		61.11	54.55		38.89	18.18		0.00	0.00		0.00	27.27		18	11
6		66.67	73.33		20.00	20.00		6.67	0.00		6.67	6.67		15	15
All Grades	36.18	34.97	42.48	39.47	37.42	27.45	21.05	17.18	14.38	3.29	10.43	15.69	152	163	153

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	6.98	29.27	36.59	81.40	63.41	39.02	11.63	7.32	24.39	43	41	41
1	36.36	40.00	29.41	63.64	56.67	64.71	0.00	3.33	5.88	33	30	17
2	40.00	17.65	33.33	56.00	76.47	60.00	4.00	5.88	6.67	25	17	30
3	8.70	9.68	7.69	82.61	77.42	84.62	8.70	12.90	7.69	23	31	13
4	39.29	36.36	42.31	57.14	54.55	50.00	3.57	9.09	7.69	28	11	26
5		11.11	18.18		88.89	72.73		0.00	9.09		18	11
6		26.67	20.00		60.00	73.33		13.33	6.67		15	15
All Grades	25.00	24.54	30.72	69.08	68.10	57.52	5.92	7.36	11.76	152	163	153

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

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	16.28	21.95	26.83	65.12	46.34	41.46	18.60	31.71	31.71	43	41	41
1	21.21	16.67	11.76	72.73	70.00	70.59	6.06	13.33	17.65	33	30	17
2	64.00	41.18	40.00	32.00	52.94	50.00	4.00	5.88	10.00	25	17	30
3	60.87	64.52	46.15	39.13	32.26	46.15	0.00	3.23	7.69	23	31	13
4	67.86	63.64	53.85	25.00	27.27	46.15	7.14	9.09	0.00	28	11	26
5		77.78	72.73		22.22	0.00		0.00	27.27		18	11
6		86.67	86.67		6.67	6.67		6.67	6.67		15	15
All Grades	41.45	46.01	43.14	50.00	41.10	41.18	8.55	12.88	15.69	152	163	153

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

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	2.44	7.32	72.09	73.17	60.98	27.91	24.39	31.71	43	41	41
1	15.15	3.33	17.65	60.61	33.33	11.76	24.24	63.33	70.59	33	30	17
2	12.00	29.41	6.67	60.00	23.53	60.00	28.00	47.06	33.33	25	17	30
3	0.00	3.23	0.00	56.52	48.39	69.23	43.48	48.39	30.77	23	31	13
4	14.29	0.00	3.85	75.00	72.73	69.23	10.71	27.27	26.92	28	11	26
5		5.56	18.18		66.67	36.36		27.78	45.45		18	11
6		20.00	26.67		53.33	53.33		26.67	20.00		15	15
All Grades	7.89	7.36	9.80	65.79	53.37	54.90	26.32	39.26	35.29	152	163	153

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	20.93	12.20	14.63	41.86	29.27	48.78	37.21	58.54	36.59	43	41	41
1	0.00	6.67	5.88	63.64	40.00	47.06	36.36	53.33	47.06	33	30	17
2	4.00	0.00	3.33	60.00	35.29	46.67	36.00	64.71	50.00	25	17	30
3	4.35	3.23	0.00	73.91	77.42	69.23	21.74	19.35	30.77	23	31	13
4	25.00	18.18	15.38	75.00	63.64	76.92	0.00	18.18	7.69	28	11	26
5		5.56	9.09		83.33	63.64		11.11	27.27		18	11
6		26.67	20.00		66.67	73.33		6.67	6.67		15	15
All Grades	11.84	9.20	10.46	60.53	52.76	58.17	27.63	38.04	31.37	152	163	153

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

Conclusions based on this data:

1. Overall, EL students were scoring in levels 2, 3 and 4 on the test. These levels correlate with the Expanding and Bridging ELD standards and indicate that EL students' language levels are progressing and there were very few students at the Emerging levels, even at Kindergarten. Our were unable to take the ELPAC Summative test in the Spring, so we will continue to look at our multiple measures for guidance with our English Language goals.
2. However, when reviewing the subsequent data, Oral Language levels were in definitively in the Somewhat/Moderately to Well-Developed performance domains. Oral Language was definitely an area of strength.
3. On the other hand, a relative area for growth would be in the writing domain. The majority of students demonstrated that they were somewhat/moderately proficient in written language across the grade levels. Written Language was a relative area of need. Our reading domain also is a relative area for growth, as most students scored in the Somewhat/Moderately performance levels. As we begin to gain more English reading and writing fluency in the upper grades of our DI program, we should have more students meeting the Well-Developed performance domains and be able to re-classify.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
567	**53.6**	**30.7**	**0.2**
Total Number of Students enrolled in Ladera Palma Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	174	30.7
Foster Youth	1	0.2
Homeless	2	0.4
Socioeconomically Disadvantaged	304	53.6
Students with Disabilities	28	4.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4
American Indian	1	0.2
Asian	10	1.8
Filipino		
Hispanic	519	91.5
Two or More Races	9	1.6
Pacific Islander	1	0.2
White	25	4.4

Conclusions based on this data:

1. Our Hispanic population is at 92%, a clear majority. EL students make up 30% of our school population (about 1/3) and we have 51% of our population that qualify as Socioeconomically Disadvantaged. About 5% of our student population is identified as a student with a disability.

School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We continue to demonstrate strengths in Chronic Absenteeism and Suspension Rate. Both have decreased in the last two years.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. We have 18-19 data for these subgroups and we still do not have multiple year data to compare, we are able to see that we were overall are about 40 points below standard in English Language Arts. Our two subgroups with the biggest deficits are English Learners at 71 points below the standard and Socioeconomically Disadvantaged subgroup at 55 points below standard.
2. Relative strengths in English Language arts are our English only population at 3 points above standard and Reclassified English Learners at only 16 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

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

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. We have 18-19 data for these subgroups and we still do not have multiple year data to compare, we are able to see that we were overall are about 28 points below standard in Math. Our two subgroups with the biggest deficits are English Learners at 65 points below the standard and Socioeconomically Disadvantaged subgroup at 44 points below standard.
2. Relative strengths in Math are our English only population at 2 points above standard and Reclassified English Learners at 8 points above standard.

School and Student Performance Data

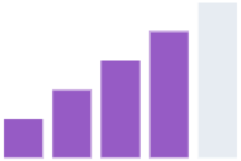
Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



High

58.9 making progress towards English language proficiency

Number of EL Students: 107 Students

Performance Level: High

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17	27	0	63

Conclusions based on this data:

1. We have 18-19 data for these subgroups and we still have 46.6% of our students that have progressed at least one ELPI level or maintained a ELPI level 4. While we do not have multiple year's data to compare, this demonstrates that about half of our EL students are progressing at a consistent rate towards proficiency.
2. However, having about 27% decrease one ELPI level is concerning. As reading and writing becomes more complex, many students may have more difficulty maintaining higher levels of proficiency. We will continue to support our students through designated ELD/AELD to build oral language as well as written language.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

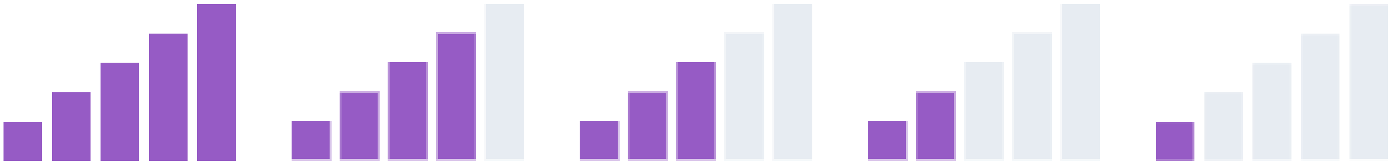
1. None

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



Very High Lowest Performance	High	Medium	Low	Very Low Highest Performance

This section provides number of student groups in each level.

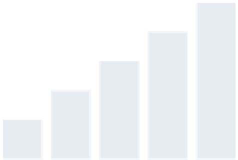
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
4	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High 23.5% Chronically Absent 579 Students	Very High 21.2% Chronically Absent 179 Students	No Performance Level Less than 11 Student 1 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level Less than 11 Student 4 Students	Very High 24.8% Chronically Absent 371 Students	Very High 28.6% Chronically Absent 35 Students

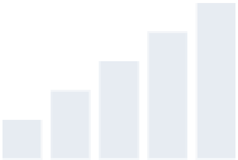
2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American



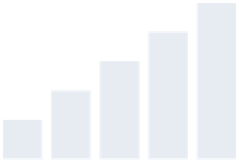
No Performance Level
Less than 11 Student
2 Students

American Indian



No Performance Level
Less than 11 Student
1 Students

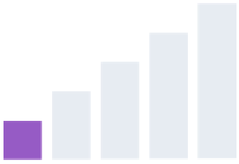
Asian



No Performance Level
54.5% Chronically Absent
11 Students

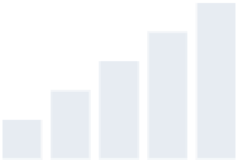
Filipino

Hispanic



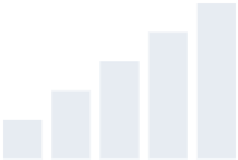
Very High
23.1% Chronically Absent
528 Students

Two or More Races



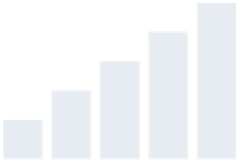
No Performance Level
Less than 11 Student
10 Students

Pacific Islander



No Performance Level
Less than 11 Student
2 Students

White



No Performance Level
20% Chronically Absent
25 Students

Conclusions based on this data:

1. We have improved our Chronic Absenteeism. All students declined 2.9 points as we only have 4.3% chronic absenteeism. All subgroups also declined about 2 points overall with our white population declining the most at 3.5 points. We are currently at the green level for this area overall and for all subgroups.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

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

Conclusions based on this data:

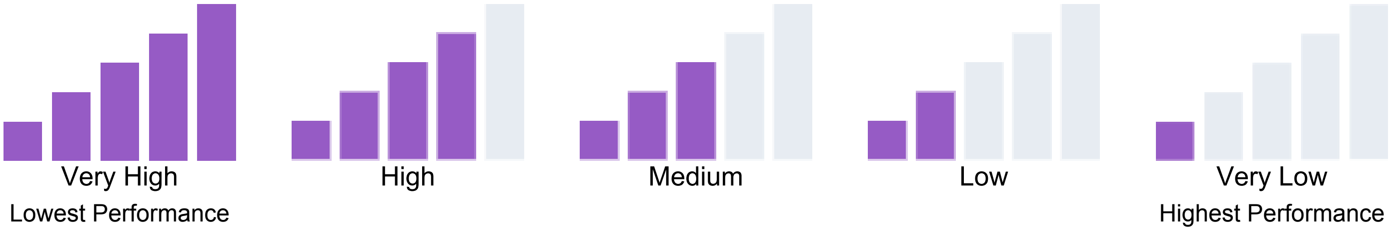
1. None.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



This section provides number of student groups in each level.

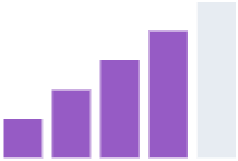
2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	2	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

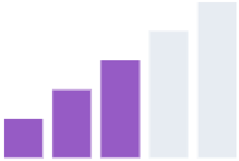


Low

0.7% suspended at least one day

584 Students

English Learners

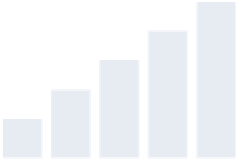


Medium

1.7% suspended at least one day

180 Students

Foster Youth

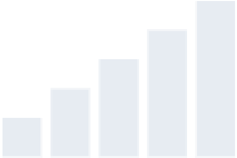


No Performance Level

Less than 11 Student

1 Students

Homeless

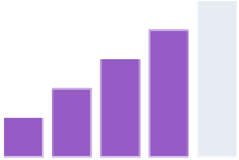


No Performance Level

Less than 11 Student

4 Students

Socioeconomically Disadvantaged

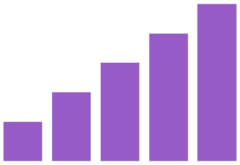


Low

0.8% suspended at least one day

374 Students

Students with Disabilities



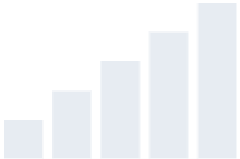
Very Low

0% suspended at least one day

35 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

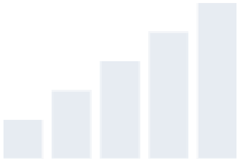


No Performance Level

Less than 11 Student

2 Students

American Indian

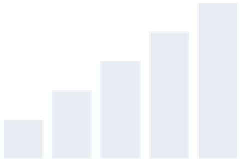


No Performance Level

Less than 11 Student

1 Students

Asian



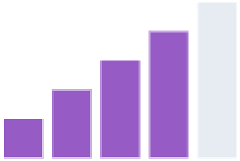
No Performance Level

0% suspended at least one day

11 Students

Filipino

Hispanic

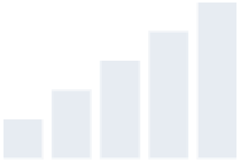


Low

0.8% suspended at least one day

533 Students

Two or More Races

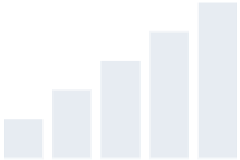


No Performance Level

Less than 11 Student

10 Students

Pacific Islander

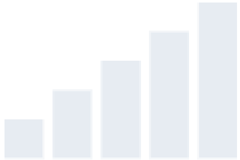


No Performance Level

Less than 11 Student

2 Students

White



No Performance Level

0% suspended at least one day

25 Students

Conclusions based on this data:

1. Our suspension rate fell in the category of Blue, with 0 students being suspended for the last two years.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal #1 :
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 1

All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

Identified Need

When analyzing our CAASP scores and multiple measures, we have identified the need to improve continue improving our student writing skills through in-depth reading analysis, evidence based oral and written language through vocabulary acquisition skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP state assessments; iReady Scores; multiple measure data	43% met or exceeded standard	48% at or above 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

1. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR LANGUAGE ARTS (Spanish and English)

1.1 Core Instructional Program -Tier I

- All students will access the Core Reading Curriculum (McGraw Hill Maravillas) on a daily basis.

- Teachers will teach California Common Core Spanish State Standards using current current core reading curriculum. English CCSS Standards will be taught using core reading curriculum beginning in 3rd grade.
- In SLA/ELA all teachers will focus on teaching the 3 text types and implementing reading comprehension strategies: Close Reading and Text Dependent Questioning.
- Teachers will utilize vocabulary development cards and GLAD strategies to enhance reading comprehension, vocabulary and the writing process during reading and writing instruction.
- Teachers will ask students a variety of questions focusing on higher level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking.
- Teachers will organize their language arts into differentiated groups that allow students to receive instruction at their instructional level in the form of differentiated instruction allowing for intervention as well as extension in language arts.
- Teachers will provide Differentiated Instruction during Early/Late groups (Kindergarten) in Guided Reading and Writing strategies.
- Supplemental instructional materials such as books, web-based teacher resources sites, etc. will be reviewed, copied and purchased where appropriately needed.
- Students will be progress monitored in Spanish using Achieve 3000 Assessments as well as using other multiple measures and beginning in 3rd grade, iReady assessments in English as well.
- Teachers will integrate writing throughout the year with field trips and other authentic opportunities to write as evidenced by reading response journals, GLAD writing strategies, journals, and math journals.
- Teachers will use academic language frames to support students' oral and written language in both languages.
- Access to technology will be provided as opportunities for students to type original stories, utilize teacher created story/writing frames, and publishing all in order to aide in reading comprehension.
- Teachers will teach writing and increase reading comprehension through mini lessons, Think-Aloud, and Modeled/Shared/Interactive Writing.
- Teachers will enhance reading comprehension and writing strategies instruction by using GLAD strategies including but not limited to: Pictorial Input charts, Sentence Patterning Charts, Story Maps, Process Grids, Co-op Strip Paragraphs, Chants, Cognitive Content Dictionaries.
- Teachers will be offered Professional Learning opportunities that include Professional Development, Conferences, and opportunities to collaborate and learn from colleagues to further their knowledge of Dual Immersion, GLAD, Leadership (SLT), GATE, etc.
- Homework assignments will be designed to reinforce standards.
- Students will be taught in a 90:10 Dual Immersion Instructional model which is a research based instructional model resulting in high academic achievement for all learners.
- Updated technology (ipads) and software will be utilized in identified classrooms in order to increase achievement levels in reading/reading comprehension.
- Updated reading/language arts digital applications will be purchased and implemented to continue the implementation of 1:1 tech device instructional integration.
- Students will be assessed using diagnostic assessments in Spanish (Achieve 3000 and Imagine Learning Español) and English (iReady) to give teachers information to adjust instruction and provide intervention or directed teaching and also provide students additional practice on computerized lessons.

- Teacher teams will go through Cycles of Inquiry using our School Implementation Plan to support student reading analysis using reading closely instructional strategies; providing language scaffolds for evidence based collaborative conversations; and supporting students to clearly communicate through evidence based writing.
- Teachers will be provided time to collaborate in teams through PLC meetings (weekly) or release time grade level planning days. School Leadership Teams will also be provided release time to plan vertically and support grade level articulation.

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)
5000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Subs for staff development and PD
8134	Title I 4000-4999: Books And Supplies Materials and Supplies-
2879	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Conference registration- DI program support
2000	Title I 4000-4999: Books And Supplies Technology supplies
1000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Benefits
776	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Books and Supplies for DI Program
10743	Title I 5800: Professional/Consulting Services And Operating Expenditures Software Agreements- Illuminate/Typing Agent/ Library Software

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students identified as needing strategic intervention strategies (Tier II)

Strategy/Activity

1.2 Small Group Intervention - Tier II

- Small group leveled instruction will be supported on a daily basis using formative assessment data.
- Educational Assistants to lower student to teacher ratios for small group differentiated reading instruction.
- Transitional Kinder teachers will provide intervention in small groups for all students at risk of not meeting literacy proficiency during the school day.
- Benchmark Intervention Program Rigor; Hopscotch; and Camino al éxito will be used to provide small group intervention to identified students in Spanish and Leveled Literacy Intervention for English.
- Students with disabilities will receive "Front-Loading" prior to instruction in the regular classroom by our RSP teacher as well as identified assistance as stated in their IEP.
- Differentiated language scaffolds and language frames will be used to support students in using academic language to respond to teacher and higher level questions.
- The district will identify students who would benefit from additional instruction and review by offering a Summer Academy.
- Teachers will meet as a Level of MTSS process intervention for students who are at risk of not meeting standards to set goals and interventions and follow-ups for these students.
- Group or Individual MTSS meetings will be held with a team of teachers; RSP teacher; school psychologist; speech pathologist (if needed); principal and parent for identified 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)
45102	Title I 2000-2999: Classified Personnel Salaries Inst. Aides
8439	Title I 3000-3999: Employee Benefits Instructional Aide Benefits
2000	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries Instructional Aide- Extra time for intervention groups

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students identified as needing intensive reading interventions (Tier III)

Strategy/Activity

1.3 Intensive Individual Interventions-Tier III

- Individual differentiated and scaffolded instruction to support students to acquire the skills needed to be independent readers and writers based on Rtl Meeting Action Plan.

- Small group intervention to identified students by intervention aide consulting with the MTSS TOSA and the RSP teacher.
- Additional adult support as needed to help with remediation, re-teaching or additional practice by instructional aides.
- Identify support to assist at-risk students to meet goals on MTSS Action Plan such as ASES; After-School Tutoring; additional and more frequent review and practice.
- Teachers identify at-risk students and set goals for learning at data conferences with the principal.

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Students continue to be progress monitored to ensure that they are reading at grade level in both languages. Interventions will be offered to those that have been identified as needing some to intensive reading support. Assessment progress monitoring and diagnostic data will be used throughout the year to evaluate the strategies' overall effectiveness. Our MTSS system of interventions are focused on our struggling readers in grades 1 to 6 and our students were responding well and showed great progress. Data shows students moving from the "not met" levels on the ELA CAASP based on these intense interventions.

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

We were able to buy supplemental materials to support intensive intervention for at-risk students. Aides continued to support students during the school day.

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

The major change to this section is to align our budget to have classified salaries all come from Title I funds. As we return to in-person conferences and trainings, we have budgeted for professional development for the majority of our staff and plan to train about half of the staff in GLAD en español instructional strategies. Materials continue to be part of our budget as we purchase Tier 2 and 3 materials to use in Spanish for our struggling students as well as expand our Tier 1 materials to provide a strong Dual Immersion program for our students. We have seen good growth with our SPSA and have made minimal changes to reflect our Dual Immersion Program focus and needs. We continue to use Achieve 3000 for our 3rd-6th grade students, and will be initiating use of Imagine Learning en Español for our Kinder-2nd grade students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Goal 1:
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

Identified Need

When analyzing our CAASP Math scores and our iReady diagnostic data in Math we have identified the need to improve our students' ability to effectively communicate their reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP Math Assessment iReady Math Assessment	39% at or above grade level	44% at or above grade level

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

2. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR MATHEMATICS

2.1 Core Instructional Program - Tier I

- All students will have access to the Core Curriculum (Bridges) on a daily basis.
- Teachers will provide opportunities for students to develop Mathematical Reasoning skills through problem solving using Cognitively Guided Instruction (CGI) strategies regularly.

Teachers that need training in Bridges or CGI will be provided training and release time for this purpose.

- Teachers will be trained in math pedagogy to support student problem solving and in-depth exploration of the Math CCS Standards.
- Teachers will organize their mathematics into differentiated groups that allow students to receive instruction at their instructional level in the form of differentiated instruction allowing for intervention as well as extension in math.
- Teachers will teach California Common Core State Standards in Math through the adopted Math Curriculum.
- Teachers will implement Number Corner academic conversations to support student academic language and conceptual development.
- Based on the results of formative assessment and aligned with standards, teachers will plan and implement targeted, differentiated instruction using Common Core Standards aligned instruction and curriculum.
- Teachers will incorporate the use of manipulatives and visual supports in all concept lessons and extend the use of those manipulatives for students until mastery of the concept is achieved.
- Students will take iReady math diagnostic tests as well as curriculum tests and teachers will use this data to adjust instruction and provide re-teaching or intervention opportunities.
- Teachers will incorporate math number fluency games to support student engagement and number fluency.
- Update technology (i-Pads) and software to be utilized in identified classrooms in order to increase achievement levels in number sense and general math concepts.
- Teachers will create instructional plans collaboratively to implement Bridges with fidelity as grade levels and will work in PLC meetings (weekly) or in release time with grade levels for grade level collaboration as needed.
- Teachers will collaborate to organize lessons and instructional materials to implement Bridges effectively.

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)
19500	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Supplemental Math Supplies and books
2200	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Technology Supplies
5000	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Conferences for teachers for Math
3000	Title I 1000-1999: Certificated Personnel Salaries

	Release time for professional activities (collaboration, planning, conferences)
900	Title I 3000-3999: Employee Benefits Certificated sub benefits
6603	LCFF - Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures Software Agreements

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students identified as needing strategic intervention strategies (Tier II)

Strategy/Activity

2.2 Small Group Intervention-Tier II

- Teachers will provide small group instruction and/or re-teaching as needed based on formative assessment.
- Teachers will provide daily spiral review of concepts based on student need as indicated by formative assessment.
- The District will identify students who would benefit from additional instruction and review by offering a Summer Academy.
- The MTSS TOSA and MTSS Assistant will meet with individual or groups of students as needed to provide specific number sense conceptual development with intervention materials.
- Effective Math intervention materials will be identified and purchased to support small group instruction in classrooms or with the MTSS intervention team.
- Teachers will Pre-teach and/or Re-teach Math concepts or skills based on formative assessments using manipulative and/or visual supports as necessary until students demonstrate proficient understanding of the concept or skill.
- Boys and Girls Club A.S.E.S. (After School Education and Safety) Program will service our socioeconomically disadvantaged population on free and reduced lunch and provide after school tutoring that targets math remediation.
- Group or Individual MTSS meetings will be held with a team of teachers; RSP teacher; school psychologist; speech pathologist (if needed); principal and parent for identified 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)
	Educational Assistants (referenced in Goal 1)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students identified as needing intensive reading interventions (Tier III)

Strategy/Activity

2.3 Using the MTSS model, Intensive Individual Interventions- Tier Ill

- Individual differentiated and scaffolded instruction to support students to acquire skills needed to be independent math problem solvers based on Rtl Meeting Action Plan.
- Additional adult support as needed to help with remediation, re-teaching or additional practice.
- Identify support to assist at- risk students to meet goals on MTSS Action Plan such as ASES; After-School Tutoring; additional and more frequent review and practice.
- Math small group instruction with Intervention Aide in consultation with the MTSS TOSA and the RSP teacher.
- Teachers identify at-risk students and set goals for learning at data conferences with the principal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Teachers will use data from math assessments to be able to provide re-teaching opportunities; varied problem solving experiences; and further conceptual development intervention as determined by their diagnostic data.

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

This year we realize the need to support teachers in math instructional strategies more than in other years. We will be providing training and release time for collaboration and training. Additionally, we need to identify and purchase effective math intervention programs that support student acquisition of number concepts and problem solving skills necessary to meet grade level standards.

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.

This year, we will allocate more time and money to provide release time for collaboration or training in Mathematics for teachers. Materials continue to be part of both funds. We have seen good growth with our SPSA and have made minimal changes to reflect our Dual Immersion Program focus and needs. We will continue to use iReady to assess students in mathematics in Spanish, but will have students practice their skills using supplemental apps.

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 Development

LEA/LCAP Goal

Goal #1:
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.
Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

Identified Need

We need to move more students from the two middle levels (Level 2 and Level 3) to the fluent level (Level 4) and this can be accomplished by improving student writing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level 1- 20.92% Level 2-27.45% Level 3- 33.99% Level 4- 17.65%	All students in levels 1-3 will make one level of growth. Students in level 4 will maintain or reclassify.
CAASP End of Year Assessment		

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 (ELLs)

Strategy/Activity

3. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR ENGLISH LANGUAGE DEVELOPMENT

3.1 Core Instructional Program - Tier I

- Every teacher will receive continued training on the new ELD standards; ELPAC and instructional implications and AELD in a Dual Immersion Program.
- Teachers will identify students' ELD levels and will plan lessons accordingly.
- A Dual Immersion 90:10 model of instruction will continue to be developed and implemented. Dual Immersion is a research based program that has been proven to best support English Learners at acquiring English at high academic levels.
- Teachers will teach California Common Core State Standards in ELD to plan lessons focused on communication and language development in all four language domains: Listening, Speaking, Reading and Writing.
- Teachers will use multi-modality teaching in all curricular areas which includes: using gestures, objects and pictures in lessons.
- Teachers will provide daily of a standards based ELD program for English Learners to provide Designated ELD and Integrated ELD during AELD times.
- Teachers provide AELD time for students TK-2nd which keeps all language students in same group, but provides differentiated ELD services to identified EL students in small groups. Teachers 3rd to 6th grade will provide ELA instruction with Designated ELD for identified EL students in small group instruction.
- Teachers will teach through direct instruction transferable and non-transferable skills in English and Spanish so students can see how both languages are similar and different from each other.
- Teachers will provide comprehensible input and support for academic language development through Guided Language Acquisition Design (GLAD) strategies in all curricular areas.
- Teachers will develop questioning strategies to support and extend student responses into complete sentences using academic language.
- Teachers will provide language frames to support student responses to higher level thinking questions.
- Teachers will use a variety of grouping strategies to practice and engage in authentic uses of the English language.
- Teachers will frequently confirm and clarify responses and check for understanding.
- Lessons will encourage a variety of teacher/student and student/student interaction (10:2 ratio of teacher talk to student talk) to increase student talk and collaborative grouping.
- Teachers will focus on students answering in full complete sentences, vocabulary expansion and reduced teacher talk time during instruction.
- Utilize updated technology as well as iPad apps to increase language development, access prior knowledge, and give students real life learning experiences.
- Principal will designate observational focus areas for her visitations, which will include observation of G.L.A.D. strategy implementation as well as the ELD curriculum.
- Classrooms will have access to an educational assistant and Instructional Coach(es) to provide instructional support as needed.
- Teachers will regularly monitor their EL learners progress in collaborative conversations within grade levels and 3 times a year with the principal during data talks. They will use data from ELLevation program to support their instructional plans.

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)

	Instructional Aides (referenced in Goal 1)
5000	Title I 1000-1999: Certificated Personnel Salaries Substitutes for teachers for professional activities (conferences, planning, collaboration)
11000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies
4749	Title I 4000-4999: Books And Supplies Materials and Supplies-
10000	Title I 4000-4999: Books And Supplies Books
890	Title I 3000-3999: Employee Benefits Benefits for Certificated substitutes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ELL students that are identified as needing focused intervention to acquire English fluency.

Strategy/Activity

3.2 Small Group Intervention- Tier II

- Small group targeted intervention based on students need during ELD based on data from multiple measures and ELPAC with either aides or MTSS TOSA.
- ELPAC and/or interim ELD assessment to be used as progress monitoring on a more frequent basis.
- Teachers will use academic sentences starters to support rich conversations in speaking and listening.
- Teachers will use targeted scaffolding Language frames and questioning will be used to support student responses of complete sentences.
- Teachers and principal will identify students to differentiate the interventions in small groups.
- Based on student performance in ELPAC or ELA (3rd grade and up), other Tier II interventions will be put into use (refer to section 1.2 above).
- Extended learning opportunities will be provided to support learning (ASES) .

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ELL students identified as needing intensive interventions to reach English fluency level.

Strategy/Activity

3.3 Intensive Individual Interventions- Tier III

- Students will be provided with targeted ELD instruction to meet individual student needs in all Language Domains as determined by ELPAC test scores and interim assessments.
- Through targeted questioning and prompting, teachers will support students in independently producing more fluent academic language in their reading, writing and speaking.
- Teachers identify at-risk English Learner students and set goals for learning at data conferences with the principal.
- Group or Individual RtI meetings will be held with a team of teachers; RSP teacher; school psychologist; speech pathologist (if needed); translator; principal and parent for identified 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)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Our students have definitely begun to demonstrate English fluency as they progress through the Dual Immersion Program. We find that we are having high levels of reclassification for our English Learners and about half are making growth or maintaining Level 4 fluency. In analyzing our data, we have identified that we need to be more strategic and focused during our ELD/AELD instruction to support our English learners in our DI program.

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

We have continued to spend money on teacher professional development and release time for teacher collaboration. Additionally, we will be spending on resources to support EL student language acquisition through the strong implementation of our Dual Immersion Program.

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

The major change to this section is to align our budget to have classified salaries all come from Title I funds. We will continue to provide teachers time to collaborate as teams or release time for professional development or training. Additionally, materials and resources continue to be part of both funds. We have seen good growth with our SPSA and have made minimal changes to reflect our Dual Immersion Program focus and needs. We continue to use Achieve 3000 for our 3rd-6th grade students, and will be initiating use of Imagine Learning en Español for our Kinder-2nd grade students in Spanish to support students acquisition of English.

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

Parent Engagement

LEA/LCAP Goal

Goal # 4
Parent/Community Partnerships
District is supported and respected by the community

Goal 4

All families and community members will feel welcome and engaged in the mission and vision of the school.

Identified Need

We do offer monthly family engagement events, but survey data shows that parents rate their participation in parent education classes as low. We may need to more clearly communicate our parent education opportunities as well as our parent clubs and use a variety of venues to promote our school events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LHCSD Family Survey Results Event Calendar Attendance Data	We are currently offering 1 event every month in collaboration with PTA.	Parents will rate their participation in a school-based family engagement opportunity to at least 25%

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 and their families

Strategy/Activity

ENGAGE FAMILIES AND THE COMMUNITY IN SUPPORTING THE INSTRUCTIONAL GOALS

* Mrs. Rodriguez, our school Community Liaison has created new programs such as: Parenting Classes, Nutrition Classes, Parent Clubs, and other training opportunities. The Parent Clubs include Art Club, Copy Club and Garden Club. Parents then are able to teach students the skills they develop during these clubs.
* Disperse home/school compact to all parents to reinforce commitment of parents and teachers in student learning.

* Present CCSS Spanish in SLA and Math standards per grade level to communicate grade level expectations.
* Training or Parent Classes for parents on how to support the DI program at home.
* AERIES communication tool will be utilized in order to improve home-school communication. Weekly parent updates and other vital information will be sent through Parent Square that can include a phone call and email to parents. Monthly parent meetings will be held to provide an open forum for information and questions from families with the principal.
* The weekly bulletin, marquee and office digital signage will be used as a means of providing our parents with information regarding upcoming school events on a weekly, and monthly basis.
* Parent volunteers will be encouraged and welcomed. A volunteer orientation will be provided weekly to process new volunteers. All volunteers will be given a volunteer orientation to review policies and procedures. Badges will be given to all school volunteers and visitors in compliance with LHCSD policies and CDHP guidelines. Parents and community members will be invited to several cultural events in support of our DI Program. These include: Día de los Muertos; Read Across America Events and Fiesta de Mayo.
* Teachers will share grade level goals and multiple measure results with parents during conferences.
* Back to School Nights and Open House Nights will coincide with Community Resource Fair and PTA Book Fair, if possible, to support parents to find community and literacy resources for their children.
* Parents will be invited to join the School Site Council that meets 5 times throughout the year to provide input to the school plan, budget and programs. A Title I meeting will be held at the beginning of the school year to review the Parent Involvement opportunities and policy with families.
* The ELAC committee as represented by the School Site Council will meet at least 4 times per year to address the following:

- Provide input into the school plan for English Language Learners.
- Assist with the development of the school's needs assessment.
- Assist with the school's annual Language Census.
- Training in the importance of regular school attendance.
- Our school will present family math and language arts nights or trainings based on family survey results.

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)
1190	Title I 4000-4999: Books And Supplies Parent Participation
1500	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries Extra Time- Community Liaison- After School Events
498	LCFF - Supplemental and Concentration

	3000-3999: Employee Benefits Classified benefits

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Over the years, we have been able to improve parent participation and family involvement by having a variety of engagement activities and a specific point person, our Community Liaison, to support our families to become involved. We have found that our parents are becoming involved in a variety of ways. They are able to come to Parenting Classes; PTA; Volunteering in the classroom and in school events; through Parent Clubs; and are beginning to assume leadership roles through these events. Our Community Liaison has been integral to this heightened level of parent participation. Additionally, even through virtual means, our parent groups such as PTA and our parent art club have been able to offer virtual assemblies, classes and events to parents and families. This year, we are beginning to re-open the school and look forward to resuming a strong family presence in our school.

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

We are beginning to have more and more family events and will adjust our budget to make sure that we are able to meet their needs.

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

The biggest difference has been the need to add more funds towards parent participation. As we continue to provide a variety of opportunities for our parents to become involved, we realized we needed extra funds to purchase materials for all events. We also realized the need to be able to provide extra time for our Community Liaison especially when events go all day or on the weekend. This will continue as we try to involve our parents with parent classes.

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

School Climate

LEA/LCAP Goal

Goal # 3
School Safety and Student Wellness
Schools are safe, healthy, and secure places for student learning

Goal 5

By June 2023, we will increase the number of families who indicate on parent/family surveys that they "strongly agree/agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment all settings.

Identified Need

At this time, our number decreased from 97% to 89% of Parents on the Title I survey have indicated that they agree or strongly agree that the school promotes positive student choices and healthy behaviors. After Distance Learning, students' social emotional needs were demonstrated in more behavioral incidents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-22 Title I/EL Parent Survey 2021-22 Student survey Ladera Palma Family Engagement Survey	89% of parents indicated that they agree or strongly agree that the school promotes positive student choices and healthy behaviors.	Raise our rate to 94% of parents responses agree or strongly agree that the school promotes positive student choices and healthy behaviors.

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

CREATE A SCHOOL CLIMATE THAT PROMOTES SAFETY AND WELLNESS FOR ALL STUDENTS

* Weekly Multiple Tier Support System (MTSS) meetings will be used to discuss students with either academic, social-emotional or behavior concerns.

* Follow-up MTSS meetings will be scheduled to monitor students achievement and growth.

* Parents will be invited to individual MTSS meetings to provide us with additional information so we can better meet the needs of struggling students.

* Teachers will instruct weekly SEL lessons virtually to implement SEL (Social and Emotional Learning) Curriculum Second Step to provide direct instruction in SEL.

* The PBIS Team will meet monthly throughout the school year to refine and develop our positive behavior system using SWIS data as a guide for decisions based on discipline data.

- The PBIS team will take part in PBIS training from OCDE to realign our PBIS systems of supports and incentives. Team will be able to receive training and receive additional release time to plan implementation.

* All teachers will be trained on how to implement the school wide PBIS system in a consistent manner. This will include the use of Minor Infractions and Office Discipline Referrals.

* Minor Infractions and Office Discipline Referrals will be used to support our PBIS system school wide.

* School Psychologist will be used to provide training for teachers, reteaching for students and check in/check out procedures for students needing more frequent interventions.

* All support staff will be trained on the school wide PBIS protocols and procedures at the beginning of the school year and throughout the school year as needed. Staff will work with the PBIS team to provide input on the realigned implementation.

* Monthly PBIS celebrations will be used to reward students who are consistently following the school wide Code of Conduct.

* Weekly, monthly and Trimester Awards will be given to students demonstrating appropriate behavior. Students will be awarded monthly for demonstrating positive character traits.

- Parents will be informed in a timely manner of their students behavior as it relates to our school wide Code of Conduct.

* Every volunteer/visitor will be required to come through the main office and follow the following procedures:

- Demonstrate appropriate health clearances (vaccine status; TB Test) as determined by our school district in compliance with CDHP policies and protocols.
- Complete the Volunteer Liability and Confidentiality Statement prior to being admitted to go to the classroom.
- Sign in and out on the volunteer log and receive a visitors badge from the office staff.
- Schedule and appointment with the principal prior to visiting the classroom for observation purposes.

* All staff will be informed to stop any person on campus without a volunteer/visitor badge and direct them to the school office.

* Visitation and volunteer procedures will be reinforced periodically through home communication.

* The emergency drills (fire, earthquake, intruder) will be conducted throughout the school year so both students and staff are familiar with the procedures and protocols in case of an emergency.

* Attendance will be monitored on a weekly basis. The clerk typist will run weekly attendance letters and provide a list of those students in need of a Pre-SARB meeting to discuss attendance issues.

* Attendance will also be supported through our community liaison. She will make phone calls, setup resources to support parents in how/why attendance matters.

* Attendance incentives will be awarded to individual students per trimester and to classrooms weekly and monthly to promote attendance and discourage truancy.

* Maintenance and Repairs on our school copy machine and other equipment to print or copy materials for our students and parents will be performed as needed.

* Staff will begin training in Social Emotional Learning (SEL) curriculum and begin implementation of Second Step Curriculum and Restorative Circle instructional practices to support students emotional and mental health.

* PALs (Peer Assistance Leadership) training will be provided to lead teachers to begin to offer leadership classes via a club for students. This will support students' leadership skills and support their self-advocacy skills as well. Further support of student leadership and clubs will continue with teacher training and support so that they can in turn support students.

*ELOP (Extended Learning Opportunities Program) will be initiated this year. Through this program, students will be offered an extended day (9 hour day) and an extended year (Summer Bridge and extra days) of intervention services as well as enrichment opportunities.

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)
300	Title I 5000-5999: Services And Other Operating Expenditures Multilith and Printing
10000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies for incentives
4500	LCFF - Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures

	OCDE PBIS training on-site for team- contract with OCDE
210	Title I 1000-1999: Certificated Personnel Salaries Benefits for teachers- extra time

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

When returning from Distance Learning, our students' social emotional and behavioral needs changed and were more prominent. This pointed to continued need for social emotional and behavioral professional development, release time to collaborate and resources. The need for SEL lessons has become more urgent and our district Special Education Department with our school psychologists created digital lessons for SEL to be conducted weekly with students. Additionally, our PBIS team has asked to work directly with our county office of education to revamp our entire program based on the behavioral and social-emotional data from our student office discipline referrals. Our students are reacting very well to our PBIS strategies and the SEL curriculum. We will continue to support our students in innovative ways.

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

We did not note any difference between intended implementation and/or the budgeted expenditures.

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

This year, we will add the professional development contract with OCDE for PBIS training. Additionally, we will continue to find resources and release time for our teachers to effectively support our students.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$173,113.00

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	$100,657.00

Subtotal of additional federal funds included for this school: $100,657.00

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 ($)
LCFF - Supplemental and Concentration	$72,456.00

Subtotal of state or local funds included for this school: $72,456.00

Total of federal, state, and/or local funds for this school: $173,113.00

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
LCFF - Supplemental and Concentration	72,456.00
Title I	100,657.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	14,210.00
2000-2999: Classified Personnel Salaries	48,602.00
3000-3999: Employee Benefits	10,727.00
4000-4999: Books And Supplies	69,549.00
5000-5999: Services And Other Operating Expenditures	8,179.00
5800: Professional/Consulting Services And Operating Expenditures	21,846.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	6,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	3,500.00
3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	498.00
4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	43,476.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	7,879.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental and Concentration	11,103.00
1000-1999: Certificated Personnel Salaries	Title I	8,210.00
2000-2999: Classified Personnel Salaries	Title I	45,102.00
3000-3999: Employee Benefits	Title I	10,229.00
4000-4999: Books And Supplies	Title I	26,073.00
5000-5999: Services And Other Operating Expenditures	Title I	300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	10,743.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	86,073.00
Goal 2	37,203.00
Goal 3	31,639.00
Goal 4	3,188.00
Goal 5	15,010.00

School Site Council Membership

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

1 School Principal
3 Classroom Teachers
1 Other School Staff
5 plus 2 Parent or Community Members
0 Secondary Students

Name of Members	Role
1. Rosamaria Murillo	Principal
2. Sulen Rodriguez	Other School Staff
3. Stephanie Rodriguez	Parent or Community Member
4.Teresa Chavez	Parent or Community Member
5. Rosa Starke	Parent or Community Member
6 Ben Valenzuela	Parent or Community Member
7. Christopher Mendoza	Parent or Community Member
8. Cecilia Chung	Classroom Teacher
9. Omar Topete Lopez	Classroom Teacher
10. Luis Oliveros	Classroom Teacher
11.	
12.	

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 November 17, 2022.

Attested:

	Principal, Dr. Rosamaria Murillo on 11-17-22
	SSC Chairperson, Sulen Rodriguez on 11-17-22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
        a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
        b. use methods and instructional strategies that:
            i. strengthen the academic program in the school,
            ii. increase the amount and quality of learning time, and
            iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
        c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
            i. strategies to improve students' skills outside the academic subject areas;
            ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
            iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
            iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
            v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Las Lomas Elementary School	30665636028971	November 4, 2022	January 12, 2023

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).
The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.
The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.
California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the

opportunity 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).
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.

Las Lomas Elementary believes in a child-centered program that recognizes the unique abilities, needs and interests of each student. The educational environment encourages development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods, effective intervention strategies and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences and technology.

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).

The following summaries are based upon staff surveys, minutes/findings from Site Leadership Team and PLC meetings:

English Language Arts:
The Las Lomas staff agrees that English Language Arts continues to be an area of need for our students. The teachers continue to work to reflect, refine, and monitor their instructional practices to improve teaching and learning for all students. A strong focus on research based instructional practices and Tier 1 curriculum will be used to build our students foundational skills, academic language and overall literacy in Language Arts.

- Students identified as needing Tier 2 intervention support through the MTSS process are provided targeted intervention 2-3 times per week for 15-20 minutes by trained instructional assistants.
- Students identified as needing intensive Tier 3 intervention support through the MTSS process are provided targeted intervention 3-5 times per week for 15-30 minutes by the classroom teacher, trained instructional assistants and/or MTSS coordinator.

* Staff are given time to collaborate, design innovative lessons, look at student work and develop standards based tasks for those students working independently.

- Staff continue to utilize close reading, text dependent questions, Depth of Knowledge and Text Complexity to increase student achievement in the area of reading comprehension.
- GLAD, Guided Language Acquisition Development, standards based units/strategies, are utilized in all classrooms. New and veteran teachers are provided GLAD training.
- Reading Comprehension instruction for all students, with an emphasis on strategies that improve both reading ability and reading comprehension continue to be utilized using Questioning strategies to differentiate and develop skills for all students.
- Appropriate levels of questioning are used during reading instruction using the Bloom' Taxonomy and ELPAC questioning resources.

* Staff continue to participate in staff development with our TOSA to continue learning and developing standards based lessons that align with the ELA/ELD program (Wonders) and ELD standards.
* Staff continue to receive professional development in Deep Learning practices and learn how to enhance the learning for all students. Teachers utilize the components when designing lessons throughout the school year.
* Staff receive professional development in Gradual Release of Responsibility instructional practices to enhance their teaching, develop independence and higher level thinking in their students.
* Staff receive professional development in the Entrepreneur Mindset to build the cultures and structures that support our entrepreneur exploration focus so our students achieve at higher levels.
* iReady diagnostic data and weekly student instructional reports are used to provide whole class as well as targeted intervention and learning support.

Mathematics:
In order to continue our progress of moving students towards proficiency in the area of math, the following will continue:

* Staff implement the adopted curriculum utilizing all components.
* Staff are given release time to analyze student data/work samples to develop standards based intervention groups to provide differentiated instruction for all students.
* Staff utilize small group instruction for those students in need of extra math support and Tier 2/Tier 3 intervention.
* Staff utilize math intervention materials to support Tier 2 and Tier 3 intervention groups.
* Staff utilize Cognitively Guided Instruction (CGI) strategies to supplement the Bridges curriculum.
* Staff provide daily use of math manipulatives for all students for scaffolding and support.
* Staff use iReady diagnostic data and weekly student instructional reports to provide whole class as well as targeted intervention and learning support.

English Learners:
The English Learner population at Las Lomas continues to increase each year. The Las Lomas staff continues to feel that it is very important to continue to provide the scaffolding and support students need in order to be successful. All staff, new and veteran are fully GLAD trained. The following strategies are used to provide differentiated instruction to effectively instruct our English Learners:

* Students are leveled based on their English proficiency levels for 30 minutes of ELD instruction using the Wonders Curriculum.
    - With the help of our TOSA, teachers continue to develop a comprehensive English Language Development plan for designated and integrated English Language Development instructional time utilizing the ELD component of Wonders to make learning comprehensive for our students
    - Teachers developed a system for providing the appropriate level of questioning based on students ELPAC level.
* Teacher continue to utilize roles and responsibilities for classroom discussions to scaffold and support the English Language students in using academic vocabulary and promote student engagement for all language levels.
    - ELPAC data is used as a tool to monitor student progress in reaching English proficiency.
    - Teachers make a conscious effort to model, reinforce and expect EL students to speak in complete sentence. They provide prompting and scaffolding support by utilizing sentence frames when speaking.
    - Teachers continue to use GLAD strategies to make the curriculum comprehensive and accessible for all students and make a conscious effort to use these strategies across all curricular areas.
    - Staff devote PLC time to discussing student progress and brainstorming effective ways of meeting their varying needs.

Identified Needs for Professional Development:

Teachers feel that continued staff development in the following areas would be beneficial:

- Continued ELD support with planning time and sharing of best practices, primarily done in Professional Learning Communities.
- Staff development in how to effectively identify student's EL level, system for asking appropriate questions, ways of documenting student responses and the use of sentence frames to scaffolding student's language production.
- Continued time planning for GLAD units, specifically integrating our Social Studies, Science and Language Arts Curriculums.
- Continued planning time to learn and effectively utilize the various components of the Wonders program.

- Continued staff development and planning time to learn and effectively utilize the various components of the Bridges, Intervention materials and Math Links program.

* Continued staff development in how to effectively incorporate technology into daily lessons.
* Professional development opportunities in how to design lessons around the Deep Learning, Gradual Release of Responsibility, and Entrepreneur Mindset components to enhance learning for all students.
* Professional development opportunities in understanding Design Thinking and how it can reinforce our school entrepreneur focus.

Results from the student engagement survey given to all 6th grade students indicates students genuinely enjoy being at school, feel what they are learning is important and are proud to go to Las Lomas. They feel safe, supported, and their needs are being met.

Home-School Communication
Our "Aeries Communication" system was utilized during the 2021-2022 school year to promote home-school communication with our parents as an easy to access tool. This provided consistent, steady information to parents who utilized the system. Our school website, monthly calendar and teacher Remind, Seesaw and Google Classroom provided updates and reminders regarding upcoming school activities. Parents were alsoable to access student grades, attendance and demographic data using the student ABI portal. Parents feel that they are informed on a regular basis regarding how their students are progressing at meeting grade level standards and receive information during parent teacher conferences on ways to help their children at home.

Parent Training and Involvement Opportunities
The input from parents at Las Lomas showed a continued interest in parenting classes. The following are areas Identified for Future Training:

Parents were specifically interested in training on the following topics of interest:

- Improving and helping students with Reading and Math Skills

* Improving their Child's Study and Homework Skills

- Behavior Management Techniques for Parents
- Technology & Internet Safety
- Developing Healthy Habits

Classroom Observations

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

Informal/Formal Walk-Throughs:

Informal Walk-Throughs are done on a daily, weekly basis throughout the school campus. The focus for these informal walk-throughs is to be able to see teaching and learning in action on a consistent basis and provide instructional feedback and/or support, modeling of instructional practices, and monitoring of student progress. A focus on best practices for all curricular areas is emphasized with the following targeted areas:

* Consistent implementation of adopted curriculum

- Articulation of student learning
- Use of complete sentences, sentence frames and teacher scaffolding
- Student engagement
- Checking for understanding
- Student Talk vs. Teacher Talk

- Clear objective for learning

* Roles and Procedures for Classroom Discussions
* Integration of Technology
* Implementation of Deep Learning, Gradual Release of Responsibility practices, and the Entrepreneur Mindset

In addition to these informal walk-throughs, teachers are also formally observed on a rotation basis. These formal observations are on mutually agreed upon subject areas with a formal post observation conference that follows the observation to discuss the lesson and possible needs for improvement.

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)

At the beginning of the school year, school site staff analyzed California Assessment of Student Performance and Progress (CAASPP) results for the 2021-2022 school year. In the 2021-2022 school year, LHCSD also used iReady in ELA and Math as summative measures to assess student performance. Just like the CAASPP results, iReady results are used as a team to create achievement goals per grade level and schoolwide. Team members also utilize ongoing assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports.

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

Las Lomas Elementary teachers at the start of the school year analyze individual student data and formative assessments to guide instruction. i-Ready data is utilized to set measurable and attainable goals for individual student improvement and school goals. iReady assessments are then given each trimester to assist in the continual monitoring of student goals and achievement. Professional Learning Communities (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Las Lomas Elementary meet the highly qualified requirements.

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

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

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

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Support (MTSS), and technology.

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

Las Lomas staff works with the site MTSS Teacher on Special Assignment (TOSA), in the content areas, standards-based lessons, and data talks to guide instruction. The MTSS TOSA also assists with PLC discussions, and one on one teacher support and mentoring.

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

Teachers collaborate in PLC's every Wednesday afternoon on student early release day. Teachers engage in vertical articulation as well as grade-level articulation in PLC's. Through collaboration, district teams also meet and discuss data analysis standards-based instruction and assessment.

Teaching and Learning

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

At the start of the school year, teachers were provided staff development led by District leaders. Trainings included professional development on iReady support, data analysis, and standards based instruction. Our team of teachers review Interim assessments that support students in understanding the CAASPP testing format and SBAC Claim assessments. PLC's are instrumental in allowing our teachers to plan, discuss standards based instruction and needed interventions for student achievement.

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

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. Principal also verifies the instructional minutes at the beginning of the start of every school year.

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

Team of teachers with the guidance of the Principal and TOSA prepare lesson-pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year.

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

All students are provided standards-based materials that are appropriate.

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 teachers use State Board of Education adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

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

Interventions and supports are provided during the instructional day for struggling students inside their classrooms. Various strategies are incorporated to assist with academic challenges. Students also utilize iReady, which assists in identifying their reading and math level, and provides computer-based personalized instruction at the student's level. Teachers then analyze the data for continued refinement of instructional student needs.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, CGI, ELD, and technology based programs such as iReady.

Parental Engagement

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

* Afterschool tutoring and programs
* ASES afterschool program
* PBIS
* RTI, IEP and 504 plans
* ELD program
* MTSS
*Technology supports for academic learning

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)

Parent, community, and school personnel voices are a welcomed part in the planning, implementation, and evaluation of programs. Parents are involved through PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Their voices are used to review our consolidated application programs. Due to the COVID 19 pandemic, many meetings after March, 2020 continue to be held virtually.

Funding

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

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.

Fiscal support (EPC)

*LCFF
*District funding

School Profile

Las Lomas is a Transitional Kindergarten through Sixth Grade school located in La Habra. We are fortunate to have an extraordinary staff of 22 fully credentialed classroom teachers, a full time Resource Specialist and a shared Speech/Language Therapist and Psychologist. In addition to our general education population, we also provide services for Pre-School Special Education and LEAP for students identified as needing these support services. The staff is dedicated to providing a safe and engaging learning environment that promotes thinking and learning for our students. Our goal is to provide the skills necessary for our students to become productive citizens. The staff works extremely hard to teach the students the importance of being responsible, respectful students and at the same time striving to develop a love of learning and critical thinking in all students.

Our Entrepreneur Exploration focus provides our students real world experiences, through hands-on project-based learning opportunities. Through a close collaboration with the local businesses of La Habra, the students are becoming “innovation ready”. These partnerships enable the students to explore problems that focus on community issues that are both diverse and centered on inspiring their young minds to engage in creating inspiring learning beyond the textbook. These partnerships assist in inspiring our students to think creatively and critically about community and global issues and develop the problem solving and communication skills necessary to be engaged learners for the challenging future ahead of them.

We are proud to offer additional enriching extra-curricular activities for our students. The Lang Lang Music Foundation provides our 2nd - 6th grade students the opportunity to learn keyboarding/piano skills with a trained music teacher two times a week. The Segrestrom Center for the Arts brings Disney Musicals in Schools for our fourth-sixth grade students. Students will learn all about theater and perform a live musical theater production in the spring. All of these experiences will ultimately improve student academic performance, their attitudes toward career possibilities and motivate the students to persevere and seek out a variety of career options.

Our teachers work in weekly professional learning communities to collaborate and discuss student achievement, possible intervention and enrichment opportunities, and how to differentiate instruction to meet the needs of all students. Teachers develop short-term goals for students and then use a variety of assessments to monitor student growth and adjust their instruction as needed in all instructional areas. Teachers are continuously asking themselves four key questions when discussing student achievement to ensure student success.

What do we expect students to learn?
How will we know when they have learned it?
How will we respond when they don't learn?
How will we respond when they already know it?

The parents and the community are a key component to the success of our students; therefore, in addition to our passion for academic success for all of our students, our staff works hard to develop relationships with our parents and extended families. We strive to create an environment in which parents are partners in their child's education.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Las Lomas staff and parents were part of the review, planning, and input process of the SPSA for the 2022-2023 school year. Stakeholders were given the opportunity to provide input, ask clarifying questions, and were involved in the development as well as the approval of the plan. The School Site Council provided their input on October 21, 2022 during a SSC meeting and the staff provided input on November 2, 2022 during a staff meeting. All input and suggestions were added to the plan for approval.

Resource Inequities

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

None to report.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.22%	0.2%	0.23%	1	1	1
African American	0.44%	0.5%	0.46%	2	2	2
Asian	0.66%	0.5%	0.92%	3	2	4
Filipino	1.32%	2.1%	0.92%	6	9	4
Hispanic/Latino	92.51%	92.7%	92.40%	420	393	401
Pacific Islander	0%	%	%	0		
White	2.64%	1.9%	1.84%	12	8	8
Multiple/No Response	0.66%	0.7%	0.69%	3	3	3
			Total Enrollment	454	424	434

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	74	49	74
Grade 1	71	61	52
Grade 2	54	69	61
Grade3	63	52	67
Grade 4	73	63	52
Grade 5	57	73	61
Grade 6	62	57	67
Total Enrollment	454	424	434

Conclusions based on this data:

1. The available data indicates:

- Our total enrollment increased by 10 students from 20-21 to 21-22.
- The school is primarily composed of Hispanic/Latino students with an increase of 8 students from the previous school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	187	162	155	41.2%	38.20%	35.7%
Fluent English Proficient (FEP)	60	62	60	13.2%	14.60%	13.8%
Reclassified Fluent English Proficient (RFEP)	35	18		16.9%	4.20%	

Conclusions based on this data:

1. The number of English Language learners has decreased over the years with the number decreasing by 2.5% and the number of students scoring Fluent English Proficient (FEP) slightly decreasing by .8% over last year. There is currently no data for the number of students Reclassified (RFEP) for the 2021-2022 school year.

School and Student Performance Data

CAASPP Results

English Language Arts/Literacy (All Students)

Overall Participation for All Students

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	73	52	64	72	0	64	72	0	64	98.6	0.0	100.0
Grade 4	52	65	51	52	0	50	52	0	50	100	0.0	98.0
Grade 5	62	73	61	61	0	61	61	0	61	98.4	0.0	100.0
Grade 6	50	55	69	49	0	68	49	0	68	98	0.0	98.6
All Grades	237	245	245	234	0	243	234	0	243	98.7	0.0	99.2

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

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2380.		2367.	4.17		10.94	18.06		15.63	34.72		28.13	43.06		45.31
Grade 4	2432.		2417.	15.38		10.00	15.38		16.00	26.92		20.00	42.31		54.00
Grade 5	2439.		2444.	3.28		3.28	16.39		26.23	31.15		18.03	49.18		52.46
Grade 6	2476.		2491.	0.00		7.35	26.53		20.59	30.61		39.71	42.86		32.35
All Grades	N/A	N/A	N/A	5.56		7.82	18.80		19.75	31.20		27.16	44.44		45.27

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

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	4.17		6.25	50.00		68.75	45.83		25.00
Grade 4	11.54		4.00	44.23		68.00	44.23		28.00
Grade 5	11.48		4.92	29.51		63.93	59.02		31.15
Grade 6	4.08		14.71	40.82		55.88	55.10		29.41
All Grades	7.69		7.82	41.45		63.79	50.85		28.40

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

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.72		4.69	59.72		43.75	30.56		51.56
Grade 4	9.62		8.00	53.85		52.00	36.54		40.00
Grade 5	4.92		6.56	60.66		52.46	34.43		40.98
Grade 6	2.04		2.94	63.27		60.29	34.69		36.76
All Grades	6.84		5.35	59.40		52.26	33.76		42.39

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

Listening
Demonstrating effective communication skills

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	1.39		4.69	72.22		67.19	26.39		28.13
Grade 4	11.54		4.00	63.46		74.00	25.00		22.00
Grade 5	1.64		6.56	65.57		68.85	32.79		24.59
Grade 6	4.08		14.71	63.27		64.71	32.65		20.59
All Grades	4.27		7.82	66.67		68.31	29.06		23.87

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

Research/Inquiry
Investigating, analyzing, and presenting information

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.33		6.25	52.78		56.25	38.89		37.50
Grade 4	7.69		4.00	63.46		60.00	28.85		36.00
Grade 5	4.92		4.92	49.18		60.66	45.90		34.43
Grade 6	14.29		8.82	51.02		72.06	34.69		19.12
All Grades	8.55		6.17	53.85		62.55	37.61		31.28

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

Conclusions based on this data:

1. The 2021-2022 CAASPP English Language Arts data indicated that our students are performing considerably below grade-level expectations with only 27.57% of our students meeting or exceeding the standard.
2. When the data were disaggregated by Target Area, Writing (Producing clear and purposeful writing) was an area of need for all grade levels with 42.39% scoring below standard. Listening (Demonstrating effective communication skills) being a relative area of strength with only 23.87% of students scoring below standard.

3. The following actions will be implemented to have an impact on student learning in those areas that need to improve:

*Teacher teams analyze task types from Smarter Balanced Assessments, use the updated practice tests, and plan instruction to prepare students for the required tasks.

*Teachers utilize the IAB’s and Brief Writes to determine areas of needed re-teaching, support, and instructional focus.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	73	52	64	73	0	64	73	0	64	100	0.0	100.0
Grade 4	52	65	51	52	0	50	52	0	50	100	0.0	98.0
Grade 5	62	73	61	62	0	61	62	0	61	100	0.0	100.0
Grade 6	50	55	69	49	0	69	49	0	69	98	0.0	100.0
All Grades	237	245	245	236	0	244	236	0	244	99.6	0.0	99.6

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2395.		2385.	1.37		6.25	23.29		18.75	35.62		31.25	39.73		43.75
Grade 4	2442.		2402.	11.54		0.00	11.54		16.00	38.46		28.00	38.46		56.00
Grade 5	2456.		2432.	4.84		1.64	12.90		6.56	33.87		32.79	48.39		59.02
Grade 6	2462.		2476.	6.12		7.25	10.20		8.70	40.82		40.58	42.86		43.48
All Grades	N/A	N/A	N/A	5.51		4.10	15.25		12.30	36.86		33.61	42.37		50.00

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2.74		7.81	41.10		51.56	56.16		40.63
Grade 4	13.46		4.00	30.77		32.00	55.77		64.00
Grade 5	12.90		3.28	29.03		27.87	58.06		68.85
Grade 6	14.29		5.80	28.57		55.07	57.14		39.13
All Grades	10.17		5.33	33.05		42.62	56.78		52.05

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	10.96		3.13	46.58		46.88	42.47		50.00
Grade 4	13.46		4.00	51.92		36.00	34.62		60.00
Grade 5	3.23		0.00	43.55		54.10	53.23		45.90
Grade 6	8.16		4.35	46.94		44.93	44.90		50.72
All Grades	8.90		2.87	47.03		45.90	44.07		51.23

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	9.59		9.38	60.27		60.94	30.14		29.69
Grade 4	15.38		6.00	38.46		46.00	46.15		48.00
Grade 5	1.61		1.64	45.16		59.02	53.23		39.34
Grade 6	2.04		4.35	44.90		68.12	53.06		27.54
All Grades	7.20		5.33	48.31		59.43	44.49		35.25

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

Conclusions based on this data:

1. The 2021-2022 CAASP Mathematics data indicated that our students are performing considerably below grade-level expectations with only 16.40% of our students meeting or exceeding the standard.
2. When the data were disaggregated by Target Area, all three were areas of need with Concepts & Procedures (Applying mathematical concepts and procedures) and Problem Solving & Modeling/Data Analysis (Using appropriate tools and strategies to solve real world and mathematical problems) being the biggest area of need for all grade levels with 56.78% and 51.23% scoring below standard. Communicating Reasoning (Demonstrating ability to support mathematical conclusions) is a relative area of strength with only 35.25% scoring below standard.
3. The following actions will be implemented to have an impact on student learning in those areas that need to improve:
*Teacher teams analyze task types from the Smarter Balanced Assessments, use the updated practice tests, and plan instruction to prepare students for required tasks.
*Teachers utilize the IAB's to determine areas of needed re-teaching, support and instructional focus.
*Targeted intervention and support is provided to target areas of need.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1428.1	1458.9	1399.5	1436.6	1470.3	1414.5	1408.2	1432.0	1364.1	45	21	22
1	1462.0	1436.3	1459.9	1466.4	1462.6	1477.6	1457.3	1409.2	1441.8	19	28	17
2	1501.3	1495.8	1490.0	1511.4	1515.5	1502.6	1490.7	1475.4	1476.7	28	25	26
3	1496.6	1474.8	1488.0	1491.0	1482.6	1488.6	1501.6	1466.5	1486.8	25	18	23
4	1517.9	1500.5	1502.4	1512.0	1509.3	1503.6	1523.4	1491.3	1500.4	21	19	18
5	1526.2	1507.1	1546.1	1524.5	1508.9	1560.8	1527.3	1504.7	1530.6	26	19	17
6	1521.8	1545.5	1542.9	1538.3	1561.8	1555.9	1504.9	1528.8	1529.4	14	14	21
All Grades										178	144	144

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

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	13.33	38.10	9.09	51.11	33.33	27.27	28.89	23.81	40.91	6.67	4.76	22.73	45	21	22
1	10.53	3.57	11.76	36.84	32.14	35.29	52.63	50.00	47.06	0.00	14.29	5.88	19	28	17
2	17.86	16.00	19.23	60.71	60.00	46.15	21.43	16.00	26.92	0.00	8.00	7.69	28	25	26
3	12.00	0.00	4.35	44.00	33.33	47.83	40.00	55.56	39.13	4.00	11.11	8.70	25	18	23
4	19.05	0.00	16.67	57.14	55.56	38.89	23.81	44.44	33.33	0.00	0.00	11.11	21	18	18
5	19.23	5.26	29.41	50.00	52.63	52.94	26.92	26.32	17.65	3.85	15.79	0.00	26	19	17
6	21.43	23.08	42.86	64.29	61.54	28.57	7.14	15.38	14.29	7.14	0.00	14.29	14	13	21
All Grades	15.73	11.97	18.75	51.69	45.77	39.58	29.21	33.80	31.25	3.37	8.45	10.42	178	142	144

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	22.22	28.57	22.73	44.44	57.14	22.73	26.67	9.52	36.36	6.67	4.76	18.18	45	21	22
1	15.79	32.14	17.65	52.63	32.14	64.71	31.58	28.57	17.65	0.00	7.14	0.00	19	28	17
2	46.43	60.00	42.31	53.57	28.00	38.46	0.00	8.00	19.23	0.00	4.00	0.00	28	25	26
3	24.00	5.56	26.09	60.00	72.22	47.83	12.00	16.67	21.74	4.00	5.56	4.35	25	18	23
4	28.57	33.33	27.78	66.67	50.00	55.56	4.76	16.67	16.67	0.00	0.00	0.00	21	18	18
5	53.85	36.84	58.82	30.77	42.11	41.18	11.54	15.79	0.00	3.85	5.26	0.00	26	19	17
6	71.43	61.54	71.43	21.43	38.46	14.29	0.00	0.00	4.76	7.14	0.00	9.52	14	13	21
All Grades	34.83	36.62	38.19	47.75	44.37	39.58	14.04	14.79	17.36	3.37	4.23	4.86	178	142	144

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	20.00	19.05	22.73	68.89	76.19	45.45	11.11	4.76	31.82	45	21	22
1	42.11	35.71	41.18	57.89	60.71	58.82	0.00	3.57	0.00	19	28	17
2	35.71	28.00	34.62	64.29	64.00	57.69	0.00	8.00	7.69	28	25	26
3	8.00	0.00	26.09	72.00	83.33	60.87	20.00	16.67	13.04	25	18	23
4	19.05	22.22	33.33	80.95	77.78	55.56	0.00	0.00	11.11	21	18	18
5	7.69	21.05	23.53	88.46	63.16	76.47	3.85	15.79	0.00	26	19	17
6	7.14	15.38	23.81	71.43	84.62	57.14	21.43	0.00	19.05	14	13	21
All Grades	20.22	21.83	29.17	71.91	71.13	58.33	7.87	7.04	12.50	178	142	144

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	24.44	33.33	18.18	68.89	61.90	63.64	6.67	4.76	18.18	45	21	22
1	21.05	17.86	11.76	78.95	75.00	88.24	0.00	7.14	0.00	19	28	17
2	53.57	84.00	46.15	46.43	12.00	53.85	0.00	4.00	0.00	28	25	26
3	68.00	38.89	43.48	28.00	61.11	52.17	4.00	0.00	4.35	25	18	23
4	52.38	61.11	22.22	47.62	33.33	77.78	0.00	5.56	0.00	21	18	18
5	80.77	57.89	76.47	15.38	36.84	23.53	3.85	5.26	0.00	26	19	17
6	92.86	84.62	85.71	0.00	15.38	4.76	7.14	0.00	9.52	14	13	21
All Grades	51.69	51.41	43.75	44.94	44.37	51.39	3.37	4.23	4.86	178	142	144

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	2.22	14.29	0.00	88.89	76.19	72.73	8.89	9.52	27.27	45	21	22
1	21.05	10.71	23.53	47.37	39.29	35.29	31.58	50.00	41.18	19	28	17
2	7.14	20.00	11.54	89.29	68.00	65.38	3.57	12.00	23.08	28	25	26
3	4.00	0.00	0.00	72.00	33.33	52.17	24.00	66.67	47.83	25	18	23
4	0.00	0.00	0.00	80.95	44.44	61.11	19.05	55.56	38.89	21	18	18
5	3.85	0.00	5.88	84.62	63.16	76.47	11.54	36.84	17.65	26	19	17
6	0.00	15.38	4.76	50.00	30.77	47.62	50.00	53.85	47.62	14	13	21
All Grades	5.06	9.15	6.25	77.53	52.11	59.03	17.42	38.73	34.72	178	142	144

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	42.22	42.86	18.18	40.00	42.86	45.45	17.78	14.29	36.36	45	21	22
1	5.26	0.00	0.00	89.47	64.29	82.35	5.26	35.71	17.65	19	28	17
2	14.29	0.00	11.54	82.14	76.00	76.92	3.57	24.00	11.54	28	25	26
3	20.00	0.00	17.39	76.00	72.22	73.91	4.00	27.78	8.70	25	18	23
4	23.81	0.00	11.11	76.19	77.78	72.22	0.00	22.22	16.67	21	18	18
5	11.54	5.26	23.53	84.62	73.68	76.47	3.85	21.05	0.00	26	19	17
6	21.43	15.38	28.57	71.43	84.62	61.90	7.14	0.00	9.52	14	13	21
All Grades	22.47	8.45	15.97	70.22	69.01	69.44	7.30	22.54	14.58	178	142	144

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

Conclusions based on this data:

1. The 2020-2021 Summative Assessment Data indicated an increase in mean scale scores for grades 1, 3, 4 and 5. Fifty-eight percent of students earned an overall score of 3, moderately developed, or 4, well developed. Although this is less students than last year, we see and increase in the percentage of students scoring a level 4 in Grades 1-6.

   In the Interpretive Mode, the Listening Domain is an area of relative strength with all grade levels showing an increase in the percentage of students scoring in the well developed area. Scores have increased in a grade levels the past three years. We attribute the increase to a strategic focus in this area. Although 5th grade showed gains in the Reading Domain, this is area of need for all grade levels.

   In the Productive Mode, the Writing Domain was a relative strength for grades 1-6 with sixty-four percent scoring in the well developed and somewhat/moderately developed area. Scores in the Speaking Domain decreased in all grade levels with the exception of 5th and 6th grade.

3. During the 2020-2021 school year the following actions occurred:
   *To improve student computer skills - We developed a school plan to integrate the Technology Readiness Checker for Students (TRCS) and online practice tests to facilitate the transition to a computer based assessment.
   *Teacher teams analyzed task types from ELPAC, studied updated practice tests, and planned instruction to prepare students for required tasks.
   *To improve writing- We analyzed and applied new rubrics for ELPAC Writing Domain.
   *To improve Listening across grade levels- We reviewed standards, and provided opportunities to learn more about promoting listening daily in the classroom.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
434	78.1	35.7	0.5
Total Number of Students enrolled in Las Lomas Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	155	35.7
Foster Youth	2	0.5
Homeless	7	1.6
Socioeconomically Disadvantaged	339	78.1
Students with Disabilities	41	9.4

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	2	0.5
American Indian	1	0.2
Asian	4	0.9
Filipino	4	0.9
Hispanic	401	92.4
Two or More Races	3	0.7
Pacific Islander		
White	8	1.8

Conclusions based on this data:

1. Based on our student population data the following conclusions can be drawn regarding the Las Lomas student population:
* We continue to have a significantly high percentage (73.8%) of socioeconomically disadvantaged students coming from low income families. This is a slight decrease of 9.8% from last year.
* Our English Language Learner population decreased by 7.6% with our student population at 38.2%
* 92.7% of our students are considered Hispanic, which is about the same as last year.

2. As a result of this data the staff at Las Lomas needs to keep the various student needs, backgrounds and daily living conditions in mind when designing lessons to ensure maximum learning is occurring for our students on a daily basis.

School and Student Performance Data

Overall Performance

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

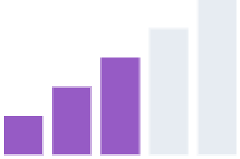
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance

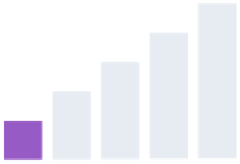
English Learner Progress



Medium

Academic Engagement

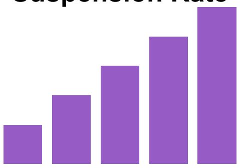
Chronic Absenteeism



Very High

Conditions & Climate

Suspension Rate



Very Low

Conclusions based on this data:

1. End of the year Suspension Rate and Chronic Absenteeism data for the 2020-2021 school year were not available due to the COVID-19 school closures. Therefore, the conclusions are based on the 2018-2019 data.

   Academic Engagement (Chronic Absenteeism) for our student population was in the green area which is a 4.5% decline and two levels higher than the 2017-2018 school year. This increase is due to the consistent use of our Pre-SARB process to inform our families and students about the importance of regular daily attendance and incentives for them to attend school on a regular, daily basis to ensure maximum learning.

Conditions & Climate (Suspension Rate) for our student population was in the yellow which is a .4% increase compared to last school year's rating of blue. With the reconfiguration and adding more upper grade students their was a huge learning curve for the administration, teachers, classified staff and students in setting, implementing and following the school-wide expectations for behavior which resulted in an increase in the number of suspensions for the year.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High

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

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

All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. End of the year Academic English Language Arts Performance data for the 2020-2021 school year was not available due to the COVID-19 school closures. Therefore, the conclusions are based on the 2018-2019 data.

   The Fall Dashboard data for our students English Language Arts performance has no color indicated due to this being our baseline year, however it shows we are 53.5 points below standard for all students and considerably below standard for each sub group.

2. The CAASPP has provided us with baseline data on our progression to the Common Core State Standards in English Language Arts/Literacy. All grade levels need to reduce the number of students who are below standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. End of the year Academic Mathematics Performance data for the 2020-2021 school year were not available due to the COVID-19 school closures. Therefore, the conclusions are based on the 2018-2019 data.

   The Fall Dashboard data for our students Mathematics performance has no color indicated due to this being our baseline year, however it shows we are 58.2 points below standard for all students and considerably below standard for each sub group.

2. The CAASPP has provided us with baseline data on our progression to the Common Core State Standards in Mathematics. All grade levels need to reduce the number of students who are below standard.

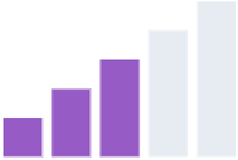
School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium
54.8 making progress towards English language proficiency
Number of EL Students: 115 Students
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.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
22	30	2	61

Conclusions based on this data:

1. End of the year Academic English Learner Progress Performance data for the 2020-2021 school year were not available due to the COVID-19 school closures. Therefore, the conclusions are based on the 2018-2019 data.

   The Fall ELPAC data is showing that 48.8% of our English Language Learner population is making progress towards English Language proficiency. Of the 129 students tested 59 of them progressed at least one ELPI level and 47 of them maintained their ELPI level. With our continued focus in this area we anticipate an increase in the number of students maintaining or progressing at least one level in the upcoming year.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

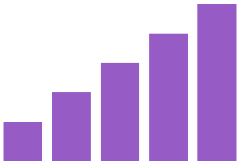
1.

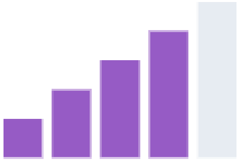
School and Student Performance Data

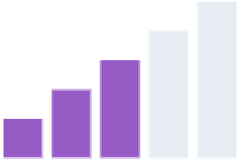
Academic Engagement
Chronic Absenteeism

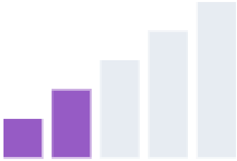
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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

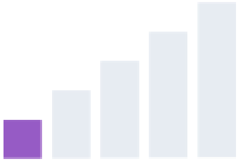
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).


Very High
Lowest Performance


High


Medium


Low


Very Low
Highest Performance

This section provides number of student groups in each level.

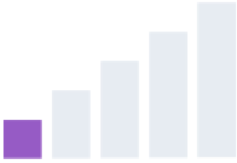
2022 Fall Dashboard Chronic Absenteeism Equity Report

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

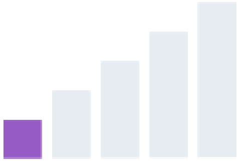
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

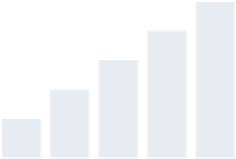
All Students


Very High
27.8% Chronically Absent
449 Students

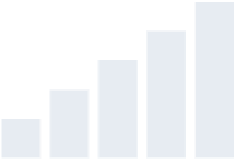
English Learners


Very High
23.9% Chronically Absent
159 Students

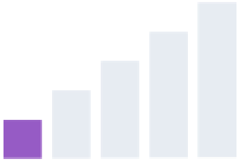
Foster Youth


No Performance Level
Less than 11 Student
5 Students

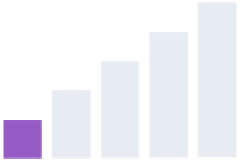
Homeless


No Performance Level
50% Chronically Absent
18 Students

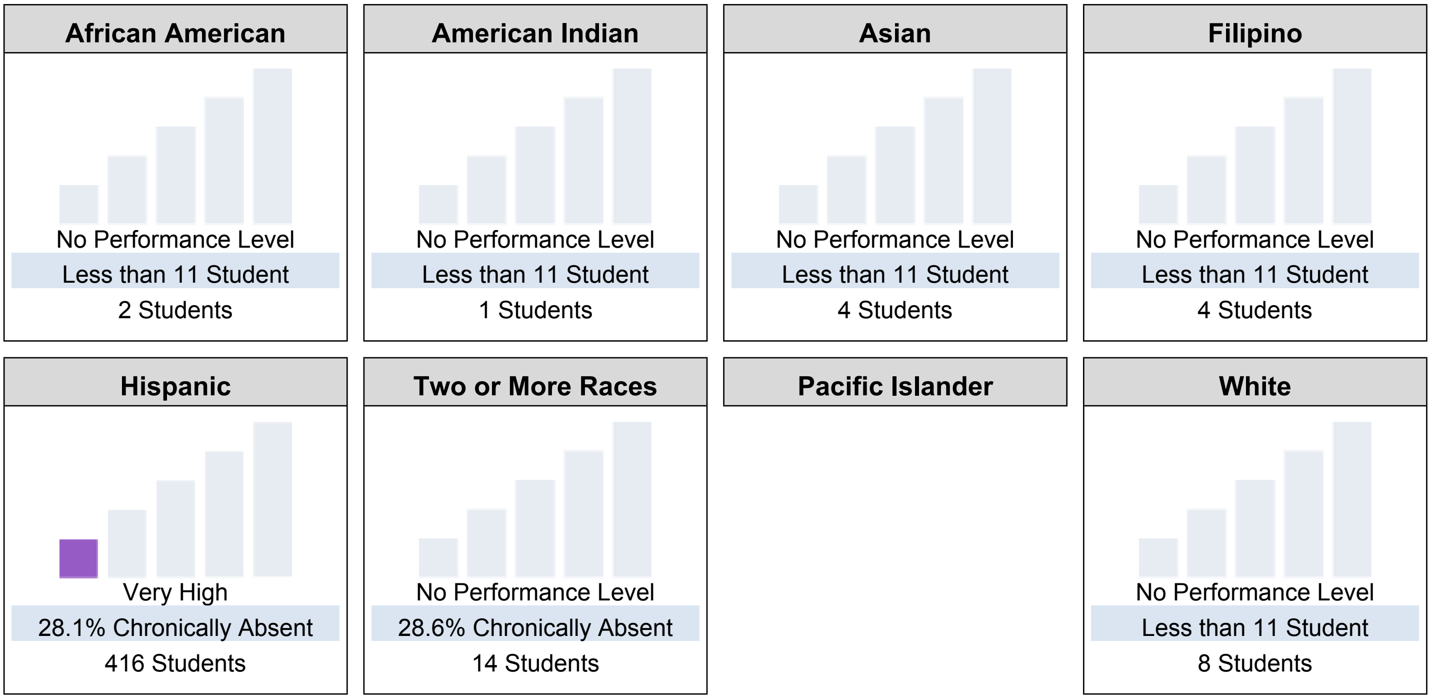
Socioeconomically Disadvantaged


Very High
28.9% Chronically Absent
398 Students

Students with Disabilities


Very High
27.1% Chronically Absent
59 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Student	Less than 11 Student	Less than 11 Student	Less than 11 Student
2 Students	1 Students	4 Students	4 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level		No Performance Level
28.1% Chronically Absent	28.6% Chronically Absent		Less than 11 Student
416 Students	14 Students		8 Students

Conclusions based on this data:

1. Academic Engagement (Chronic Absenteeism) data for the 2020-2021 school year were not available due to the COVID-19 school closures. Therefore, the conclusions are based on the 2018-2019 data.

   The Fall dashboard data for our students Chronic Absenteeism falls in the green area for the following student subgroups:
   ~ All students - 6.5% chronically absent which decreased by 4.5%.
   ~ English Learners - 6% chronically absent which decreased by 1.8%.
   ~ Socioeconomically Disadvantaged - 6.1% chronically absent which decreased by 4.8%.
   ~ Hispanic - 5.6% chronically absent which decreased by 4.5%.

2. The following subgroup falls in the orange area and increased in the percentage of students showing chronic absenteeism:
   ~ Students with Disabilities - 8.2% chronically absent which increased by .9%.

3. Attendance will continue to be an area of focus for the 2021-2022 school year to ensure that the number of students chronically absent decreases. Monthly reminders in the calendar and recognition for those showing increased or perfect attendance will be implemented. In addition, monthly attendance letters and Pre-Sarb meetings will be scheduled with those parents of students who show chronic absenteeism as well as weekly phone calls to families showing absentee issues.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

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

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

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

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

Conclusions based on this data:

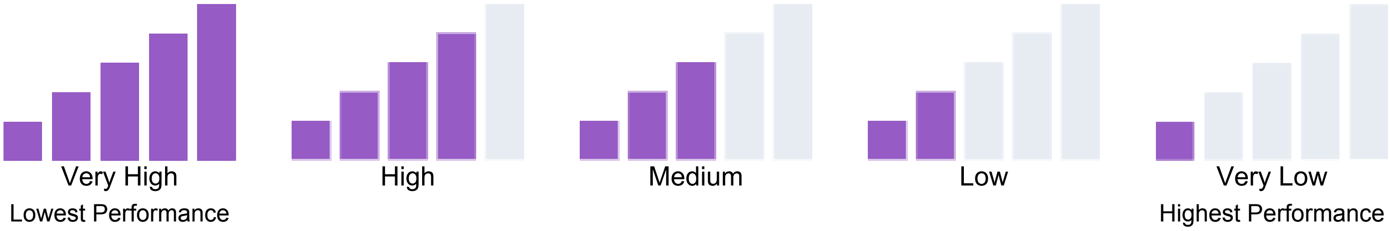
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



This section provides number of student groups in each level.

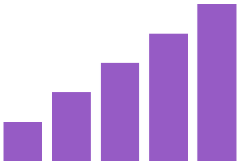
2022 Fall Dashboard Suspension Rate Equity Report

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

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

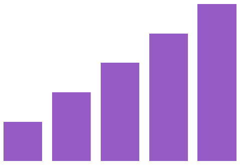


Very Low

0% suspended at least one day

458 Students

English Learners

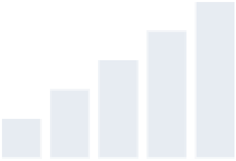


Very Low

0% suspended at least one day

162 Students

Foster Youth

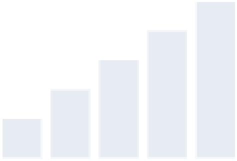


No Performance Level

Less than 11 Student

6 Students

Homeless

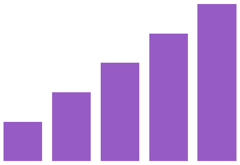


No Performance Level

0% suspended at least one day

18 Students

Socioeconomically Disadvantaged

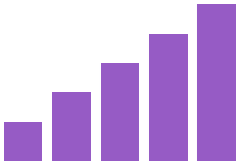


Very Low

0% suspended at least one day

404 Students

Students with Disabilities



Very Low

0% suspended at least one day

60 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

No Performance Level
Less than 11 Student
3 Students

American Indian

No Performance Level
Less than 11 Student
1 Students

Asian

No Performance Level
Less than 11 Student
4 Students

Filipino

No Performance Level
Less than 11 Student
5 Students

Hispanic

Very Low
0% suspended at least one day
423 Students

Two or More Races

No Performance Level
0% suspended at least one day
14 Students

Pacific Islander

White

No Performance Level
Less than 11 Student
8 Students

Conclusions based on this data:

1. Conditions and Climate, Suspension Rate data for the 2020-2021 school year was not available due to the COVID-19 school closures. Therefore, the conclusions are based on the 2018-2019 data.

   Our suspension rate data shows that we fall in the yellow area increasing the number of students suspended from school in all areas. We will continue to implement and refine our school wide Positive Behavior Intervention and Support (PBIS) system with all staff members. We will continue to use this PBIS model and implement Restorative Practices in all classrooms.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal #1 :
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 1

All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

Identified Need

When analyzing our CAASPP - ELA data we have many areas of need, however an area that stands out the most is in the area of Reading - Demonstrating understanding of literacy and non-fictional texts. We also see a continued need to build our students vocabulary in all academic areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Overall Academic Achievement - 27.57% are meeting or exceeding standard. .	Students will make at least a 5% increase to 32.57% of students meeting or exceeding 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)

Tier I - All Students

Strategy/Activity

1. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR LANGUAGE ARTS

Staff will:
* Provide access to the CCSS through the district adopted Core Reading Curriculum (Wonders/Amplify) on a daily basis.

* Teachers will collaborate about student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.

* Continue to refine the best practices of accountable talk, close reading, and thinking maps with fidelity throughout the day and across the curriculum to improve oral language for all students.

* Hold students accountable to answering in complete sentences. All teachers will incorporate comprehensive Guided Language Acquisition Design(GLAD) strategies and units when appropriate. Depth of Knowledge(DOK) Levels of questioning and Thinking Maps will be used to increase rigor and promote higher level thinking and reasoning.

* Develop an Entrepreneur Mindset in our students using the Design Thinking model and 6 C's of Deep Learning.

* Provide students the opportunity to learn the entrepreneur exploration skills of Design Thinking through the use of our Innovation Lab.

* Use the Common Core State Standards, Wonders/Amplify programs, Thinking Maps, and Step Up to Writing as a base for planning writing instruction. All teachers will use modeling and guided practice to help the students understand the expectation for writing at their grade level.

* All teachers will develop lessons for the three text types (narrative, informative/explanatory and opinion) in the area of Language Arts, Science and Social Studies.

* Ask students a variety of questions focusing on higher level questions to gather formative assessment data on student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking.

* Enhance reading comprehension and writing instruction by using GLAD strategies including but not limited to: Input Charts, Sentence Patterning Charts, Story Maps, Process Grids, Co-op Strip Paragraphs, Chants, and Cognitive Content Dictionaries.

* Use differentiated instructional strategies such as independent tasks, Guided Reading and student choice.

* Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies.

* Teacher will be provided release time for the purpose of curriculum development and planning using Gradual Release of Responsibility, Deep Learning and Entrepreneur Mindset as well as time to analyze student data to develop lessons based on student need and how to provide effective instruction and feedback.

* Analyze student data (SBAC data, I-Ready data, ELPAC data, work samples, DRA data, informal and formal assessment data) for the purpose of determining student's areas of strength and the

next steps in moving the students forward in their reading, fluency, reading comprehension and writing.

* Use the following strategies and/or programs during the language arts block to increase student achievement in the area of reading and writing:

- Guided Reading/Writing
- Shared Reading
- Close Reading
- Text Dependent Questions
- Depth of Knowledge
- Text Complexity
- Big Books/Read Alouds
- Literature Circles
- Respectful Tasks
- Story Maps
- Thinking Maps
- Vocabulary Development Lessons
- GLAD (input charts, CCD, co-op strip paragraphs, sentence patterning chart, observation charts, etc.)
- Deep Learning (6 C's)
- Gradual Release of Responsibility

* Continue to utilize the Professional Learning Communities model to evaluate/monitor student work and to create an action plan for further staff development and planning to improve reading and writing instruction.

* Participate in cycles of inquiry. The SLT will analyze data and create an instructional focus of research based strategies that are aligned to the CCSS and our school focus of Entrepreneur Exploration.

* Participate in staff development and training to learn and understand how the components of Entrepreneur Mindset will enhance learning and support the school focus of Entrepreneur Exploration.

* Participate in staff development and training to learn and understand how the Deep Learning components will enhance learning for all students.

* Participate in staff development and training to learn and understand how the components of Gradual Release of Responsibility will enhance learning and independence for all students.

* Utilize the IAB's and Brief Writes in TOMS as an instructional and assessment tool for the purpose of identifying next steps in instruction for the students toward meeting grade level standards.

* Teach keyboarding skills to ready themselves for writing across the curriculum, common core assessments and in preparation for the CAASPP.

* Use iReady diagnostic results to assess where students are in meeting grade level standards.

* Provide time for students to complete iReady lessons.

School will:

* Provide Early/Late Group (Kinder only) model that is used to differentiate and target instruction.

* Schedule PLC meetings, PE Planning, and release time to analyze student work, plan and share best practices related to standards based instruction.

* Purchase supplemental instructional materials such as books (focus on 3-6 grade fiction and non-fiction text), web-based teacher resources, etc. These supplemental materials will be reviewed, copied, and/or purchased where appropriately needed.

* Provide technology that will be used to enhance learning experience such as: blogs, web sites, Flocabulary, virtual field trips (Nearpod), etc. using Title I and/or Supplemental Concentration funds.

* Provide professional development opportunities for staff throughout the school year such as GLAD training, Computer Using Educators (CUE) conference, curriculum development, etc.

Other:

* Students will be placed in flexible groups based on their reading level for guided reading and skill instruction on a daily basis all grade levels.

* Supplemental materials and supplies will be purchased as needed to support the ELA and writing instruction.

* The Follett Library system will be a support for our students in picking the appropriate library books at their level to increase reading achievement.

* Educational Applications for student i-Pads will be purchased using Title I and/or Supplemental Concentration funds to support the Language Arts, Science and Social Studies Programs. These applications will be used to help reinforce the reading readiness, reading, writing, Science and Social Studies skill for our students.

* Provide staff with upgraded technology (Mac Computer, Apple TV) to better meet the student academic 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)	Source(s)
1257	Title I 4000-4999: Books And Supplies Materials and Supplies (Warehouse for Parent Education)
5000	Title I

	1000-1999: Certificated Personnel Salaries Release Time/Extra Hours
1886	Title I 5000-5999: Services And Other Operating Expenditures Software Agreement (Follett, Typing Agent)
705	Title I 5000-5999: Services And Other Operating Expenditures Discovery Education
5000	Title I 4000-4999: Books And Supplies Materials & Supplies
5000	Title I 4000-4999: Books And Supplies Materials & Supplies Warehouse
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Technology
1192	Title I 3000-3999: Employee Benefits Certificated Benefits
5000	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Conference Admission Fees
5000	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Non Capitalized Equipment

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tier II - Small Group Intervention

Strategy/Activity

Staff will:

* Teachers will continue to implement small group differentiated instruction providing opportunities for teachers to observe student's reading behavior and provide support while they practice reading strategies.

* Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. The use of leveled reading materials will provide scaffolded support for students as well as

the use of differentiated language frames targeted to support their academic language usage aligned to skills.

* Use supplementary materials, such as Leveled Literacy Intervention (LLI), SIPPS, Reading A to Z, Enchanted Learning, etc. to provide identified students with appropriate leveled curriculum.

* Support personnel, such as educational assistants and retired intervention teachers, will be infused into the classroom when students are not meeting proficiency to provide small group instruction.

* Develop differentiated tasks for students using the Language Arts standards and Wonders/Amplify materials as a guide. Release time will be provided to develop independent tasks as needed.

* Utilize the Movie Licensing contract to show videos to help students compare/contrast and make the connection between literature read in class and the video version.

* Provide small group scaffolded instruction in writing for identified students who are not proficient in the text types and purposes. Through grade level collaboration, daily writing will be implemented through a variety of writing as identified in the Common Core Standards.

* Provide targeted intervention strategies for students identified through the Multi-Tiered System of Support(MTSS) process then referred for further supports and intervention with site team. Personnel will be available for parents that need translation.

* Identify students requiring more intense support and provide push-in and/or pull-out model of support for literacy skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.

* Provide opportunities for students to use technology to support student learning in small group settings when appropriate.

* Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.

* Provide support to students identified through the MTSS process.

* Provide opportunities for students to participate in before and/or after school intervention EPIC program to provide additional small group support using ELOP funds.

School will:
* Purchase supplemental materials to be used throughout the day and/or for before/after school EPIC program.

* Purchase supplemental technology and/or licences to be used throughout the day and/or for after school EPIC program.

* Support Staff will be used to provide differentiated instruction and lower the teacher- student ratio throughout the day during reading and writing instruction for those students identified needing extra assistants.

* Students identified as needing intervention support through the MTSS process (Level 1 - Group and Level 2a & b) will be provided targeted intervention in small groups by trained instructional assistants, MTSS assistant and MTSS coordinator.

* Provide support staff/instructional assistants to provide small group instruction as needed. If the budget allows provide extra hours for assistants to work with struggling students.

* Support staff will be used to release teachers to attend morning MTSS meetings for students once a week.

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)
50,336	Title I 2000-2999: Classified Personnel Salaries Classified Salaries
2000	Title I 2000-2999: Classified Personnel Salaries Extra Earnings
5010	Title I 3000-3999: Employee Benefits Classified Benefits
967	Title I 5000-5999: Services And Other Operating Expenditures Campus Suite
2274	Title I 4000-4999: Books And Supplies Materials and Supplies
3000	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries Other Classified Extra Hours - Parent Nights, Translating
1090	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Tier III - Intensive Individual Interventions

Strategy/Activity

In addition to Tier I and Tier II support, staff will:

* Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.

* Utilize retired intervention teachers and support staff to provide specialized instruction for identified students.

* Provide small group instruction/intervention.

* Closely monitor students at risk of not meeting grade level standards through the Level 1- Group/ Level 2a & b MTSS process and Level 3 if appropriate.

* Meet with the principal formally two times a year to discuss student data and intervention strategies for specific targeted areas and identified students. Informal conversations will occur weekly during grade level PLC meetings to discuss student needs and academic achievement.

* Pull students who need individual support to provide re-teaching and scaffolded instruction for targeted areas of need during independent reading/writing time. Leveled guided reading materials will be purchased using Title I or Supplemental Concentration funds to support learning.

* Analyze student work samples (SBAC data, ELPAC data, DRA, writing samples, etc.) during weekly PLC meetings to identify areas of need and brainstorm possible interventions and scaffolded support.

* Identify 3-5 at-risk students to set goals for learning and closely monitor progress.

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)
5000	Title I 4000-4999: Books And Supplies Materials and Supplies Warehouse
3200	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies Warehouse
15,000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Certificated Salaries
3,579	LCFF - Supplemental and Concentration

	3000-3999: Employee Benefits Certificated Benefits

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Implementation of the strategies/activities are mainly based on SBAC data, ELPAC data, iReady diagnostic assessment results and formative assessments given to our students on an ongoing basis. The SLT, Grade Level Teams and MTSS Team meet on a bi-weekly or weekly basis to analyze data, monitor student progress and effectiveness of the implemented strategies and make informed decisions about how to meet our students needs. Our partnership with Collaborative Edu will allow our teachers to continue reflecting and refining the process of instructional planning.

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

None at this time.

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

We do not anticipate any changes to our plan. We will continue to monitor student progress and adjust instruction based on local measures.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Goal 1:
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

Identified Need

When analyzing our CAASPP - Math data we have many areas of need, however an area that stands out the most is in the area of Concepts & Procedures - Applying mathematical concepts and procedures. This is an area of need for all grade levels with 56.78% scoring below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Overall Academic Achievement - 16.40% are meeting or exceeding the standard.	Students will make at least a 5% increase to 21.40%% of students meeting or exceeding 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)

Tier I - All Students

Strategy/Activity

2. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR MATHEMATICS

Staff will:

* Provide access to the CCSS through the district adopted Core Math Curriculum (Bridges/Number Corner/Math Links) on a daily basis. Teachers will collaborate regarding student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.

*Provide students with activities that support the conceptual development, procedural, and problem solving skills necessary to becoming successful in math. Grade level collaboration will ensure that all are addressing grade level standards and best practices for instruction. Grade level collaboration will address content and language objectives, analyzing student data, looking at student work, and designing standards based instructional lesson plans. Both formative and summative Math benchmarks will be assessed and discussed to determine the targeted next steps toward mastery of the standards.

* Analyze student SBAC data, i-Ready data and work samples for the purpose of determining students' areas of strength and the next steps in moving the students forward in their mathematical understanding and thinking and to create class and/or individual goals related to math instruction.

*Use Cognitively Guided Instruction (CGI) strategies to promote higher level critical thinking skills in math problem solving and being able to represent mathematical problems in multiple ways.

*Promote rigorous standards and language objectives that will be aligned to support the academic language for student responses. Students will be expected to share their thinking and understanding of the problems given to them using our best practices of pair share, heads together, language frames and other research based strategies to facilitate academic discourse.

* Provide objectives that will be emphasized and used as a learning tool for students to assist students in understanding the purpose of the learning and how they will demonstrate learning through language experiences. Language frames and accountable talk will be targeted as a means to support English learners in having various language opportunities in math content areas.

* Use technology within the classroom to support instruction at each grade level and purchase needed software for further support.

* Use digital and/or concrete manipulatives as needed to help students gain a conceptual understanding of math.

* Utilize the IAB's in TOMS as an instructional and assessment tool for the purpose of identifying next steps in instruction for the students toward meeting grade level standards in math.

* Be provided release time for curriculum development and how to provide effective math instruction, intervention support, and feedback.

* Purchase supplemental materials (digital manipulatives, math related applications for the i-Pad and other supplies as needed).

* Utilize the following to monitor student achievement and discuss best practices for remediation and enrichment:

- Problem of the Day
- Daily Spiral Review

- Common assessments
- Formative assessments
- Quick Checks
- CGI data collection

* Collaborate on student data/work samples and best instructional strategies during weekly PLC meetings for the purpose of developing math lessons that will improve the students' mathematical thinking/reasoning and understanding.

* Utilize higher level questioning during math instruction to uncover the student's thinking process and misconceptions.

*Use i-Ready diagnostic data as well as require students to complete weekly iReady assignments to provide whole class as well as targeted intervention and learning 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)
716	Title I 3000-3999: Employee Benefits Certificated
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials & Supplies Technology
5000	Title I 4000-4999: Books And Supplies Materials and Supplies
5000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies (Warehouse)
3000	Title I 1000-1999: Certificated Personnel Salaries Release Time/Extra Hours

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tier II - Small Group Intervention

Strategy/Activity

Staff will:

* Provide small group instruction as needed based on formative assessments.

* Identify students requiring more intense support and provide push-in and/or pull-out model of support for math skills. Frequent assessing of students, who are not meeting identified benchmarks, is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.

* Provide opportunities for students to use technology to support their learning in small group settings.

* Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.

* Provide retired intervention teachers, support staff, and instructional assistants to provide small group intervention instruction.

* Provide support to students identified through the MTSS process.

* Utilize the IAB's in TOMS as an instructional and assessment tool for the purpose of identifying next steps in instruction for the students toward meeting grade level standards in math.

* Use i-Ready diagnostic data to assess where students are in in meeting grade level standards.

* Provide time for students to complete iReady lessons.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Tier III - Intensive Individual Interventions

Strategy/Activity

In addition to Tier I and Tier II support, staff will:

* Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.

* Utilize retired intervention teacher and support staff to provide specialized instruction for identified students.

* Closely monitor students through the MTSS process - Students at risk of not meeting grade level standards will be closely monitored through the Level 1 - Group and Level 2a & b MTSS process.

* Teachers will identify 3-5 at-risk students to set goals for learning and closely monitor progress.

* Teachers will meet with the principal formally two times a year to discuss student data and intervention strategies for specific targeted areas and identified students. Informal conversations will occur weekly during grade level PLC meetings to discuss student needs and academic achievement.

* Analyze student i-Ready data and work samples for the purpose of determining student's areas of strength, and the next steps in moving the students forward in their mathematical understanding and thinking, and to create class and/or individual goals related to math instruction.

* Utilize the IAB's in TOMS as an instructional and assessment tool for the purpose of identifying next steps in instruction for the students toward meeting grade level standards in math.

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Implementation of our adopted math curriculum has proven to be effective in more closely meeting the standards in math. The SLT, Grade Level Teams and MTSS Team meet on a bi-weekly or weekly basis to monitor student progress and effectiveness of the implemented strategies.

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

None at this time.

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

We do not anticipate any changes to our plan. We will continue to monitor student progress and adjust instruction based on local measures.

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 Development

LEA/LCAP Goal

Goal #1:
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.
Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

Identified Need

The Reading domain is an area of needed focus for all grades.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level 1 - 10.42% Level 2 - 31.25% Level 3 - 39.58% Level 4 - 18.75%	All students in levels 1-3 will make at least one level of growth. Students in level 4 will maintain or reclassify.

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)

Tier I - All English Learners

Strategy/Activity

3. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR ENGLISH LANGUAGE DEVELOPMENT

Staff will:

* Provide at least 30 minutes designated ELD instruction daily utilizing ELD standards and ELA/ELD aligned curriculum.

* Provide Integrated ELD throughout the day to support content and language acquisition.

* Use the CCSS and appropriate scaffolds to guide their daily instruction.

* Be provided training as it relates to understanding data/procedures/release questions for the ELPAC.

* Provide English Learners access to technology and applications to support language acquisition.

* Provide comprehensible input and support for academic language through GLAD strategies, Thinking Maps, non-linguistic supports and/or visual/kinesthetic/auditory supports.

* Conduct data conferences with students to help them set goals and understand steps to improve.

* Be provided release time to plan or attend trainings/conferences to acquire strategies to support English Learners.

* Content and Language objectives will be emphasized and used as a learning tool for students to ensure students understand the purpose of their learning and how they will demonstrate learning through various language experiences.

* Language objectives and sentence frames will be targeted as a means to ensure English Language Learner students are provided various language opportunities to maximize language development.

* Teachers will utilize questioning strategies to support and extend student responses into complete sentences using sentence frames when appropriate both through distance learning and in-person instruction.

* Teachers will provide virtual and in-person field trips to bring learning to life for our students by utilizing Nearpod, Discovery Science and/or other digital tools.

* Using paper and supplies from the warehouse the teachers will print pictures and use gestures and realia to make vocabulary comprehensible for all students. Realia will be purchased as needed.

* Teachers will collaborate by grade level to provide designated and integrated ELD instruction to EL students.

* Supplementary instructional materials will be purchased to support the academic achievement of EL students and increase the involvement of parents.

* The Community Liaison will be used to translate all correspondence sent home to our Spanish speaking families, translation of comments on report cards and provide Spanish translation to enhance our home/school connection.

* Educational applications for the i-Pads will be purchased to support the English Language Learner program both through distance learning and in-person instruction.

* Research additional ELD supports that can be used for music, poetry, etc. to supplement our current ELD instruction.

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)
5000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies Warehouse
1000	Title I 1000-1999: Certificated Personnel Salaries Release Time/Extra Hours
5500	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies
3000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies (Warehouse)
239	Title I 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tier II - Small Group Intervention

Strategy/Activity

Staff Will:

* Provide small group instruction to support language acquisition for new-comer students or Long-Term English Learners.

* Conduct parent meetings with Long-term English Learners to set goals and understand steps to improve.

* Provide extended learning opportunities such as before/after school intervention groups based on area of greatest need.

* Utilize instructional assistants to provide support to students in small groups for additional practice.

* Purchase additional instructional materials to support English Learners.

* Utilize the Wonders ELD resources as their curriculum to plan, pre-teach, and re-teach lessons during small group instruction. There will be a focus on the level of rigor in the expectation of oral development students are producing to ensure they are attaining the skills and practice necessary to move to the next level of English proficiency.

* Based on teacher's formative assessment, targeted scaffolding of language frames and tiered questioning will be used to support student responses into complete sentences.

* Provide multiple opportunities and multiple modalities for checking for understanding to ensure students understand the objective of each lesson and the purpose for their learning.

* Extended learning opportunities will be provided to support student learner. (ASES, one-on-one instruction, etc.)

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)
2201	Title I 4000-4999: Books And Supplies Materials and Supplies (Warehouse)

Strategy/Activity 3

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

Tier III - Intensive Individual Interventions

Strategy/Activity

In addition to Tier I and Tier II support, staff will:

* Provide targeted instruction to meet the need of individual students in all areas determined by ELPAC scores and interim assessments.

* Support students in independently producing more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting.

* Identify at-risk English Learners and set goals for learning.

* Use the MTSS process for identifying and supporting English Learners at this tier.

* Utilize targeted ELD instruction to meet individual student needs in all language domains through small group and/or one-on-one instruction.

* English Language Learner students at risk will be closely monitored through the Level 1 - Group and Level 2a & 2b MTSS process and Level 3 if appropriate.

* Identify grades 3-5 at-risk of LTEL to set goals for learning and closely monitor progress.

* Meet with the principal formally two times a year to discuss student data and intervention strategies for specific targeted areas and identified students. Informal conversations will occur weekly during grade level PLC meetings to discuss student needs and academic achievement.

* Literature will be purchased using Supplemental and Concentration funds to supplement ELD lessons during designated and integrated ELD instruction.

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)
2076	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies (Warehouse)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The SLT, Grade Level Teams and MTSS Team meet on a bi-weekly or weekly basis to monitor student progress and effectiveness of the implemented strategies and activities.

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

None at this time.

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.

No changes at this time.

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

Parent Engagement

LEA/LCAP Goal

Goal # 4
Parent/Community Partnerships
District is supported and respected by the community

Goal 4

All families and community members will feel welcome and engaged in the mission and vision of the school.

Identified Need

We will continue to support our parents and guardians in ways to support their children both academically and behaviorally.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

All Students

Strategy/Activity

ENGAGE FAMILIES AND THE COMMUNITY IN SUPPORTING THE INSTRUCTIONAL GOALS

* Disperse home/school compact to all parents to reinforce commitment of parents and teachers in student learning.

* The Aeries Communication system will be utilized in order to improve home-school communication and keep parents up to date on important school events and curriculum related information.

* The monthly calendar, school website, weekly ROAR, teacher Remind/Seesaw platform, and office Digital Signage will be used as a means of providing our parents with information.

* Teachers will share grade level goals and student data from classroom informal and formal assessments with parents during conferences.

* The Remind upgrade will be consider for purchase for teachers to use as a communication tool with families.

* Translators will be available (in all languages represented if possible) for parent conferences and family events in order to communicate the importance of monitoring and being involved in their student's learning.

* Parents will be invited to all SSC/ELAC meetings to keep them informed about what is going on at school and how they can support their child's achievement.

* Parents will be invited to attend a bi-monthly Chat and Chew meetings either in the morning, afternoon or evening with the principal to ask questions and express concerns related to their students and the school.

* To increase the number of attendees at parent events and PTA sponsored events, incentives and rewards will be offered for those families in attendance.

* PTA will offer periodic restaurant events to keep families engaged in the school community.

* Community Liaison will provide workshops and communicate with families.

* Parents will be invited to MTSS meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish speaking and parents with other language needs for better understanding and involvement.

* Parents will be involved in fundraising events to supplement classroom field trips and schoolwide assemblies that help address grade level standards.

* Parents of incoming Kindergarten students will have the opportunity to participate in a Kindergarten Preview event and receive information and materials to prepare their child for Kindergarten, and Kindergarten orientation.

* Teachers will provide information and strategies for parents during Parent/Teacher conferences on how they can help their children in the areas of English Language Arts and Mathematics at home.

* Parents will be provided with information regarding strategies to increase student achievement during Back to School Night, Parent/Teacher conferences, and Family Literacy, Writing and Math Nights.

* Translators and child care will be provided for younger siblings during Family Night events.

* Parents/Guardians will be provided a survey to determine topics of interest and the best time to schedule Family Night events.

* Incentives will be provided to increase the number of parents attending Family events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Extra Hours
239	Title I 3000-3999: Employee Benefits Certificated Staff
4329	Title I 5000-5999: Services And Other Operating Expenditures Aeries Communication
960	Title I 5000-5999: Services And Other Operating Expenditures Industry Weapon (Digital Signage)
1000	Title I 5000-5999: Services And Other Operating Expenditures Multilith

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We have seen a decline in the number of parents taking advantage of our parent involvement opportunities the past three years. So far this year, we have seen more parent involvement at meetings and events. We will continue to work on ways to get our parents more involved in their child's education.

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

None at this time.

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.

No changes at this time.

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

School Climate

LEA/LCAP Goal

Goal # 3
School Safety and Student Wellness
Schools are safe, healthy, and secure places for student learning

Goal 5

By June 2023, we will increase the number of families who indicate on the parent/family surveys that they "strongly agree/agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment.

Identified Need

Creating a positive environment that promotes positive student choices and behaviors.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	94% Strongly Agree	5% increase

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

CREATE A SCHOOL CLIMATE THAT PROMOTES SAFETY AND WELLNESS FOR ALL STUDENTS

* Each grade level will meet on an ongoing basis to discuss students who are struggling academically, socially or behaviorally to develop appropriate goals and interventions to support student growth. Follow-up meetings will be scheduled every 6-8 weeks to monitor progress and determine if further intervention is needed.

* Weekly Response to Intervention MTSS/RTI meetings will be used to discuss students with either academic and/or behavior concerns and monitor student achievement and growth.

* Parents will be invited to weekly MTSS/RTI meetings to provide us with additional information so

we can better meet the needs of struggling students.

* Academic resources for families will be provided for parents of at-risk students as needed. (Copy paper and card stock from the warehouse will be used for these resources).

* The PBIS Team will meet 3-5 times throughout the school year to refine and develop our positive behavior system using SWIS data as a guide for decisions.

* PBIS team will analyze student discipline trends utilizing the SWIS program.

* All teachers will be trained on how to implement the school wide PBIS system in a consistent manner. This will include the use of Minor Infractions and Office Discipline Referrals.

* All teachers will reinforce the school wide expectations through additional reinforcements/consequences and supports.

* Minor Infractions and Office Discipline Referrals will be printed and used to support our PBIS system school wide.

* Regularly scheduled PBIS trainings and Pep Rallies will be provided to students regarding schoolwide expectations for behavior.

* Students will be encouraged to participate in promoting a positive school culture. Teachers will use PRIDE Bucks to reinforce expected behaviors.

* School Psychologist and Counselor will be used to provide training for teachers, reteaching for students and check in/check out procedures for students needing more frequent interventions.

* PE Intervention will be used to provide reteaching for students and check in/check out procedures for students needing more frequent interventions.

* All support staff will be trained on the school wide PBIS protocols and procedures at the beginning of the school year and throughout the school year as needed.

* Monthly PBIS celebrations will be used to reward students who are consistently following the school wide Code of Conduct. (Celebration prizes will be purchased using material and supplies budget).

* Parents will be informed in a timely manner of their students behavior as it relates to our school wide Code of Conduct.

* Student Supervisors will be trained in the Playworks playground framework to support safety, engagement & empowerment for our students at recess.

* Ongoing Playworks meetings with Student Supervisors will be scheduled once a month to review and refine the playground structure for optimal implementation.

* Lunch Bunch and Classroom Buddies will be used to build communication, collaboration and social skill in our students.

* A monthly Farmer's Market will be scheduled to provide our students with real life experience in

having a job and helping those in need in our community.

The following volunteer/visitor guidelines and procedures will be enforced:

* Every volunteer/visitor will be required to come through the main office and follow the following procedures:

- Complete the Volunteer Liability, Confidentiality Statement prior to being admitted to the classroom.
- Sign in and out on the volunteer log and receive a yellow visitors badge from the office staff. (Badges will be purchased using materials and supplies budget).
- Schedule an appointment with the principal prior to visiting the classroom for observation purposes.

* All staff will be informed to stop any person on campus without a volunteer/visitor badge and direct them to the school office.

* Visitation and volunteer procedures will be reinforced periodically throughout the year.

* Raptor Technologies will be used to screen all visitors/volunteers prior to entering campus.

* The following drills will be conducted throughout the school year so both students and staff are familiar with the procedures and protocols in case of an emergency. (Fire Drills - Once a month, Earthquake Drills - Twice a year, Intruder Drill - Once a year).

* Attendance and student engagement will be monitored on a weekly basis. The Office Clerk will run weekly attendance letters and provide a list of those students in need of a Pre-Sarb meeting to discuss attendance and/or engagement issues. (Copy paper used to copy attendance letters and Pre-Sarb documents for meetings with parents will be purchased using the materials and supplies warehouse budget).

* Pre-Sarb meetings with parents will be conducted on an as needed basis. (Via phone call, in person or through home visits)

* Counseling support for students who require extra support with their social emotional and behavioral needs will be provided on an as needed basis five days a week.

* Teachers will be provided follow-up training in Restorative Circles as needed to promote a sense of community and help promote social-emotional well being for our students.

* Staff will receive ongoing staff development on how to create a trauma-based sensitive classroom to promote the social-emotional well being for our students.

* Staff will be provided ongoing staff development and training on MTSS/SEL strategies for academic and behavior support for our students and provide weekly Social Emotional Learning lessons for our students.

* Monthly PBIS celebrations will be used to reward students who are consistently showing PRIDE (Proactive Stance, Resilience, Integrity, Digital Citizenship and Entrepreneurship) behavior. (Celebration prizes will be purchased using material and supplies budget.)

* Weekly/Monthly/Trimester awards will be given to students for demonstrating PRIDE behavior,

consistent attendance, engagement and work completion. (Ink, paper and/or awards will be purchased using material and supplies budget.)

* Students will be engaged in what it means to partner with their community to provide acts of service using Deep Learning as a guide.

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)
1000	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Multilith and Printing
396	Title I 5000-5999: Services And Other Operating Expenditures Software Agreement (SWIS)
2000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies (Technology)
625	Title I 5000-5999: Services And Other Operating Expenditures Software Agreement (Raptor Technologies)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Our PBIS team which represents the entire school meets to ensure all staff are implementing agreed upon strategies and procedures.

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

None at this time.

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.

No changes at this time

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$167,777.00

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	$106,332.00

Subtotal of additional federal funds included for this school: $106,332.00

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 ($)
LCFF - Supplemental and Concentration	$61,445.00

Subtotal of state or local funds included for this school: $61,445.00

Total of federal, state, and/or local funds for this school: $167,777.00

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
LCFF - Supplemental and Concentration	61,445.00
Title I	106,332.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	25,000.00
2000-2999: Classified Personnel Salaries	55,336.00
3000-3999: Employee Benefits	12,065.00
4000-4999: Books And Supplies	53,508.00
5000-5999: Services And Other Operating Expenditures	21,868.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	15,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	3,000.00
3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	4,669.00
4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	27,776.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	11,000.00
1000-1999: Certificated Personnel Salaries	Title I	10,000.00

2000-2999: Classified Personnel Salaries	Title I	52,336.00
3000-3999: Employee Benefits	Title I	7,396.00
4000-4999: Books And Supplies	Title I	25,732.00
5000-5999: Services And Other Operating Expenditures	Title I	10,868.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	122,496.00
Goal 2	14,716.00
Goal 3	19,016.00
Goal 4	7,528.00
Goal 5	4,021.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Pam Cunningham	Principal
Patsy Okino	Classroom Teacher
Lisa Contreras	Classroom Teacher
Annette Goodman	Classroom Teacher
Cecilia Hernandez	Other School Staff
Janeth Banderas	Parent or Community Member
Margarita Gaeta	Parent or Community Member
Marycruz Brambila	Parent or Community Member
Maria Delgado	Parent or Community Member
Alicia Lagos	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 4, 2022.

Attested:

Principal, Pam Cunningham on November 4, 2022

SSC Chairperson, Patsy Okino on November 4, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

      b. use methods and instructional strategies that:

         i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Las Positas Elementary School	30665636028989	November 2, 2022	January 12, 2023

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order "to develop inquiring, knowledgeable, and caring students who become active, compassionate, life-long learners and globally responsible citizens." The SPSA planning process supports continuous cycles of action, reflection, and improvement.

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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).

Major findings from Staff based upon staff input and findings from School Leadership Team and PLC meetings and surveys:

Top 7 Staff Professional Development Interests (% of strong/moderate interest):
1. Technology Integration in the Classroom (59)
2. NGSS (55)Social-Emotional Learning (52)
3. Diversity, equity, and inclusion (50)
4. Using Formative Assessment to Guide Instruction (46)
5. Designated ELD (46)
6. Differentiated Instruction (45)
7. PBIS (37)

Major findings from family responses based on end of year survey from 2021-22::

Family engagement:

- 89% of participating families strongly agreed or agreed there are opportunities to be involved in school and district decision making.
- 59% strongly agreed or agreed that they know who the school Community Liaison is and how he/she support families and only
- 39% strongly agreed or agreed that they have attended events (virtually or in-person) offered by the Community Liaison.
- 100% of participating families said their school offers communications in a language they understand,
- 99% said that the school promotes positive student choices and behavior
- 97% said they feel comfortable talking to their child’s teachers.

The top three workshops participants said they would attend if offered are:
1. Developing social and emotional skills (56%).
2. Improving study and homework habits (54%),
3. improving reading and math skills (51%)

Thought Exchange

Parent input on needs during SSC/ELAC/Coffee w/the Principal

- In addition to providing teachers materials and trainings, parents requested after school programs.

English-Language Arts continues to be the area most in need of focus.

English-Language Arts:

Reading and writing, listening will continue to be a focus this year to support the Common Core State Standards. Specifically:

- Continued emphasis on improving students' vocabulary to increase reading, speaking, and writing abilities.
- Continued emphasis on GLAD strategies to help scaffold information for all students from ELL through GATE used throughout small differentiated groups and Wonders designated reading
- Continued emphasis on Thinking Maps, close reading, and text dependent strategies to improve reading comprehension
- Use of i-Ready diagnostics to determine like groups of students, i-Ready individualized program for each student
- Intervention programs (Leveled Literacy, Las Positas Academy, Wonders Reading Program, MTSS small groups using data to inform instruction, after school support classes)
- Systematic analysis of formative (curriculum-based) assessments to drive differentiated instruction. Using formative assessment to inform instruction throughout IB PYP Units of Inquiry.
- Use of "depth and complexity" GATE strategies to support all students thinking deeply and critically about topics

Mathematics:
Las Positas has implemented the following initiatives to support students with the Common Core State Standards:

- Bridges math curriculum is being implemented school wide.
- Intervention program for at-risk students - Las Positas Academy after school classes - through MTSS data meetings.
- Provide use of math manipulatives to support conceptual understanding
- Computer generated math support through Bridges and iReady
- Real world math connections made through the IB PYP Programme of Inquiry

English Learners:
All English Learners are instructed in mainstream classes, and the staff concurs that our teaching strategies must embrace methods which will provide differentiated instruction to meet all students' language development needs. Teachers understand students' ELPAC levels and plan accordingly for 30 minutes of ELD daily. Teachers will use language objectives and sentence frames to support the oral language development of English Learners. Guided Language Acquisition and Development (GLAD) strategies have been implemented to scaffold content area instruction. The lead ELD teacher and the MTSS Teacher on Special Assignment will attend trainings to help English Language Learners meet the level of rigor required in the Common Core State Standards.

Classroom Observations

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

Administrator participates in walkthrough visitations throughout the year. Formal observations are conducted once yearly for teachers who are on the evaluation cycle. Informal and formal observations provide evidence that Las Positas teachers are providing lessons and activities aligned with Common Core State Standards and IB PYP Standards. Particular emphasis is being made this year on accountable talk among all students, formative and summative assessments aligned with IB PYP Programme of Inquiry, focused writing through all text types, multiple examples of student comprehension using technology and non-technology, and continued school-wide use of thinking maps. Writing is a strong focus, with purposeful rubrics in place for writing prompts. The process is a cycle and writing samples across all grade levels are evaluated through PLC. Students are involved in establishing rubrics for assessment and guidance.

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)

ELPAC data from 2021-22 shows that the majority of EL students are at a level 3 or 4. CAASPP data for the 2021-2022 school year shows a dip in the achievement levels compared to the pre-pandemic scores. Student needs are assessed throughout our PLCs and through our MTSS process. Approximately 50% of all students show below standard in all three areas of math - concepts and procedures, problem solving and modeling, and communicating reasoning. We are in the fifth year of our adopted Bridges math curriculum which builds upon all these concepts. Teachers meet during PLC time to review strategies and review our MTSS protocols to identify students who need more intensive intervention. Our work with the International Baccalaureate Primary Years Programme of Inquiry is making a difference with instruction and learning.

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

The i-Ready program allows progress monitoring on student learning throughout the school year in both reading and math.

Las Positas Elementary teachers continuously analyze individual student data and formative assessments to guide instruction. CAASPP data is not available for the 2021-2022 school year. Staff has given formative and summative tests to set measurable and attainable goals for individual student improvement and school goals in the absence of CAASPP data. i-Ready assessments are given each trimester to assist in the continued monitoring of student goals and growth. Professional Learning Communities (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Las Positas Elementary meet the highly qualified requirements.

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

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

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

Professional Development is strategically aligned and developed to the California Common Core State Standards and IB Standards and Practices. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as IB PYP Standards and Practices, Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Support (MTSS), and technology.

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

Las Positas staff works with our Teacher on Special Assignment (MTSS TOSA), in content areas, standards based lessons, and data talks to guide instruction. Our MTSS TOSA also assists with PLC discussions, and one on one teacher support and mentoring. In addition, Las Positas staff meets weekly with our IB PYP Coordinator to develop, write, refine, reflect the IB PYP Programme of Inquiry.

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

Teachers collaborate in PLCs every Wednesday afternoon. Teachers engage in vertical articulation as well as grade-level articulation in PLC's. All grade-level teams meet weekly with IB PYP Coordinator and bimonthly with IB PYP Specials teachers.

Teaching and Learning

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

At the start of the school year, teachers attended school staff development. Training included professional development on i-Ready support, data analysis, IB PYP Standards and Practices, and standards-based instruction. Our team of teachers reviews Interim assessments that support students in understanding the CAASPP testing format and SBAC Claim assessments. PLCs are instrumental in allowing our teachers to plan, discuss standards-based instruction and needed interventions for student achievement. Teachers were also provided professional development by our IB Coordinator to address the requirement of IB.

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

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the IB PYP Programme of Inquiry infusing all content areas through transdisciplinary themes. Principal also verifies the instructional minutes at the beginning of the start of every school year.

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

Grade level teams of teachers, with the guidance of the Principal and IB PYP Coordinator, prepare units of inquiry which are IB and Common Core Standards based. Discussions are held on best practices to ensure Common Core State Standards and IB Standards are addressed throughout the year.

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

All students are provided standards-based materials that are appropriate.

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 teachers use State Board of Education adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

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

Interventions and supports are provided during the instructional day for struggling students within their classrooms. When in Hybrid Learning, intervention groups may be held in person. Various strategies are incorporated to assist with academic challenges. Students also utilize i-Ready, which assists in identifying reading and math levels, and provides computer-based personalized instruction at the students' level. Teachers analyze the data for continued refinement of instructional student needs.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, CLAD, CGI, ELD, and technology based programs such as iReady.

Parental Engagement

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

- Kidzone afterschool program
- ASES afterschool program
- PBIS
- RTI, IEP and 504 plans
- ELD program
- MTSS - development of small group instruction
- Technology supports for academic learning
- Afterschool intervention/enrichment

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)

Parent, community, and school personnel voices are a welcome part of the planning, implementation, and evaluation of programs. Parents are involved through PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), Coffee with the Principal, and IB Parent Meetings. Their voices are used to review our consolidated application programs.

Funding

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

Local Control Funding Formula (LCFF) provides targeted information and programs that enable underperforming students to meet standards.

Fiscal support (EPC)

*LCFF
*District funding

School Profile

Welcome to Las Positas Elementary School, an International Baccalaureate Primary Years Programme World School and a California Distinguished School located in La Habra, California. Las Positas provides a safe, caring, relevant and rigorous learning environment for every child, every day. All students are challenged to achieve their highest potential and with the goal of becoming proficient in each area of the Common Core State Standards and IB PYP Standards. At Las Positas, we focus on improvement of our students’ academic growth in all areas of the curriculum by utilizing the 4-C's of 21st Century Learning: communication, collaboration, critical thinking and creativity and several project based learning assignments throughout the year. Our student enrollment is 560 students with several world languages represented by our families. We are a globally diverse student population. Our Mission Statement is: To develop inquiring, knowledgeable, and caring students who become active, compassionate, life-long learners and globally responsible citizens. Las Positas is now focusing on the six transdisciplinary IB PYP themes weaving the themes throughout the curriculum using the IB framework and philosophy. Our students have IB Spanish, IB Personal Social Physical Education and IB Art infused throughout their IB Programme of Inquiries. Our school is focusing on the IB Learner Profile attributes, taught worldwide to all IB students. Our students are becoming caring, balanced, communicative, open-minded, inquiring, knowledgeable, principled, courageous learners. Our students are taking action, becoming global thinkers and taking action locally.

As well as our IB PYP authorization as an IB World School, our school is focusing on writing schoolwide, which also naturally works with improving reading. To motivate all of our students to read, including English Learners, core learners, and gifted students, we use our Wonders reading series as well as relevant, relatable text infused throughout our IB PYP Programme of Inquiry. Our Bridges math curriculum is being implemented successfully schoolwide. Our school theme this year is "One World, Many Stories". Students are recognized monthly for their leadership and IB Learner Profile attributes during our "Lion of the Month Assemblies". Families are invited to the award assemblies to celebrate our student successes. The various committees are involved in planning spirit days/weeks, Dot Day, Veterans Day Assembly, Red Ribbon Week, school beautification days, student store along with many additional opportunities to learn/show leadership when students are in session. Our goal is to allow many opportunities for all students to become "Leaders" and show leadership. Students learn to think globally and take local action.

Las Positas utilizes Positive Behavior Interventions and Supports (PBIS) to guide our students in the IB PYP Learner Profile attributes, celebrating successes along the way. The ASES after school program, run by the Boys and Girls Club of La Habra, assists students with homework, exercise, and artistic endeavors. Kidzone is offered at Imperial Middle School for before and after school care, partnering with our school for the success of all children enrolled in the program. Las Positas Academy offers several opportunities for student learning after school which is drafted based on student need and staff availability in areas such as Reading, Writing, math, and other interests.

Our Las Positas PTA usually assists our students and staff with funding for field trips, classroom expenditures, assemblies, organizing Scholastic Book Fairs, Red Ribbon Week, Color Run, Trunks and Treats, just to name a few. Due to the pandemic guidelines, some of the activities had to be postponed/cancelled/modified. Las Positas has a team of teachers, staff, parents and community members supporting our students in their learning and preparing students for the future.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our School Site Council (SSC) member process began in September 2022. Parents expressed interest in serving on the SSC through a Google form sent to all parents and voting took place also on a Google form sent to all parents. Teacher representatives were voted on as well as classified also using Google forms. Stakeholders were given the opportunity to provide input, ask clarifying questions, and were involved in the development and the approval of the plan. During our Fall meetings, the SSC reviewed last year's data, this year's budget, and discussed needs for this year as our school has focused intently on MTSS strategies. The November SSC meetings reviewed the plan and the budget and approved the SPSA. During district administrative meetings, the SPSA was discussed at length.

Resource Inequities

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

None to report.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
American Indian	0.18%	0.2%	0.18%	1	1	1
African American	1.29%	1.4%	1.26%	7	8	7
Asian	3.68%	5.6%	5.59%	20	31	31
Filipino	2.03%	1.8%	1.62%	11	10	9
Hispanic/Latino	78.27%	76.9%	77.48%	425	426	430
Pacific Islander	0.18%	0.2%	0%	1	1	0
White	11.6%	10.3%	9.37%	63	57	52
Multiple/No Response	1.66%	2.0%	2.16%	9	11	12
			Total Enrollment	543	554	555

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	19-20	**20-21**	**21-22**
Kindergarten	131	135	116
Grade 1	80	91	108
Grade 2	59	86	87
Grade3	83	65	88
Grade 4	92	83	71
Grade 5	98	94	85
Total Enrollment	543	554	555

Conclusions based on this data:

1. Las Positas student enrollment for the 2021-2022 school year is steady over the years.
2. The top three student race/ethnicity represented at Las Positas are Hispanic (77.5%), White (9.4%), and Asian (5.6%).

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	147	114	115	27.1%	20.60%	20.5%
Fluent English Proficient (FEP)	66	67	56	12.2%	12.10%	10.1%
Reclassified Fluent English Proficient (RFEP)	19	21	30	13.5%	3.80%	5.36%

Conclusions based on this data:

1. This data shows our number of EL students has decrease and a steadying off in the past 3 years.
2. The percent of Reclassified Fluent English Proficient students increased over the past three years.
3. The percentage of Fluent English Proficient students has shown a steady decrease over the past three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	79	61	87	79	0	86	79	0	86	100	0.0	98.9
Grade 4	85	76	64	83	0	64	83	0	64	97.6	0.0	100.0
Grade 5	95	87	84	95	0	84	95	0	84	100	0.0	100.0
All Grades	259	224	235	257	0	234	257	0	234	99.2	0.0	99.6

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2429.		2407.	20.25		19.77	24.05		17.44	37.97		25.58	17.72		37.21
Grade 4	2453.		2459.	16.87		18.75	27.71		18.75	18.07		31.25	37.35		31.25
Grade 5	2509.		2478.	23.16		11.90	30.53		30.95	20.00		27.38	26.32		29.76
All Grades	N/A	N/A	N/A	20.23		16.67	27.63		22.65	24.90		27.78	27.24		32.91

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.52		13.95	50.63		67.44	27.85		18.60
Grade 4	16.87		12.50	48.19		68.75	34.94		18.75
Grade 5	16.84		9.52	57.89		66.67	25.26		23.81
All Grades	18.29		11.97	52.53		67.52	29.18		20.51

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.52		8.14	53.16		60.47	25.32		31.40
Grade 4	10.84		14.06	63.86		71.88	25.30		14.06
Grade 5	28.42		10.71	54.74		65.48	16.84		23.81
All Grades	20.62		10.68	57.20		65.38	22.18		23.93

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.19		9.30	69.62		73.26	15.19		17.44
Grade 4	20.48		7.81	59.04		71.88	20.48		20.31
Grade 5	18.95		4.76	66.32		78.57	14.74		16.67
All Grades	18.29		7.26	64.98		74.79	16.73		17.95

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.52		13.95	60.76		63.95	17.72		22.09
Grade 4	19.28		7.81	55.42		78.13	25.30		14.06
Grade 5	26.32		9.52	46.32		72.62	27.37		17.86
All Grades	22.57		10.68	53.70		70.94	23.74		18.38

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

Conclusions based on this data:

1. Percentage of students who have met/exceeded standard has fallen about 8.5% compared to the latest pre-pandemic score in 18-19 school year.
2. Listening (Demonstrating effective communication skills) is an area with the lowest % of students above standard. Writing (Producing clear and purposeful writing) is the area with the greatest % below standard.
3. Following the IB PYP standards and practices as well as the Common Core State Standards allows teachers to focus on all four areas of ELA through each Transdisciplinary Theme Unit of Inquiry in the Programme of Inquiry.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	79	61	87	79	0	86	79	0	86	100	0.0	98.9
Grade 4	85	76	64	85	0	64	85	0	64	100	0.0	100.0
Grade 5	95	87	84	95	0	84	95	0	84	100	0.0	100.0
All Grades	259	224	235	259	0	234	259	0	234	100	0.0	99.6

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2453.		2430.	27.85		22.09	27.85		22.09	27.85		25.58	16.46		30.23
Grade 4	2471.		2476.	16.47		20.31	31.76		29.69	28.24		26.56	23.53		23.44
Grade 5	2521.		2494.	24.21		20.24	22.11		19.05	34.74		28.57	18.95		32.14
All Grades	N/A	N/A	N/A	22.78		20.94	27.03		23.08	30.50		26.92	19.69		29.06

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	37.97		30.23	37.97		43.02	24.05		26.74
Grade 4	30.59		21.88	29.41		51.56	40.00		26.56
Grade 5	29.47		23.81	36.84		45.24	33.68		30.95
All Grades	32.43		25.64	34.75		46.15	32.82		28.21

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

Problem Solving & Modeling/Data Analysis **Using appropriate tools and strategies to solve real world and mathematical problems**									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	30.38		20.93	48.10		54.65	21.52		24.42
Grade 4	15.29		15.63	54.12		57.81	30.59		26.56
Grade 5	28.42		16.67	50.53		55.95	21.05		27.38
All Grades	24.71		17.95	50.97		55.98	24.32		26.07

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

Communicating Reasoning **Demonstrating ability to support mathematical conclusions**									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	36.71		20.93	51.90		59.30	11.39		19.77
Grade 4	28.24		17.19	43.53		65.63	28.24		17.19
Grade 5	21.05		9.52	51.58		65.48	27.37		25.00
All Grades	28.19		15.81	49.03		63.25	22.78		20.94

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

Conclusions based on this data:

1. Percentage of students who have met/exceeded standard has fallen about 5% compared to the latest pre-pandemic score in 18-19 school year.
2. Concepts and Procedures (Applying mathematical concepts and procedures) is an area of need for all grade levels with the greatest % falling below standard. Through targeted practice and use of guided lessons students will grow in this area.
3. Our school plan will include areas for both teachers and students to grow in their understanding of the Common Core State Standards in the area of mathematics, to provide professional development in the Bridges math program, to increase the rigor of tasks for our students to meet expectations and to continue working on the foundational conceptual understanding of math skills for our students in order to reason and justify appropriately in all areas of mathematical awareness. Math will be included in the IB PYP Programme of Inquiry with real life math situations.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1433.8	1425.2	1407.8	1443.5	1429.0	1413.9	1411.0	1416.3	1393.2	33	28	25
1	1467.1	1507.1	1488.4	1464.8	1533.8	1495.1	1468.6	1479.9	1481.1	16	28	18
2	1496.4	1504.2	1484.9	1517.9	1523.1	1489.2	1474.7	1485.0	1480.2	23	21	19
3	1498.7	1493.9	1516.1	1485.6	1495.9	1503.6	1511.4	1491.4	1528.4	19	14	16
4	1515.3	1501.8	1545.1	1512.9	1501.4	1553.4	1517.0	1501.6	1536.3	32	17	16
5	1566.6	1509.2	1534.9	1584.6	1505.6	1519.8	1548.0	1512.3	1549.7	20	13	15
All Grades										143	121	109

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

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	9.09	21.43	20.00	48.48	21.43	32.00	36.36	35.71	24.00	6.06	21.43	24.00	33	28	25
1	6.25	35.71	16.67	56.25	28.57	66.67	37.50	25.00	11.11	0.00	10.71	5.56	16	28	18
2	21.74	28.57	15.79	43.48	38.10	31.58	34.78	33.33	47.37	0.00	0.00	5.26	23	21	19
3	21.05	0.00	18.75	36.84	71.43	68.75	42.11	28.57	12.50	0.00	0.00	0.00	19	14	16
4	18.75	0.00	43.75	59.38	47.06	43.75	9.38	47.06	6.25	12.50	5.88	6.25	32	17	16
5	50.00	7.69	26.67	35.00	46.15	33.33	15.00	30.77	40.00	0.00	15.38	0.00	20	13	15
All Grades	20.28	19.01	22.94	47.55	38.02	44.95	27.97	33.06	23.85	4.20	9.92	8.26	143	121	109

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

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	15.15	28.57	24.00	51.52	21.43	36.00	30.30	25.00	16.00	3.03	25.00	24.00	33	28	25
1	31.25	64.29	50.00	31.25	14.29	44.44	37.50	14.29	5.56	0.00	7.14	0.00	16	28	18
2	52.17	47.62	21.05	30.43	33.33	57.89	17.39	19.05	21.05	0.00	0.00	0.00	23	21	19
3	31.58	28.57	31.25	36.84	57.14	56.25	31.58	14.29	12.50	0.00	0.00	0.00	19	14	16
4	43.75	35.29	62.50	40.63	35.29	31.25	6.25	29.41	0.00	9.38	0.00	6.25	32	17	16
5	75.00	38.46	40.00	20.00	46.15	46.67	5.00	0.00	13.33	0.00	15.38	0.00	20	13	15
All Grades	39.86	42.15	36.70	37.06	30.58	44.95	20.28	18.18	11.93	2.80	9.09	6.42	143	121	109

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

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	6.06	42.86	28.00	93.94	32.14	44.00	0.00	25.00	28.00	33	28	25
1	43.75	57.14	66.67	56.25	39.29	27.78	0.00	3.57	5.56	16	28	18
2	43.48	38.10	15.79	52.17	61.90	78.95	4.35	0.00	5.26	23	21	19
3	10.53	21.43	56.25	68.42	64.29	43.75	21.05	14.29	0.00	19	14	16
4	18.75	35.29	68.75	71.88	58.82	25.00	9.38	5.88	6.25	32	17	16
5	20.00	7.69	6.67	75.00	76.92	93.33	5.00	15.38	0.00	20	13	15
All Grades	21.68	38.02	39.45	72.03	51.24	51.38	6.29	10.74	9.17	143	121	109

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	27.27	14.29	24.00	63.64	64.29	52.00	9.09	21.43	24.00	33	28	25
1	6.25	60.71	22.22	68.75	32.14	77.78	25.00	7.14	0.00	16	28	18
2	52.17	52.38	36.84	47.83	47.62	63.16	0.00	0.00	0.00	23	21	19
3	42.11	64.29	68.75	57.89	35.71	31.25	0.00	0.00	0.00	19	14	16
4	84.38	41.18	75.00	6.25	58.82	18.75	9.38	0.00	6.25	32	17	16
5	90.00	69.23	60.00	10.00	15.38	40.00	0.00	15.38	0.00	20	13	15
All Grades	52.45	47.11	44.95	40.56	44.63	48.62	6.99	8.26	6.42	143	121	109

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	3.03	21.43	12.00	90.91	57.14	64.00	6.06	21.43	24.00	33	28	25
1	12.50	32.14	16.67	75.00	32.14	61.11	12.50	35.71	22.22	16	28	18
2	17.39	23.81	15.79	52.17	61.90	57.89	30.43	14.29	26.32	23	21	19
3	10.53	0.00	0.00	68.42	64.29	93.75	21.05	35.71	6.25	19	14	16
4	6.25	0.00	12.50	65.63	58.82	68.75	28.13	41.18	18.75	32	17	16
5	30.00	0.00	13.33	60.00	53.85	60.00	10.00	46.15	26.67	20	13	15
All Grades	11.89	16.53	11.93	69.93	52.89	66.97	18.18	30.58	21.10	143	121	109

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	51.52	32.14	36.00	30.30	39.29	44.00	18.18	28.57	20.00	33	28	25
1	6.25	25.00	11.11	93.75	57.14	83.33	0.00	17.86	5.56	16	28	18
2	8.70	9.52	36.84	82.61	85.71	47.37	8.70	4.76	15.79	23	21	19
3	42.11	14.29	75.00	57.89	85.71	25.00	0.00	0.00	0.00	19	14	16
4	21.88	11.76	56.25	62.50	88.24	43.75	15.63	0.00	0.00	32	17	16
5	5.00	15.38	53.33	95.00	69.23	46.67	0.00	15.38	0.00	20	13	15
All Grades	25.17	19.83	43.12	65.73	66.94	48.62	9.09	13.22	8.26	143	121	109

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

Conclusions based on this data:

1. After analysis of data, reading is the area of concern with many students falling in the "Somewhat/Moderately" performance level.
2. Staff will continue to have professional development opportunities for reading strategies.
3. Writing strategies for all EL students will be reinforced to move students from Somewhat/Moderately to Well Developed.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school’s student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
555	**67.6**	**23.1**	**0.9**
Total Number of Students enrolled in Las Positas Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	128	23.1
Foster Youth	5	0.9
Homeless	6	1.1
Socioeconomically Disadvantaged	375	67.6
Students with Disabilities	74	13.3

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	7	1.3
American Indian	1	0.2
Asian	31	5.6
Filipino	9	1.6
Hispanic	430	77.5
Two or More Races	12	2.2
Pacific Islander		
White	52	9.4

Conclusions based on this data:

1. Based on the reported data, Las Positas has approximately 66% socioeconomically disadvantaged students.
2. Hispanic students make up the largest group of students, with approximately 76% of the total student population.

School and Student Performance Data

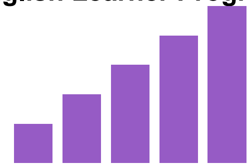
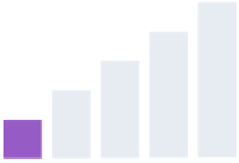
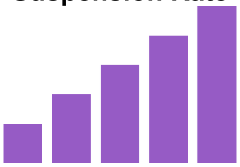
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Learner Progress  Very High	**Chronic Absenteeism**  Very High	**Suspension Rate**  Very Low

Conclusions based on this data:

1. Both ELA and Math increased signigicantly over the previous years and are now in the green.
2. To have continued growth in ELA, we will continue to focus on reading comprehension. To have continued growth in Math, we will continue to focus on Mathematical Concepts and Procedures.
3. There is a need to continue targeting our chronic absentee students through parent meetings and student support.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. From analysis of the data, all student groups increased significantly from the previous year.
2. Continued professional development will be provided for staff on EL strategies to incorporate with all students in focused writing, speaking, listening, and reading.
3. Although our current English learners did increase from the previous year, the group is still below standard.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report

Very Low	Low	Medium	High	Very High

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. All student subgroups increased. Although Students with Disabilities did increase and are in the yellow, they are still 44.5 points below standard.
2. The Reclassified English Learners increased and are now 16.5 points above standard.

3. With the implementation of the newly adopted Bridges math curriculum, the curriculum is focused and staff continues with implementing strategies targeted at improving schoolwide scores. Real world mathematics is now infused in the IB PYP Programme of Inquiry schoolwide.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Very High
67.1 making progress towards English language proficiency
Number of EL Students: 79 Students
Performance Level: Very High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10	16	1	52

Conclusions based on this data:

1. The data shows that 61% of our EL students progressed at least one ELPI level.
2. Focus will be to continue to move the students in the Beginning Stage to the higher levels.
3. Focus will be to continue to provide a strong English Learner program each day to provide the necessary knowledge and success for the ELPAC testing.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

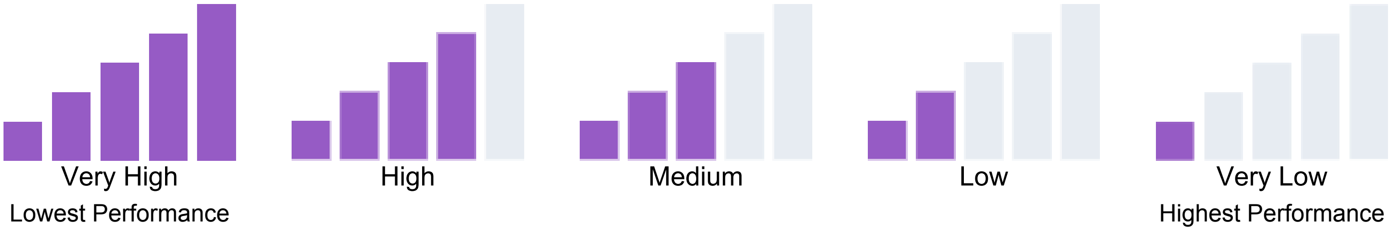
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
5	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

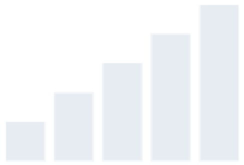
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
34.9% Chronically Absent	27% Chronically Absent	Less than 11 Student
573 Students	137 Students	7 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Student	37.8% Chronically Absent	43.4% Chronically Absent
8 Students	431 Students	99 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

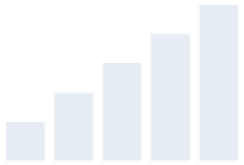


No Performance Level

Less than 11 Student

8 Students

American Indian

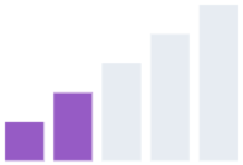


No Performance Level

Less than 11 Student

1 Students

Asian

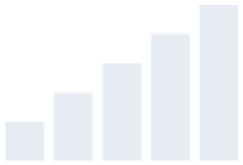


High

19.4% Chronically Absent

31 Students

Filipino

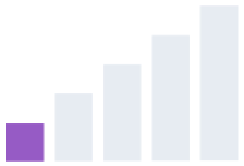


No Performance Level

Less than 11 Student

9 Students

Hispanic

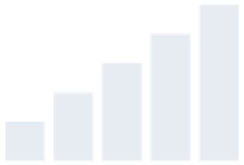


Very High

38% Chronically Absent

442 Students

Two or More Races



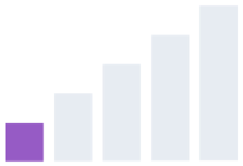
No Performance Level

25.9% Chronically Absent

27 Students

Pacific Islander

White



Very High

27.3% Chronically Absent

55 Students

Conclusions based on this data:

1. Focus for the 2019-20 school year was to address chronic absenteeism through parent and student meetings. The Global Pandemic forced all students to learn virtually off campus from March 2020.
2. Engagement in zoom classes needs to increase.
3. All groups did increase, yet not significantly. Continued engagement growth will be an expectation for the 2020-21 school year.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

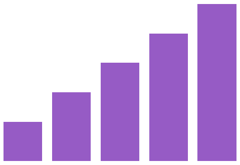
1.

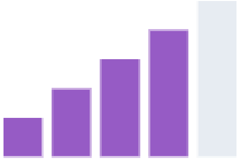
School and Student Performance Data

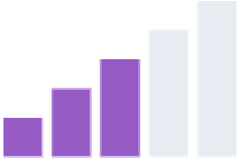
Conditions & Climate
Suspension Rate

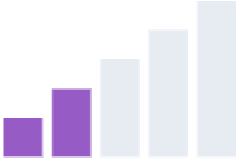
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

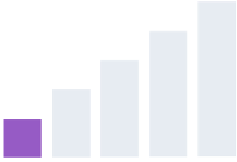
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).


Very High
Lowest Performance


High


Medium


Low


Very Low
Highest Performance

This section provides number of student groups in each level.

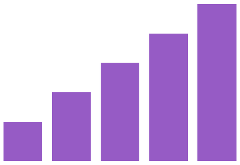
2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	1	5

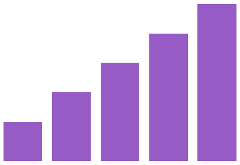
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

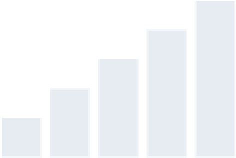
All Students


Very Low
0.5% suspended at least one day
592 Students

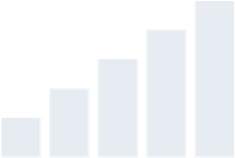
English Learners


Very Low
0% suspended at least one day
139 Students

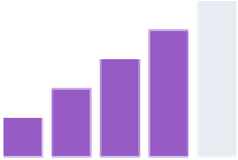
Foster Youth


No Performance Level
Less than 11 Student
7 Students

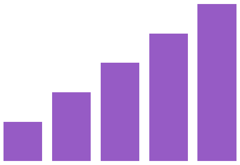
Homeless


No Performance Level
Less than 11 Student
8 Students

Socioeconomically Disadvantaged


Low
0.7% suspended at least one day
441 Students

Students with Disabilities


Very Low
0% suspended at least one day
102 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

No Performance Level

Less than 11 Student

8 Students

American Indian

No Performance Level

Less than 11 Student

1 Students

Asian

Very Low

0% suspended at least one day

33 Students

Filipino

No Performance Level

Less than 11 Student

9 Students

Hispanic

Very Low

0.4% suspended at least one day

453 Students

Two or More Races

No Performance Level

3.4% suspended at least one day

29 Students

Pacific Islander

White

Very Low

0% suspended at least one day

59 Students

Conclusions based on this data:

1. All groups report in the blue.
2. The data shows Students with Disabilities suspension rate declined by 3.2% as did the Hispanic students by .3%.
3. The continued implementation of Restorative Practices during the 2019-20 school year will provide alternative solutions to suspension for all students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal #1 :
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 1

All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

Identified Need

Writing (Producing clear and purposeful writing) is the area with the greatest % below standard. With the implementation of School Improvement Plan's focus on academic/domain specific vocabulary, the use of i-Ready, and focused guided reading, scores will increase.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	39.3% Met/Exceeded (21-22)	42% Meet/Exceeded

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

Tier I
Core Instructional Program
Staff will:

- Provide access to the CCSS through the district adopted Core Reading Curriculum (Wonders) on a daily basis. Teachers will collaborate weekly during PLC designated time to discuss student learning goals and objectives for learning, language objectives, analysis of student data, analyzing student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS and IB PYP Standards and Practices.

- Continue developing and refining best practices of accountable talk, close reading, and Thinking Maps with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will provide ample opportunities for students to show/express their learning. All teachers will incorporate comprehensive Guided Language Acquisition Design (GLAD) strategies and units when appropriate. Depth of Knowledge (DOK) Levels of questioning and Thinking Maps will be used to increase rigor and promote higher level thinking and reasoning. All IB PYP Units of Inquiry will be rigorous and will provide strategies for inquiry and expression of learning. Las Positas SIP focus for 2022-23 school year is to ensure students will accurately communicate using academic/domain specific vocabulary.
- Continue developing lessons for the three CCSS text types (narrative, informative/explanatory, and opinion) in all content areas.
- IB PYP Coordinator weekly meetings with teachers to plan IB Units of Inquiry for all six IB PYP Transdisciplinary Themes.
- Ask students a variety of questions focusing on higher level questions (DOK 3 and DOK 4) to gather formative assessment on student understanding. Teachers will also require students to use academic language to justify their thinking.
- Enhance reading comprehension and writing instruction by using GLAD strategies including but not limited to: Input Charts, Sentence Patterning Charts, Story Maps, Process Grids, Co-op Strip Paragraphs, Chants.
- Through the IB PYP Unit Planner process, teachers will infuse language arts, social science, science and math curriculum into the unit planner under the guidance and direction of the IB PYP Coordinator.
- Use differentiated instructional strategies such as respectful tasks, Guided Reading and student choice.
- Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies. Materials will be provided digitally through Seesaw, Epic, Learning A-Z, Google Classroom, etc.
- Keyboarding skills to be taught to prepare students for writing across the curriculum, common core assessments and in preparation for the CAASPP.
- Designated reading programs in addition to Wonders core curriculum to motivate students to read for pleasure.

School will:

- Schedule PLC meetings and release time to analyze student work and plan and share best practices related to standards based instruction.
- Purchase supplemental instructional materials such as books, web-based teacher resources, technology, etc.
- Provide technology that will be used to enhance learning experience such as: SeeSaw, Nearpod, Renaissance (3rd -5th), blogs, websites, virtual field trips, etc.
- Participate in Cycles of Intervention with the guidance of our MTSS TOSA. Grade level teams will analyze data and create an instructional focus of research based strategies that are aligned to the CCSS.
- Provide professional development opportunities for staff throughout the school year including IB Training, NGSS, GLAD training, OCDE opportunities, district professional development, and curriculum development.
- Provide engaging opportunities for students to experience learning (ie. field trips, guest speakers, assemblies)

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)
20000	Title I 4000-4999: Books And Supplies Instructional/classroom supplies
13000	Title I 4000-4999: Books And Supplies Chromebooks & tech for new 4th grade class
5000	Title I 5000-5999: Services And Other Operating Expenditures Field Trips
6000	Title I 5000-5999: Services And Other Operating Expenditures Software/License (Follett, Learning A-Z, AR, etc.)
368	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures software/program

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

Tier II
Small Group Intervention
Staff Will:

- Provide differentiated instruction in small group settings for those students who are not meeting proficiency. Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. The use of leveled reading materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language usage aligned to skills.
- Use supplementary materials, such as Leveled Literacy Intervention(LLI), Wonders curriculum, computer based leveled instruction, Rigby PM Readers.
- Provide small group scaffolded instruction in writing for identified students who are not proficient in the text types and purposes. Provide designated intervention group times for those students in need..
- Through grade level collaboration, daily writing will be implemented through a variety of activities as identified in the Common Core State Standards and the IB PYP Programme of Inquiry.

- Provide targeted intervention strategies for identified students in the area of writing and reading comprehension. Students are identified through the Multi-Tiered System of Support (MTSS) process. Through the RtI referral process, targeted supports and intervention are implemented.
- Identify students requiring more intense support and provide push-in and/or pull-out model of support for literacy skills. Frequent assessment of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program providing students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide intervention opportunities through Las Positas Academy after school program when feasible and in school small cohort when on Distance Learning.

School will:

- Support personnel such as: educational assistants, MTSS TOSA, and MTSS TOSA assistant will provide support in small group instruction for classes with need.
- Purchase supplemental materials to be used throughout the day and/or for after school alternative supports.
- Purchase supplemental technology and/or licenses to be used throughout the day and/or for after school supports.

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)
20,000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Technology/Supplemental materials/supplies purchase
30,000	Title I 2000-2999: Classified Personnel Salaries Educational Assistant

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

Tier III
Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.
- Las Positas Academy after school program and in school small cohorts during Distance Learning.

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)
10000	Title I 1000-1999: Certificated Personnel Salaries Intervention programs after school

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Through the use of targeted small groups and using writing prompts, rubrics, a focused school plan and implementation of IB PYP transdisciplinary thematic units, scores increased significantly from the beginning of the year to the end of the year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major change noted. Targeted after school intervention was implemented and proved to be successful as a Tier 2 strategy.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The focus will continue as last year, with the additional focus on respectful tasks during guided reading to meet the needs of all students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

Goal 1:
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

Identified Need

All students will have targeted assistance on Concepts and Procedures to ensure the conceptualization of mathematical rules and ideas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	44.0% Met/Exceeded (21-22)	47.0% Met/Exceeded (22-23)

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

Tier I
Core Instructional Program
Staff will:

- Provide access to the CCSS through the district adopted Core Math Curriculum (Bridges) on a daily basis. Grade level collaboration will ensure that all teachers are addressing grade level standards and best practices for instruction through the use of the district pacing guide and units of study. Grade level collaboration will address content and math objectives, analyze student data, student reflection, and designing standards based instructional lesson plans.

- Provide students with activities supporting the conceptual development, procedural, and problem solving skills necessary to becoming successful in math.
- Both formative and i-Ready diagnostics will be assessed and discussed to determine the targeted next steps toward mastery of the standards. Formative assessments will be in alignment to CCSS and to the IB PYP Unit of Inquiry and IB Standards.
- Use Cognitively Guided Instruction (CGI) strategies to promote higher level critical thinking skills in math problem solving and to be able to represent mathematical problems in multiple ways.
- Provide content objectives and/or learning goals which will promote rigorous standards. Language objectives will be aligned to support the academic language for student responses. Students will be expected to share their thinking and understanding of the problems given to them using best practices of pair share, heads together, language frames and other strategies to facilitate academic discourse.
- Provide objectives that will be emphasized and used as a learning tool for students in understanding the purpose of their learning and how they will demonstrate learning through language experiences. Language frames and accountable talk will be targeted as a means to support English learners in having various language opportunities in math content areas.
- Use technology within the classroom and computer labs to support instruction at each grade level. Technology use such as Jamboard, Nearpod, Whiteboard, Google Classroom, Seesaw, etc.
- Use i-Ready as a supplemental material to gain mastery.
- Infuse mathematical concepts in all six IB PYP transdisciplinary units of inquiry.
- Analyze data throughout the year in order to create class and/or individual goals related to math instruction.
- Be provided release time and professional development for curriculum development.
- Do regular data chat with the individual teachers to discuss student performance, instructional plan, and needs
- Purchase supplemental materials and supplies as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9370	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Supplemental Material/Supplies/Books
2552	Title I 5000-5999: Services And Other Operating Expenditures Various technology costs
6326	Title I 4000-4999: Books And Supplies Materials and Supplies
750	Title I 1000-1999: Certificated Personnel Salaries

	Release time to collaborate

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted Students

Strategy/Activity

Tier II
Small Group Intervention
Staff will:

- Provide small group instruction as needed based on formative assessments and other relevant data.
- Support students use of i-Ready to provide differentiated activities.
- Identify students requiring more intense support and provide push-in and/or pull-out model of support for math skills. Frequent assessment of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support to students identified through the MTSS process.

School will:

- Provide support to staff/educational assistants to provide small group instruction.
- Provide support in Las Positas Academy - after school intervention classes and in school intervention classes, ELOP

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)
3500	Title I 1000-1999: Certificated Personnel Salaries Extra Support - after school intervention
11211	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Technology purchase
13000	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries Educational Assistants

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted Students

Strategy/Activity

Tier III

Intensive Individual Interventions

- In addition to Tier I and Tier II support, staff will:
- Provide push in/pull out differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Continued staff development on topics such as iReady and infusing math concepts in the IB PYP Programme of Inquiry prove to be effective, targeted steps to achieve the intended goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major change.

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.

Continued focus on mathematical concepts and procedures will continue to show growth for all students.

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 Development

LEA/LCAP Goal

Goal #1:
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.
Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

Identified Need

All English Learners will continue to grow in the area of reading and speaking through targeted EL instruction in order to reclassify.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC & The number of EL students	Level 1: 10% 8.26% Level 2: 35% 23.85% Level 3: 37% 44.95% Level 4: 18% 22.94% Total number of ELs at the beginning of 21-22: 109	All students in levels 1-3 will make 1 level of growth. Students in level 4 will maintain or reclassify. 10% (11) students will reclassify.

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)

EL Students

Strategy/Activity

Core Instructional Program -Tier I

- All teachers dedicate 30 minutes daily to target needs of English Language Learners using the EL materials from McGraw-Hill Wonders reading program.

- All teachers write language objectives, use differentiated sentence frames and use GLAD strategies appropriate for student ELD level.
- English Language Lead teacher and MTSS TOSA will coordinate annual ELPAC testing, provide training, modeling, materials and in classroom support.
- Reading comprehension and vocabulary development will be enhanced through the use of GLAD strategies, with visual aides such as videos on large screens and individual devices
- Review of GLAD standards for group planning in ELD strategies
- Use of online media through McGraw-Hill Wonders reading program to help students with their listening and speaking skills
- Title 1 Educational Assistants will assist grade levels with small group instruction
- Teachers will utilize Thinking Maps to help scaffold instruction for EL students
- Digital language support for students.
- IB Spanish for all students
- Seesaw recording oral response and listening, with teacher feedback both verbally and written
- Nearpod and Flocabulary
- Continued use of formative assessment
- Flipgrid (oral language response/feedback)
- Use visuals and posters

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)
5000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Book and Supplies
13000	LCFF - Supplemental and Concentration 6000-6999: Capital Outlay Poster/Sticker Maker
3,918	Title I 1000-1999: Certificated Personnel Salaries Other Certificated Salaries
503	Title I 5000-5999: Services And Other Operating Expenditures Movie License

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Small Group Intervention - Tier II

- After School Education and Safety (ASES) Extend Day Program is offered to students who have scored Below Standard to support students' completion of homework and provides enrichment activities
- Teachers meet weekly in PLC meetings to discuss specific students or groups of students not yet proficient and brainstorm strategies to address their needs. (Rtl Level l)
- Educational Assistants work with small groups of students.
- Las Positas Academy after school program to assist students not making adequate progress during the school year.
- Push in/pull out small groups for targeted Intervention

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)
5000	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries Educational Assistants
3000.00	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials/Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Intensive Individual Interventions - Tier III

In addition to Tier I and Tier II support, staff will:

- Provide targeted instruction to meet the needs of individual students in all areas determined by ELPAC scores and interim assessments
- Support students to independently produce more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting
- Identify at-risk English Learners and set goals for learning
- Use the MTSS process for identifying and supporting 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)
2000.00	Title I 2000-2999: Classified Personnel Salaries

	Educational Assistants

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Many teachers received certification on GLAD and some participated in the training as a refresher. We set goals and made some growth, but it was a challenge for 4th and 5th grade students to reclassify. We are looking at multiple measures and focusing on Tier 1 intervention and 30 min ELD instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences. New comers are pulled out for targeted supports.

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.

There are no changes made at this time. We continue to work to help students increase one level on the ELPAC.

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

Parent Engagement

LEA/LCAP Goal

Goal # 4
Parent/Community Partnerships
District is supported and respected by the community

Goal 4

All families and community members will feel welcome and engaged in the mission and vision of the school.

Identified Need

To increase family attendance at our family events, ie: BTSN, IB Showcase, IB Family Information Nights, Technology Support. Many of these events will have the option of joining on zoom in addition to being in person.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Engagement Survey	89% of parents agree that there are opportunities for parent involvement at school.	Increase participation by 1%.

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

- Parent Nights emphasizing academics, school functions, behavior expectations, International Baccalaureate information, etc.
- PTA Schoolwide Events: Halloween Trunks and Treats, Family Fun Night, Holdiay "Kidsmas" drive thru event, Book Fairs

Continue with implementation of Schoolwide Reading Program to improve reading comprehension including:

- Purchase incentive books and supplies for students
- Provide regular feedback for parents and students

- Provide opportunities for drive by Bookswap event

Implement Parent Education Program including:

- Parents will be provided with information regarding the CCSS and IB PYP at Back to School Night and parent conferences in both English and Spanish
- School Site Council, PAC, and ELAC parents will discuss and review the Instructional Focus of the school
- Monthly IB Primary Years Programme meetings covering philosophy and progress of IB PYP program
- Parents will be provided with regular formal and informal progress reports for their children, including specific strategies to assist their children at home in progressing towards meeting the standards
- Share the IB PYP Learner Profile Attributes, Transdisciplinary Themes, Action Cycle with parents in both English and Spanish through meetings, parent nights, IB Showcase, and newsletters
- MTSS support meetings will be held as needed to address learning needs of at-risk students with their families
- Community Liaison will provide workshops and communicate with families regarding resources available to families
- Monthly drive thru Food Pantry Distribution event in partnership with Second Harvest Food Bank of Orange County
- Parent Volunteer classroom/school activities opportunities
- Regular communication regarding school activities will be provided via Aeries Communication, Seesaw, Google Classroom, Class Dojo, monthly parent newsletters, daily announcements and school and teacher websites
- Schoolwide Orientation in August to provide overview of school programs, IB PYP program, instructional focus, curriculum, behavior expectations, and the homework system
- Monthly Coffee with the Principal meetings to discuss schoolwide events, celebrations, IB PYP, concerns translated in Spanish
- Attendance meetings held at school and at district office - both virtually and in person
- Parents will be involved in fundraising events to supplement classroom field trips (virtually) that help address grade level and IB standards
- Parents will be invited to attend monthly Awards Assemblies where students are recognized for outstanding student achievement in a normal school year. During this school year the Awards Assemblies are done in the classroom due to current guidelines for not assembling in large numbers.
- Title 1 Parent Meetings will meet in conjunction with School Site Council to provide input into the School Plan and expenditures of Title I funds
- Adult English Classes, PIQE meetings, Nutrition meetings, social/emotional support will be provided throughout the district
- Bilingual publications and parent communication will be provided
- School events and pictures will be shared on our digital signage in the office, Twitter and school website
- Class Dojo, Google Classroom, Seesaw, Parent Square, and Twitter will be used regularly to communicate with parents and community
- Raptor Technology Software in place for all campus volunteers for security purposes
- District Health and Wellness website available to parents and community members
- District tech support available to parents during the pandemic
- IB Schoolwide Action Project with Heifer International

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)
1500	Title I 4000-4999: Books And Supplies Parent Education Resources/Family Nights
595	Title I 5000-5999: Services And Other Operating Expenditures Raptor Technology Software and Licensing
2000	Title I 4000-4999: Books And Supplies Parent support materials, Smores
4000	Title I 5000-5999: Services And Other Operating Expenditures Printing/copying expenses
892	Title I 5000-5999: Services And Other Operating Expenditures Digital Signage Software
5744	Title I 5000-5999: Services And Other Operating Expenditures Aeries Communication

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Upon further analysis, it was determined to offer different start times for parent events. Some parent events are in the morning and some are in the evening to reach a larger group of parents and families.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

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.

Continue from 2020-21 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

LEA/LCAP Goal

Goal # 3
School Safety and Student Wellness
Schools are safe, healthy, and secure places for student learning

Goal 5

We will maintain the high number of families who indicate on parent/family surveys that they "strongly agree/agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment.

Identified Need

Being an IB PYP Authorized World School we will continue blending our PBIS with IB Learner Profile Attributes

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Family Engagement Survey	99% parents strongly agree/agree	Maintain or increase by 1 %.

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

- Website update
- Lion Pride tickets to celebrate students living the IB Learner Profile
- Blending of the IB Learner Profile and PBIS strategies to incorporate positive behavior and leadership skills
- Gary Center added counseling support for at-risk student support
- Lunch Bunch groups to build social/emotional support
- Counselor presentations (ie. Start w/Hello Week, Anti-bullying, Suicide Prevention for Staff)
- All students will show student choice action projects throughout the International Baccalaureate Transdisciplinary Themed units

- Monthly "Lion of the Month" assemblies to showcase IB Learner Profile and specific awards
- Verbal reminders of the importance of school attendance, and attendance meetings with parents and students
- Attendance awards and incentives for class and grade level attendance "winners"
- TK/K students learning about nutrition during lunch, nutritious choices made with teacher instruction
- Monthly attendance data will be analyzed
- Use of Restorative Practices
- Code of Conduct (IB Learner Profile) review assemblies
- PBIS teachers will analyze behavior data from Aeries in order to plan interventions and incentives to support a safe environment conducive to learning
- Small group intervention for students who continue to present behavior challenges
- MTSS (RtI) meetings for academic and behavioral challenges
- Counseling intern will meet with students both in group and individually as needed/identified
- NCI training offered to all general education teachers and support staff
- Raptor Technology in place for all volunteers for safety purposes (prescreening)
- Monthly Food Pantry Distribution for community members in partnership with Second Harvest Food Bank of Orange County
- IB Reflections for student behavior
- PBIS Committee working with the community and fine tuning the system
- Monthly PBIS celebrations
- Various Assemblies (Happiness is Now, making Good Choices, Ned's Mindset Missions)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF - Supplemental and Concentration 0001-0999: Unrestricted: Locally Defined Incentives and supplies for PBIS and monthly celebrations. (Materials and Supplies) See goal #1
2000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Staff PD and training release days
2000	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Assemblies and outside services
4000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Supplies

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As an IB PYP World School we have been implementing the IB Learner Profile attributes as part of our PBIS. We will continue to write, refine, reflect upon our progress and procedures.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

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.

None

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$208,229.00

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	$118,280.00

Subtotal of additional federal funds included for this school: $118,280.00

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 ($)
LCFF - Supplemental and Concentration	$89,949.00

Subtotal of state or local funds included for this school: $89,949.00

Total of federal, state, and/or local funds for this school: $208,229.00

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
LCFF - Supplemental and Concentration	89,949.00
Title I	118,280.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	2,000.00
1000-1999: Certificated Personnel Salaries	20,168.00
2000-2999: Classified Personnel Salaries	50,000.00
4000-4999: Books And Supplies	95,407.00
5000-5999: Services And Other Operating Expenditures	27,654.00
6000-6999: Capital Outlay	13,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental and Concentration	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	2,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	18,000.00
4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	52,581.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	2,368.00

6000-6999: Capital Outlay	LCFF - Supplemental and Concentration	13,000.00
1000-1999: Certificated Personnel Salaries	Title I	18,168.00
2000-2999: Classified Personnel Salaries	Title I	32,000.00
4000-4999: Books And Supplies	Title I	42,826.00
5000-5999: Services And Other Operating Expenditures	Title I	25,286.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	104,368.00
Goal 2	46,709.00
Goal 3	32,421.00
Goal 4	14,731.00
Goal 5	10,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
1. Suena Chang	Principal
2. Christine Osborn (Year 2)	Classroom Teacher
3. Linda Cugini (Year 2)	Classroom Teacher
4. Michele Atkinson (Year 1	Classroom Teacher
5. Blanca Morales-Martinez	Other School Staff
6. Greg Jones (Year 1)	Parent or Community Member
7. Erin Sevilla (year 1)	Parent or Community Member
8. Arlene Magana (year 2)	Parent or Community Member
9. Paul Sung (year 1)	Parent or Community Member
10. Sallie Yang (year 2)	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 2, 2022.

Attested:

	Principal, Dr. Suena Chang on Nov. 2, 2022
	SSC Chairperson, Erin Sevilla on Nov. 2, 2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

  A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

    1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

        i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

        ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

        iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

        iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

        v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

  B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

  A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
         i. strategies to improve students' skills outside the academic subject areas;
         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Vista Elementary School	30665636028997	November, 2022	January 12, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the

opportunity 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).
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.

Sierra Vista Elementary, a No Excuses University, believes in a child-centered program that recognizes the WHOLE child and their unique abilities, needs and interests. The educational environment at Sierra Vista is centered a Tiered System. We encourage development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods, effective intervention strategies and educational programs engage students in mastering the essential skills of reading, writing, communication, mathematics, and technology literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, physical education, sciences and technology.

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).

The following summaries are based upon staff surveys, minutes, input and findings from School Leadership Team (SLT) , Professional Learning Communities (PLC) collaboration and local assessment data from I-ready and locally based multiple measures:

English-Language Arts:
This year, Sierra Vista students will demonstrate growth in Language Arts, particularly in the area of reading and reading comprehension. The following practices are in place to support that goal:

- Common Core Aligned Language Arts Curriculum (Wonders) for both ELA and ELD
- Posting and unpacking content learning objectives for students using academic language supported by sentence frames to apply the academic language
- Close reading comprehension strategies
- Text Dependent Questions
- Question, Answer, Response (QAR) for reading comprehension- specifically in referring directly to texts
- Thinking Maps
- Depth of Knowledge Questioning Techniques- Specifically with Icons of Depth and Complexity and increasing rigor to DOK Levels 3 and 4
- Literature Circles
- Integration of non-fiction text
- Summary Writing as a formative assessment
- Consistent grade level collaboration and planning of units that integrate science and social studies
- Analysis of student data using formative and summative assessment
- Identification of intervention skill areas and cycles of inquiry for intervention monitoring
- Differentiated instruction
- GLAD units that are embedded within ELA/Language Development and other content areas
- Use of 21st Century Common Core Aligned Step Up To Writing as the organizational framework for all writing genres
- MTSS Teacher on Special Assignment (TOSA) to assist teachers in completing cycles of inquiry, and supporting all tiers of instruction.
- Project based learning integrated into content areas to apply literacy skills as well as hands on learning and problem solving
- Technology support for literacy application- specifically in i Ready classroom instruction

Teachers have identified specific areas of strength in the following areas:

- Having high expectations for all students
- Teacher collaboration about students' needs and progress
- Reinforcing positive behavior expectations daily through the use of positive behavior strategies
- Being professionals who value the opportunity to learn and grow

Teachers have identified specific areas of need in the following areas:

- Professional development based on their needs as determined through data and teacher feedback through the PLC model & surveys- Technology Integration, Intervention Strategies and
- Reinforcing foundational skills due to learning loss from pandemic- focusing on phonics, phonemic awareness and vocabulary- especially how to do this in the upper grades
- Focus on differentiating and supporting ALL students through Universal Design Strategies and first best instruction
- Continued support for students in Tier 2 and Tier 3.
- Support from parents in helping students to be positive learners and high achievers

Mathematics:
In math we are focusing on the strategy of building numbers sense and fluency through the mathematical practices in the Common Core. We are working to promote daily concept development and exploration. Other specific practices include:

- Use of content objectives that are unpacked in order to support the academic language of math including but not limited to the Learning Principles in Mathematics
- Use of district adopted curriculum Bridges and Math Links
- Use of formative assessment to review and analyze student learning
- Continued use of research based instructional strategies to support students understanding of math concepts such as supplementing Cognitively Guided Instruction (CGI)
- Chunking the curriculum and spiraling the practice and re-teaching of skills
- Technology support for math application- specifically in i Ready classroom instruction

English Learners:
Staff agrees that our teaching strategies for ELD must be incorporated effectively throughout the instructional day. Clear identification of EL students and their language levels for reading, writing, listening and speaking are a way for teachers to target the needed skills to move them to the next English Proficiency level. Teachers recognize the need to differentiate for EL students in the manner of how they question them and how they respond. The following practices used are as follows:

- Daily integrated as well as designated explicit instruction in English Language Development using new ELD standards based units that integrate the content areas
- Best practices of building collaborative conversations in the areas of listening and speaking: 10/2, heads together, pair share, complete sentence response, language objectives, language frames, differentiated questioning, and

accountable talk

- 21st century GLAD strategies that promote vocabulary development and comprehension, specifically guided oral practice
- Targeted instruction for EL students with connections to newly adopted ELA program (Wonders)
- Use of technology to increase student engagement and access to grade level standards
- Use of district adopted curriculum for ELD- Wonders
- Small group or 1:1 support/assistance in areas of curriculum that need additional support

The following summaries are based upon input from our parent advisory groups including SSC/SAC, PTA, and ELAC:

Student Learning:
Parents continue to be positive about the academic rigor and quality of instruction at Sierra Vista in

their survey responses, even in the time of the distance and hybrid learning. Many parents in their survey results felt highly satisfied to satisfied with how our school handled instruction during the pandemic.. This input reflects a broad range of parents representing EL, Special Education, and Low Socio-economic, GATE, Title I and general education students.

Home-School Communication:
Monthly digital school newsletters, weekly home/school communication folders, our digital Parent Square communication system, written notices and flyers and emails are done on a daily to weekly basis. Parents continue to require communication in both English and Spanish is very important to parents. Parents continue to show appreciation of a bilingual community liaison to address the communication needs of our Spanish speaking parents.

Parent Training and Involvement Opportunities:
Last year there were VIRTUAL regular opportunities for involvement and training in school through SSC, Coffee with the Principal or Advisory and Information Council, PTA, DELAC, District level parent committees and other learning opportunities with our school community liaison through our No Excuses University Parent Academies. In a survey of parents it was indicated that additional opportunities for parent training was desired. The focus of interest was ways in which parents can assist their children in becoming more successful in school. Improving overall student achievement levels in math and reading, learning good study skills and technology use along with providing information on how to manage their child’s behavior are some of the areas of need expressed in the survey. For the 2022-23 school year, these areas plan to be addressed through multiple ways- combining both in person as well as virtual opportunities in order to increase participation. Our community liaison, will work closely with parents to address a variety of these topics and concerns that parents have, focusing on literacy, math, computer literacy, and how to support ALL learners both academically and behaviorally. She will continue to assist parents via phone, zoom/in person conferences, zoom/in person meetings, and by appointment. In addition, throughout the year our district office departments such as special ed and student support services as well as teachers may provide parents education opportunities to use the instructional techniques, strategies and just general parenting/coping skills for parents to teach their children. We will also cohost with our district specific parenting classes that will take place on zoom . We will promote all these opportunities to parents. Other events, such as BTSN, parent conferences, parent nights and/or technology options such as teacher website, google classroom, or parent square give lots of opportunities for education.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

There are several different type of classroom observations conducted throughout the school year. Formal and informal observations by the site administrators are done on a daily/weekly basis in order to provide teachers' instructional feedback to the district/school priorities. Informal observations may include time to offer instructional support and/or modeling of instructional practices as well as to collect data on the implementation of the district initiatives and best practices. The School Leadership Team may also conduct observations in order to collect data and provide feedback to colleagues on instructional practices through walkthroughs. In addition to this, following through on the professional learning cycle through the leadership institutes, peer observations are done school wide in order to gain feedback from their peers in an non-evaluative sense. And finally, formal observations will be conducted for those teachers who have a formal observation requirement for the school year as per district regulations.

A goal for the 2022-23 school year will be to involve more of our Ed Services Department to assist principal and other leadership members on our campus in the continual reflection and collecting data on classroom instruction with class/school visits.

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)

At the beginning of the school year, school site staff analyze California Assessment of Student Performance and Progress (CAASPP) results that were available at that time. As more has become available, our staff continues to analyze the areas of need in order to make the best instructional plan moving forward. Our school staff was also able to analyze local district measures, I-ready and use that end of year data to make instructional plans as well. Team members also utilize ongoing assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports. The i-ready was administered three times last year in our primary grades and at least twice in our upper grades. We also conducted this analysis this year with our first round of iReady assessments in October of 2022. Grade levels continue to utilize the instructional lessons of iReady and other ongoing assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Sierra Vista Elementary teachers at the start of the school year analyze individual student data and formative assessments to guide instruction based on prior years achievement. District assessments taken in the new school year also help to develop the instructional plan. iReady assessments are then given each trimester for grades Tk-2 and 2 trimesters for 3rd-6th, to assist in the continual monitoring of student goals and achievement. Professional Learning Communities (PLC) held weekly, as well as structures such as PE planning time, assist teachers in the discussion of data, standards, student success, challenges and needed interventions. CAASPP data will continue to be utilized to develop grade level and school wide learning goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Sierra Vista Elementary meet the highly qualified requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Support (MTSS), and technology.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Sierra Vista staff works with our site Teacher on Special Assignment (TOSA), in all content areas and at all tiers of instruction- specifically focusing on our newly integrated MTSS or Multi-tiered systems of support. TOSA's also focus on standards-based lessons and data talks to guide instruction. The MTSS TOSA also assists with PLC discussions, instructional strategies, and supporting all tiers both academically and behaviorally. There are also opportunities to support teacher mentoring.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate in PLC's every Wednesday. Teachers engage in vertical articulation as well as grade-level articulation in PLC's. Through our collaboration time, we discuss data analysis standards-based instruction and assessment.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

At the start of the school year, teachers were provided staff development led by District/Site leaders. Trainings included professional development on MTSS, our school Instructional Focus, Social-emotional supports, & PBIS., inclusive of school safety trainings. Our staff discussed instructional strategies for teaching standards based instruction. PLC's are instrumental in allowing our teachers to plan, discuss standards based instruction and needed interventions for student achievement.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. Principal also verifies the instructional minutes at the beginning of the start of every school year. T

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Team of teachers with the guidance of the Principal and TOSA prepare lesson-pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year. These grade level year long plans are reviewed continously throughout the school year and adjusted as needed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students are provided standards-based materials that are appropriate.

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 teachers use State Board of Education adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Interventions and supports are provided during the instructional day for struggling students. Various strategies are incorporated to assist with academic challenges. Students also utilize iReady, which assists in identifying their reading and math level, and provides computer-based personalized instruction at the student’s level. Teachers then analyze the data for continued refinement of instructional student needs. Teachers should also be differentiating instruction based on student need and conducting small group instruction when appropriate.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, CGI, ELD, and technology based programs such as iReady.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

* ASES after school program
* PBIS strategies/resources
* RTI, IEP and 504 plans
* ELD program
* MTSS /SEL workshops held monthly for parents/families
*Technology supports for academic learning
*No Excuses University Parent Education Opportunities
*EPIC/ELOP- before, after school interventions/enrichment as well as extended learning opportunties for additional days of learning throuhgout the school year.

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)

Parent, community, and school personnel voices are a welcomed part in the planning, implementation, and evaluation of programs. Parents are involved through PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Their voices are used to review our consolidated application programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.

Fiscal support (EPC)

*LCFF
*District funding

School Profile

Sierra Vista Elementary is a No Excuses University School. We believe every child should be educated in a way that will prepare them for college or career. We welcome children to a world of strong academics and high standards for achievement. In 2022-23 our staff continues their collaborative work to maintain a safe but challenging learning environment. Our mission is one that challenges students to reach their full academic potential in a positive and engaging manner, while fostering a strong foundation of 21st century learning skills and developing responsible citizens. Through the use of a rigorous curriculum and engaging learning environments we are targeting 21st century skills and embedding the 5 C's- communication, collaboration, creativity, and critical thinking, and with our school focus the fifth C, College/Career Readiness.

This year, we are serving approximately 450 students with various subgroups. Our most significant subgroup is our socio-economically disadvantaged population. We also serve a number of English learners, with about 25% of our students diverse language needs.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our School Improvement Plan was written in collaboration with our School Site Council (SSC) and our teachers. This SSC is comprised of teachers, staff, and parents. Throughout the year they provide input as to the instructional needs of our students and their own personal professional development needs as educators. Our members also elicit the feedback of their fellow colleagues and parents and bring this information to our meetings. The whole staff is also solicited for their opinions through various surveys and activities which then are reviewed continuously throughout the year to determine areas of need to address in our plan. Our School Improvement Plan was also written in collaboration and with input from our parent groups. From monthly meetings with at least one parent group - School Site Council, Advisory and Information Parent Meetings, or our District English Language Advisory Council school representatives, are given information about our instructional plan for students and provided opportunities to give input.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

None to report.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
American Indian	0.16%	%	%	1		
African American	0.16%	0.4%	0.42%	1	2	2
Asian	2.88%	2.5%	2.94%	18	13	14
Filipino	1.28%	1.5%	1.89%	8	8	9
Hispanic/Latino	84.19%	84.8%	81.93%	527	450	390
Pacific Islander	0.16%	0.2%	0.21%	1	1	1
White	8.79%	8.7%	7.98%	55	46	38
Multiple/No Response	1.6%	1.3%	1.47%	10	7	7
			Total Enrollment	626	531	476

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	19-20	**20-21**	**21-22**
Kindergarten	78	60	50
Grade 1	77	65	56
Grade 2	92	74	66
Grade3	81	83	69
Grade 4	90	69	75
Grade 5	96	87	72
Grade 6	112	93	88
Total Enrollment	626	531	476

Conclusions based on this data:

1. Over the past three years, there has been a decrease in our overall total enrollment however, we still predominately serve Hispanic/Latino students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	145	106	86	23.2%	20.00%	18.1%
Fluent English Proficient (FEP)	83	72	57	13.3%	13.60%	12.0%
Reclassified Fluent English Proficient (RFEP)	38	23		21.7%	4.30%	

Conclusions based on this data:

1. Over the past three years, we have seen a decrease in the number of English language learners we serve.
2. Last year in the 2020-21 school year, we saw a decrease in the number of students being reclassified as compared to the year prior.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	89	81	69	88	0	69	88	0	69	98.9	0.0	100.0
Grade 4	100	67	72	98	0	72	98	0	72	98	0.0	100.0
Grade 5	106	87	70	103	0	68	103	0	68	97.2	0.0	97.1
Grade 6	123	93	86	121	0	86	121	0	86	98.4	0.0	100.0
All Grades	418	328	297	410	0	295	410	0	295	98.1	0.0	99.3

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	2407.		2397.	13.64		13.04	22.73		26.09	38.64		24.64	25.00		36.23
Grade 4	2471.		2444.	26.53		19.44	22.45		22.22	20.41		18.06	30.61		40.28
Grade 5	2496.		2486.	19.42		13.24	29.13		33.82	19.42		22.06	32.04		30.88
Grade 6	2516.		2507.	8.26		13.95	36.36		27.91	33.06		31.40	22.31		26.74
All Grades	N/A	N/A	N/A	16.59		14.92	28.29		27.46	27.80		24.41	27.32		33.22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	14.77		7.25	57.95		68.12	27.27		24.64
Grade 4	27.55		16.67	48.98		62.50	23.47		20.83
Grade 5	21.36		14.71	44.66		66.18	33.98		19.12
Grade 6	10.74		16.28	61.16		56.98	28.10		26.74
All Grades	18.29		13.90	53.41		63.05	28.29		23.05

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.91		13.04	55.68		56.52	28.41		30.43
Grade 4	19.39		11.11	55.10		55.56	25.51		33.33
Grade 5	22.33		13.24	52.43		66.18	25.24		20.59
Grade 6	16.53		12.79	61.16		59.30	22.31		27.91
All Grades	18.54		12.54	56.34		59.32	25.12		28.14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.23		8.70	68.18		73.91	21.59		17.39
Grade 4	18.37		6.94	63.27		77.78	18.37		15.28
Grade 5	15.53		8.82	61.17		77.94	23.30		13.24
Grade 6	9.09		15.12	76.03		67.44	14.88		17.44
All Grades	13.17		10.17	67.56		73.90	19.27		15.93

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.77		14.49	59.09		59.42	26.14		26.09
Grade 4	28.57		12.50	44.90		75.00	26.53		12.50
Grade 5	26.21		14.71	45.63		70.59	28.16		14.71
Grade 6	21.49		13.95	61.98		65.12	16.53		20.93
All Grades	22.93		13.90	53.17		67.46	23.90		18.64

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to no 2019-20 CAASPP data, our analysis was from prior years. In analyzing our data from Spring of 2019 and comparing to the Spring of 2021 in the area of English/Language Arts for overall achievement, we recognize that we have further needs in moving more students to meeting or exceeding standards. However, it can be noted that for all grades, when looking at the sub strands within ELA, we did have more students met or nearly met than the last time assessed in 2019.

2. Upon further analysis and dis-aggregation of scores, Listening is the best sub strand at Sierra Vista with over 80% exceeding, met or near meeting the standard overall.
3. With continued need in these areas for the 2022-23 school year, our school plan will include areas for both teachers and students to implement the Common Core State Standards through our ELA curriculum and to increase the rigor of tasks for our students. In order to meet the expectations of the state assessments, we will need to address foundational reading skills for our students so that they can read and comprehend grade level appropriate texts. Reading comprehension will continue to be our school wide instructional focus with an emphasis upon the depth of knowledge skills which students must apply to responding to a text.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	89	81	69	89	0	67	89	0	67	100	0.0	97.1
Grade 4	100	67	72	99	0	71	99	0	71	99	0.0	98.6
Grade 5	106	87	70	103	0	68	103	0	68	97.2	0.0	97.1
Grade 6	123	93	86	121	0	83	121	0	83	98.4	0.0	96.5
All Grades	418	328	297	412	0	289	412	0	289	98.6	0.0	97.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2429.		2413.	16.85		10.45	34.83		22.39	23.60		38.81	24.72		28.36
Grade 4	2479.		2465.	20.20		15.49	28.28		25.35	29.29		33.80	22.22		25.35
Grade 5	2507.		2489.	18.45		17.65	22.33		14.71	32.04		35.29	27.18		32.35
Grade 6	2519.		2477.	18.18		12.05	18.18		13.25	38.02		20.48	25.62		54.22
All Grades	N/A	N/A	N/A	18.45		13.84	25.24		18.69	31.31		31.49	25.00		35.99

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	31.46		11.94	34.83		56.72	33.71		31.34
Grade 4			23.94	39.39		43.66	31.31		32.39
Grade 5	27.18		19.12	38.83		44.12	33.98		36.76
Grade 6	24.79		10.84	39.67		40.96	35.54		48.19
All Grades	27.91		16.26	38.35		46.02	33.74		37.72

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	22.47		19.40	43.82		55.22	33.71		25.37
Grade 4	24.24		15.49	54.55		53.52	21.21		30.99
Grade 5	21.36		11.76	48.54		69.12	30.10		19.12
Grade 6	15.70		10.84	52.89		34.94	31.40		54.22
All Grades	20.63		14.19	50.24		52.25	29.13		33.56

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.84		8.96	52.81		71.64	21.35		19.40
Grade 4	28.28		16.90	41.41		64.79	30.30		18.31
Grade 5	14.56		7.35	53.40		63.24	32.04		29.41
Grade 6	16.53		13.25	54.55		57.83	28.93		28.92
All Grades	20.87		11.76	50.73		64.01	28.40		24.22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Looking at prior years data since we have no test scores for the 2019-20 school year, our analysis of overall achievement of our students in the area of Math, we observe that our area of strength is in communicating reasoning when compared to 2018, with now close to 75% of our students above, at, or nearly at standard in this sub strand.
2. Upon further analysis and dis-aggregation of school data, our students also grew slightly in more studednts at or near grade level than in 2019 in the area of concepts/procedures.
3. Our school plan for the 22-23 school year will include areas for both teachers and students to grow in their understanding and implementation of the Common Core State Standards and to utlize our adopted math curriculum in this endeavor. This will allow us to to increase the rigor of tasks for our students and to continue working on the foundational conceptual understanding of math skills for our students so that they reason and justify appropriately. Long range plans as well as pacing guides will allow us to ensure that all grade level content is addressed while also ensuring gaps from pandemic are taught and addressed.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1435.8	*	1428.8	1442.7	*	1448.4	1419.5	*	1382.9	25	8	12
1	1460.2	1458.0	*	1470.9	1468.5	*	1449.2	1447.0	*	15	15	7
2	1493.6	1524.6	1517.8	1500.9	1533.1	1518.2	1485.6	1515.5	1517.0	16	15	13
3	1494.2	1494.4	*	1485.0	1499.8	*	1503.0	1488.5	*	21	13	8
4	1539.5	1501.1	1536.6	1537.9	1505.4	1529.0	1540.5	1496.2	1543.6	23	12	12
5	1550.6	1505.3	*	1554.1	1502.3	*	1546.6	1508.1	*	17	16	6
6	1552.5	1571.0	1523.9	1567.1	1588.7	1520.1	1537.4	1552.8	1527.0	14	18	14
All Grades										131	97	72

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	24.00	*	16.67	36.00	*	50.00	32.00	*	16.67	8.00	*	16.67	25	*	12
1	6.67	13.33	*	46.67	40.00	*	46.67	26.67	*	0.00	20.00	*	15	15	*
2	18.75	53.33	38.46	43.75	33.33	38.46	37.50	13.33	23.08	0.00	0.00	0.00	16	15	13
3	14.29	9.09	*	33.33	54.55	*	47.62	36.36	*	4.76	0.00	*	21	11	*
4	30.43	0.00	33.33	60.87	50.00	41.67	4.35	50.00	16.67	4.35	0.00	8.33	23	12	12
5	47.06	8.33	*	29.41	41.67	*	23.53	41.67	*	0.00	8.33	*	17	12	*
6	42.86	38.89	35.71	21.43	44.44	28.57	21.43	16.67	14.29	14.29	0.00	21.43	14	18	14
All Grades	25.95	24.18	26.39	39.69	42.86	41.67	29.77	28.57	19.44	4.58	4.40	12.50	131	91	72

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	24.00	*	33.33	44.00	*	41.67	24.00	*	16.67	8.00	*	8.33	25	*	12
1	13.33	40.00	*	60.00	20.00	*	26.67	33.33	*	0.00	6.67	*	15	15	*
2	37.50	73.33	53.85	56.25	13.33	30.77	6.25	13.33	15.38	0.00	0.00	0.00	16	15	13
3	23.81	36.36	*	52.38	54.55	*	19.05	9.09	*	4.76	0.00	*	21	11	*
4	73.91	25.00	58.33	21.74	66.67	33.33	0.00	8.33	8.33	4.35	0.00	0.00	23	12	12
5	64.71	33.33	*	17.65	50.00	*	17.65	8.33	*	0.00	8.33	*	17	12	*
6	64.29	72.22	42.86	7.14	27.78	35.71	14.29	0.00	7.14	14.29	0.00	14.29	14	18	14
All Grades	42.75	49.45	45.83	37.40	36.26	34.72	15.27	12.09	13.89	4.58	2.20	5.56	131	91	72

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	28.00	*	41.67	60.00	*	50.00	12.00	*	8.33	25	*	12
1	40.00	46.67	*	53.33	46.67	*	6.67	6.67	*	15	15	*
2	25.00	40.00	30.77	75.00	53.33	69.23	0.00	6.67	0.00	16	15	13
3	14.29	20.00	*	80.95	80.00	*	4.76	0.00	*	21	10	*
4	26.09	41.67	50.00	69.57	50.00	50.00	4.35	8.33	0.00	23	12	12
5	35.29	18.18	*	47.06	63.64	*	17.65	18.18	*	17	11	*
6	57.14	33.33	7.14	14.29	66.67	78.57	28.57	0.00	14.29	14	18	14
All Grades	30.53	35.96	37.50	59.54	58.43	55.56	9.92	5.62	6.94	131	89	72

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	24.00	*	16.67	68.00	*	66.67	8.00	*	16.67	25	*	12
1	20.00	26.67	*	80.00	66.67	*	0.00	6.67	*	15	15	*
2	56.25	80.00	61.54	43.75	20.00	38.46	0.00	0.00	0.00	16	15	13
3	23.81	45.45	*	71.43	54.55	*	4.76	0.00	*	21	11	*
4	95.65	41.67	66.67	0.00	58.33	25.00	4.35	0.00	8.33	23	12	12
5	82.35	58.33	*	17.65	33.33	*	0.00	8.33	*	17	12	*
6	64.29	94.44	78.57	21.43	5.56	7.14	14.29	0.00	14.29	14	18	14
All Grades	51.91	57.14	51.39	43.51	40.66	40.28	4.58	2.20	8.33	131	91	72

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.00	*	0.00	88.00	*	83.33	4.00	*	16.67	25	*	12
1	20.00	26.67	*	66.67	40.00	*	13.33	33.33	*	15	15	*
2	6.25	40.00	30.77	62.50	46.67	53.85	31.25	13.33	15.38	16	15	13
3	9.52	9.09	*	71.43	27.27	*	19.05	63.64	*	21	11	*
4	13.04	0.00	25.00	65.22	58.33	50.00	21.74	41.67	25.00	23	12	12
5	29.41	0.00	*	58.82	70.00	*	11.76	30.00	*	17	10	*
6	14.29	17.65	14.29	28.57	41.18	21.43	57.14	41.18	64.29	14	17	14
All Grades	13.74	18.18	15.28	65.65	47.73	51.39	20.61	34.09	33.33	131	88	72

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	36.00	*	16.67	40.00	*	41.67	24.00	*	41.67	25	*	12
1	0.00	0.00	*	93.33	73.33	*	6.67	26.67	*	15	15	*
2	25.00	40.00	30.77	50.00	46.67	53.85	25.00	13.33	15.38	16	15	13
3	19.05	10.00	*	71.43	80.00	*	9.52	10.00	*	21	10	*
4	47.83	0.00	41.67	47.83	80.00	58.33	4.35	20.00	0.00	23	10	12
5	11.76	0.00	*	82.35	81.82	*	5.88	18.18	*	17	11	*
6	64.29	27.78	21.43	14.29	66.67	71.43	21.43	5.56	7.14	14	18	14
All Grades	29.77	17.24	25.00	56.49	66.67	58.33	13.74	16.09	16.67	131	87	72

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In an analysis of years that ELPAC was administerd, our students have fluctuated slightly over the past years with of course our Level 4 students doing the best overall domain areas.

3. Our plan for the 2022-23 school year is to continue to look at ELPAC domains and to prepare our students for the rigor of tasks. We will specifically be focusing on our Long Term English learners in the upper grades as well as the students that are at risk of becoming Long Term English learners- particulary found in the upper grades of 4th-6th.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
476	**64.3**	**18.1**	**0.2**
Total Number of Students enrolled in Sierra Vista Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	86	18.1
Foster Youth	1	0.2
Homeless	7	1.5
Socioeconomically Disadvantaged	306	64.3
Students with Disabilities	44	9.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4
American Indian		
Asian	14	2.9
Filipino	9	1.9
Hispanic	390	81.9
Two or More Races	7	1.5
Pacific Islander	1	0.2
White	38	8.0

Conclusions based on this data:

1. During the 20-21 school year, Sierra Vista School predominately served underprivileged youth with over 65% of our population qualifying for free-reduced lunch.
2. Hispanics are the largest race/ethnicity that we serve.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

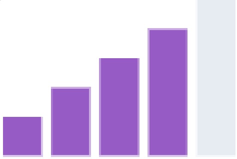
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance

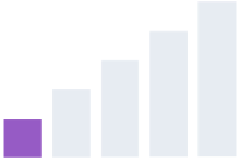
English Learner Progress



High

Academic Engagement

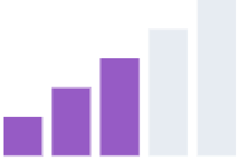
Chronic Absenteeism



Very High

Conditions & Climate

Suspension Rate



Medium

Conclusions based on this data:

1. In 2019, our students increased in their academic performance in Math.
2. In regards to chronic absenteeism and suspension rates, these will be an area of focus for the upcoming school year, working with teachers, students, and families to address ongoing attendance concerns.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. In analysis of our ELA scores, while we increased in performance for ALL students by over 11 points, including our students with disabilities and Socioeconomically disadvantaged populations, however we still have work to do with our English language learners as they maintained as opposed to increase..
2. As for our racial/ethnic groups, we increased in our performance for our biggest population, our Hispanics, as well as increased in our white subcategory.

3. Overall, our English Learners did not increase or decrease but rather maintained in their progress. Meanwhile, our reclassified students showed a decrease in their ELA performance. Our staff will further analyze our instructional approaches to increase this level of achievement for our EL's.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. In the area of Math, we increased with our overall achievement by about 5 points. Now, with our adopted Math curriculum in grades TK-6th, we expect to see an increase as each year progresses.
2. Just as we observed in ELA, our White opulation increased while our Hispanic subgroup maintained.
3. Similar to ELA as well, our English Learners, declined in thier achievement on the dashboard. This will be a continued area of analysis for our staff as we look at ways to meet their specific instructional needs.

School and Student Performance Data

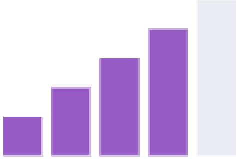
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



High

60.4 making progress towards English language proficiency

Number of EL Students: 53 Students

Performance Level: High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10	11	0	32

Conclusions based on this data:

1. In 2019, 59.2% of our students made progress towards their language proficiency.
2. Over 53% of our EL's progressed at least one level in 2019.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

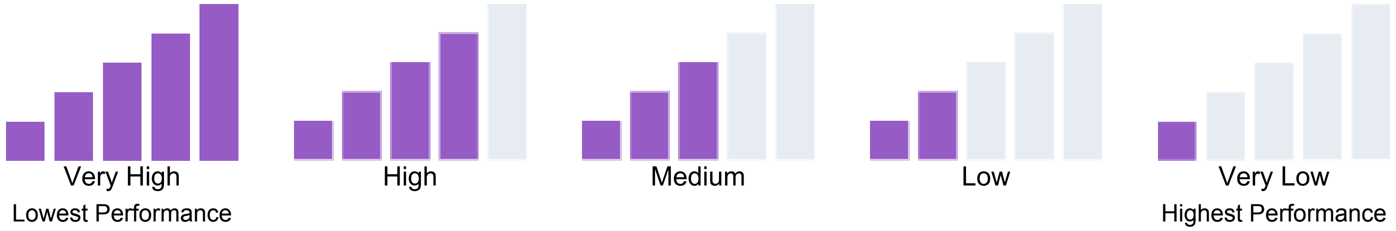
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
4	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
26.4% Chronically Absent	25.8% Chronically Absent	Less than 11 Student
489 Students	89 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Student	28.9% Chronically Absent	33.3% Chronically Absent
9 Students	342 Students	63 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Student		6.3% Chronically Absent	Less than 11 Student
3 Students		16 Students	9 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level	No Performance Level	High
27.2% Chronically Absent	50% Chronically Absent	Less than 11 Student	17.9% Chronically Absent
397 Students	24 Students	1 Students	39 Students

Conclusions based on this data:

1. Reviewing data from 2019, we saw an increase overall in chronic abseentism.
2. Attendance continues to be an area of need throughout the school. New school and district attendance incentives have been introduced to increase the absenteeism rate. New challenges are posed in the 2020-21 school year to find ways to increase engagement as we continue with distance learning online.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

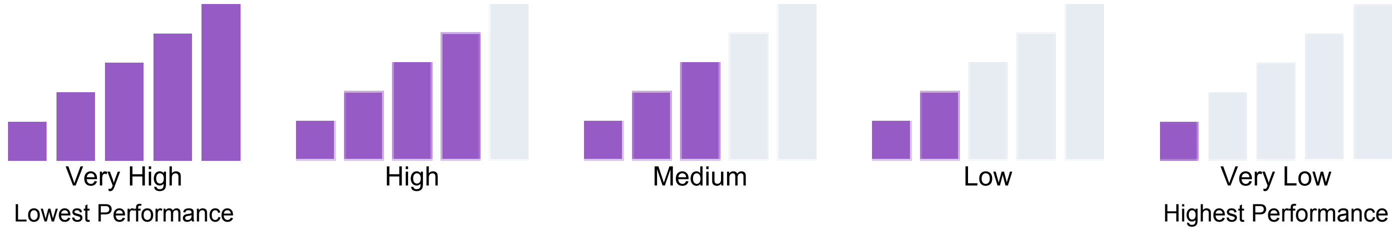
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	1	3	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Medium
2.2% suspended at least one day
502 Students

English Learners

Medium
2.2% suspended at least one day
93 Students

Foster Youth

No Performance Level
Less than 11 Student
5 Students

Homeless

No Performance Level
Less than 11 Student
9 Students

Socioeconomically Disadvantaged

High
3.2% suspended at least one day
347 Students

Students with Disabilities

Medium
1.5% suspended at least one day
66 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

No Performance Level

Less than 11 Student

3 Students

American Indian

Asian

No Performance Level

0% suspended at least one day

16 Students

Filipino

No Performance Level

Less than 11 Student

10 Students

Hispanic

Medium

2.4% suspended at least one day

409 Students

Two or More Races

No Performance Level

4.2% suspended at least one day

24 Students

Pacific Islander

No Performance Level

Less than 11 Student

1 Students

White

Very Low

0% suspended at least one day

39 Students

Conclusions based on this data:

1. Overall suspensions for Sierra Vista increased in the 2019 school year.
2. Analysis of which students and the subgroups they belong to will be an area of focus for our Sierra Vista staff.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal #1 :
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 1

All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

Identified Need

This need was based on CAASPP data from the spring of 2019 as well as the spring of 2022. We also reviewed our local I-ready assessments from the 2021-22 school year. Even though last year may have served as a new baseline for us due to school closures and not having yearly consecutive scores, we were still able to do some analysis from three years ago. Based on this, our school will continue to focus on reading foundations and how they support reading comprehension. Our goal is for students to read and comprehend texts and be able to refer to the texts explicitly to draw conclusions specifically at a DOK level 3 and 4 in order to match the rigor of he CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP from 2022	42.38% Met or Exceeded	minimum of 5% growth

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 based on their needs.

Strategy/Activity

IDENTIFY LEARN AND USE EFFECTIVE RESEARCH BASED TEACHING PRACTICES FOR ELA (first best instruction)

Tier I

Core Instructional Program
Staff will:

- Provide access to the CCSS through the district adopted Core Reading Curriculum (Wonders/Amplify) on a daily basis. Teachers will collaborate daily on student learning goals or objectives for learning, language objectives, analysis

of student data, looking at student work, standards based instructional planning about best practices, and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.

- Continue to refine the best practices of accountable talk, close reading, and Thinking Maps with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will hold students accountable

to answering in complete sentences. All teachers will incorporate comprehensive Guided Language Acquisition Design (GLAD) strategies and units when appropriate. Depth of Knowledge (DOK) Levels of questioning and Thinking
Maps will be used to increase rigor and promote higher level thinking and reasoning.

- The instructional focus throughout all grade levels is on reading comprehension. Teachers will utilize close reading strategies in order for students to be able to cite text based evidence, including icons of depth and complexity.
- Develop lessons for the three CCSS text types (narrative, informative/explanatory, and opinion) in all content areas.
- Ask students a variety of questions focusing on higher level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that

justify their thinking.

- Enhance reading comprehension and writing instruction by using GLAD strategies including but not limited to: Input Charts, Sentence Patterning Charts, Story Maps, Process Grids, Co-op Strip Paragraphs, Chants, and Cognitive

Content Dictionaries.

- Use differentiated instructional strategies such as respectful tasks, Guided Reading, and student choice.
- Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies. Information Services Tech (IST) and instructional coach will organize texts for student check out.
- Teach keyboarding skills to ready students for writing across the curriculum, Common Core assessments and in preparation for the CAASPP.
- Utilize universal screener, IReady, to gage students instructional levels and provide individualized instruction.
- Students' progress will be regularly monitored using multiple measures, iReady lessons, and/or other classroom based and/or curriculum based assessments.
- Utilize universal screener, iReady, to gauge students' instructional levels and provide individualized instruction.

School will:

- Provide Early/ Late Group (Kinder only) model to differentiate and target instruction.
- Schedule PLC meetings, PE Planning, and release time to analyze student work, analyze data, and plan and share best practices related to standards based instruction.
- Provide development/training, and support to all students and staff to develop the six exceptional systems within the No Excuses University school focus. This includes, but is not limited to, consulting with NEU network,

conferences/institutes/workshops, books and/or materials, supplies and incentives.

- Purchase supplemental instructional materials such as books, web-based teacher resources, etc. will be reviewed, copied, and/or purchased where appropriately needed.
- Provide technology and technology support that will be used to enhance learning experience such as: blogs, websites, virtual field trips, apps such as, Seesaw, Amplify, TCi, etc.
- Provide Buck-A-Book, which allows students to access low cost books throughout the school year.
- Participate in cycles of inquiry with the support of Innovate Ed. The SLT will analyze data and create an instructional focus of research based strategies that are aligned to the CCSS.
- Provide professional development opportunities for staff throughout the school year in ALL content areas such as GLAD training, Computer Using Educators (CUE) conference, curriculum development, etc.
- .Teach keyboarding skills to ready students for writing across the curriculum, Common Core assessments and in preparation for the CAASPP.
- Provide parent education opportunities and support to access information about their child's education, as well as how to best support their child's learning, specifically in the MTSS process and how to support each students at each

Tier.

- Utilize structures for teachers and aides to plan and articulate learning goals for students.
- Administrator will conduct data conferences with each teacher to review and discuss the data for their class.
- Provide ongoing training to new aides within the classroom setting, for both general ed and special ed.in order to best support students academic and behavioral 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)	Source(s)
15000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Subs for certificated staff- release time, trainings, etc.
2000	Title I 2000-2999: Classified Personnel Salaries Extra time for classified staff
64009	Title I 2000-2999: Classified Personnel Salaries Instructional aide salaries that support small group/intervention instruction
2000	Title I 5000-5999: Services And Other Operating Expenditures Registration and costs for attending conferences

6724	Title I 3000-3999: Employee Benefits Classified benefits for regular and extra time
1000	Title I 4000-4999: Books And Supplies materials and supplies needed to implement classroom instruction
1000	Title I 4000-4999: Books And Supplies Technology purchases to enhance the teaching and learning of ELA standards

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students that demonstrate need at the Tier 2 level.

Strategy/Activity

Tier II
Small Group Intervention
Staff Will:

- Provide differentiated instruction in small group settings for those students who are at various instructional levels - whether at, above, or below grade level proficiency. Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. The use of leveled

reading materials will provide scaffolded support for student,s as well as the use of differentiated language frames targeted to support academic language usage aligned to skills. Support personnel, such as educational
assistants and retired teachers, will be infused into classes where students are not meeting proficiency and will provide for small group instruction.

- Use supplementary materials, such as but not limited to, Leveled Literacy Intervention (LLI), A to Z, SIPS, and Imagine Learning to provide identified students with appropriate leveled curriculum.
- Provide small group scaffolded instruction in writing for identified students who are not proficient in the text types and purposes.
- Through grade level collaboration, daily writing opportunities will be implemented through a variety of writing as identified in the Common Core Standards.
- Provide targeted intervention strategies for identified students in the area of reading and reading comprehension. Students are identified through grade level discussions and analysis of data. Our school's Multi-Tiered System of

Supports (MTSS) process will further explore supports and intervention with site team. Personnel will be available for parents that need translation.

- Identify students requiring more intense support and provide what students need (WIN time) by grade level or class. This may also include push-in and/or pull-out model of support for literacy skills. Frequent assessing of students who

are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation, and assessment follow up.

- Provide opportunities for students to use technology to support their learning in small group settings with at least 45 minutes of individualized instruction in iReady in the area of literacy.
- Recommend students to participate in the After School Education and Safety (ASES) program that provides students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.
- Provide front loading, scaffolding and in class accomodations to students based on their IEP or 504 needs.
- Identify students who are eligible for and provide summer academy or learning opportunities as provided by district/school.

School will:

- Purchase supplemental materials to be used throughout the day and/or for before/after school alternative supports.
- Purchase supplemental technology and/or licences to be used throughout the day and/or for after school alternative supports.
- Facilitate before/after school programs in reading/writing/math/science as interventions and/or extensions.
- Provide teachers ongoing support and professional development in MTSS and how to further maximize the resources available to use in iReady to target student learning.
- Communicate with parents about the MTSS process and how Sierra Vista supports students at each tier.

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)
930	Title I 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students that demonstrate need at the Tier 3 level.

Strategy/Activity

Tier III
Intensive Individual Interventions

In addition to Tier I and Tier I support, staff will:

- Provide one to one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction/support for identified students.

- Closely monitor students through the MTSS process.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Sierra Vista's work in progress monitoring, refining and deepening our understanding of MTSS and providing interventions continues into this school year. We continue to identify areas to improve and address our students needs. Teachers were given the time to analyze data in PLC's, staff development and ongoing through their planning time that takes place throughout the school year to better plan cycles of inquiry that were focused on instructional needs. This is an area we aim to continue as we reflect on the data for the current school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None at this time.

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.

None at this time.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

Goal 1:
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

Identified Need

Sierra Vista students will focus on building conceptual understanding and number sense. As students matriculate up the grades, these two areas of need will serve as the foundation for future complex standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP from 2022	32.53% Met or Exceeded	48% will meet or exceed

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

Identify, Learn, & Use Effective Research Based teaching practices for Math

Tier I
Core Instructional Program
Staff and school will:

- Provide access to the CCSS through the district adopted Core Math Curriculum (Bridges/Number Corner/Math Links) on a daily basis with fidelity. Teachers will collaborate daily on student learning goals or objectives for learning, language objectives, analysis of student data, look at student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.

- Provide students with activities that support the conceptual development, procedural, and problem solving skills necessary to becoming successful in math. Grade level collaboration will ensure that all are addressing grade level

standards and best practices for instruction through the use of the district pacing guide and units of study. Grade level collaboration will address content and language objectives, analyze student data, look at student work, and design standards based instructional lesson plans. Both formative and summative Math benchmarks will be assessed and discussed to determine the targeted next steps toward mastery of the standards.

- Monitor students' progress in math concepts through classroom and curriculum based assessments.
- Supplement when needed with research based strategies such as Cognitively Guided Instruction (CGI) strategies to promote higher level critical thinking skills in math problem solving and being able to represent mathematical

problems in multiple ways.

- Provide content objectives or learning goals will promote rigorous standards, and language objectives will be aligned to support the academic language for student responses. Students will be expected to share their thinking and

understanding of the problems given to them using our best practices of pair share, heads together, language frames, and other strategies to facilitate academic discourse.

- Provide objectives will be emphasized and used as a learning tool for students to assist students in understanding the purpose of the learning and how they will demonstrate learning through language experiences. Language

frames and accountable talk will be targeted as a means to support English Learners in having various language opportunities in math content areas.

- Use technology within the classroom to support instruction at each grade level and purchase needed software to support such as iReady (lessons and diagnostic) This includes math fluency games and other game related software.
- Analyze data throughout the year in order to create class and/or individual goals related to math instruction.
- Provide release time for curriculum development and planning time to create cohesive plan for student learning.
- Purchase supplemental materials and supplies needed.
- Utilize structures within staff meetings, PLC's, and Professional Development days for more cross grade level articulation.
- Provide training to educational assistants to address math concepts and procedures with appropriate questioning techniques to support.
- Administrator and classroom teacher will hold data conferences to analyze and plan next steps for student instruction.
- Provide students with access to manipulatives- whether online or in person, to assist with buidling the conceptual knowledge needed.
- Provide support, accomodations and scaffolds according to a students IEP or 504 plan.
- Identify and provide summer internventions/learning opportunities to eligible students as offered by the district/school.

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)
10000	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries Classifed subs for PD, trainings and other extra time
5821	Title I 2000-2999: Classified Personnel Salaries Benefits for classified staffing
8097	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Professional Learning Conferences
12900	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students that demonstrate need at the Tier 2 level.

Strategy/Activity

Tier II
Small Group Intervention
Staff/school will:

- Provide small group instruction as needed based on formative assessments.
- Identify students requiring more intense support and provide supports such as push-in and/or pull-out model of support for math skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify

the intervention skill, strategy, time for remediation, and assessment follow up.

- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/retired teacher/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.
- Provide before/after school interventions/extensions for students to increase in the areas of math.
- Spiral review of concepts will be delivered to determine student need.
- Provide support to students identified through the MTSS process.
- Create a bank of online resources that can be utilized for students at Tier 2 instruction.

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)
3590	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures rentals, leases, printing,and consulting agreements
13000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Tech purchased to support instruction

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students that demonstrate need at the Tier 3 level.

Strategy/Activity

Tier III
Intensive Individual Interventions
In addition to Tier I and Tier I support, staff will:

- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Since returning to in person instruction last year, we were able to return to district adopted curriculum, which initially was difficult to instrucgt when we first began online instruction. We also returned to our regular schedule and alloted time for math instruction. Our staff was able to assess student skills within their math understanding and determine a path of instruction based on the learning gaps from the pandemic. We will continue to focus on our math instruction and how it relates to address the learning gaps while still exposing students to rigourous grade level expectancies.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None at this time.

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.

None at this time.

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 Development

LEA/LCAP Goal

Goal #1:
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.
Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

Identified Need

Specifically, our area of greatest need is to ensure that students are receiving access to the core curriculum with the necessary supports and interventions given their language proficiency levels. By ensuring this, we can prevent students from being at risk of becoming long term English learners (LTELS).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC from 2021	Reclassified 23 students or 15.9% of our EL's	Goal is to reclassify 20% of our EL population.

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 English Learners

Strategy/Activity

Tier I
Core Instructional Program
Staff /school will:

- Provide at daily instructoin of designated ELD instruction utilizing ELD standards and ELA/ELD aligned curriculum.
- Provide Integrated ELD throughout the day to support content and language acquisition.
- Use the CCSS and appropriate scaffolds to guide their daily instruction.

- Be trained as it relates to understanding data/procedures/release questions of the ELPAC.
- Provide English Learners access to technology, software, and applications to support language acquisition such as Imagine Learning.
- Provide comprehensible input and support for academic language through GLAD strategies, Thinking Maps, and/or other visual/kinesthetic/auditory supports.
- Conduct data conferences with students to help them set goals and understand steps to improve.
- Purchase additional instructional materials to support English Learners.
- Attend trainings/conferences to acquire strategies to support English Learners.
- Analyze EL cumulative data (ELPAC) as well as classroom and curriculum based assessments.
- Find creative ways within our school/community to provide opportunties for English learners to converse and practice their speaking skills outside of the classroom (buddy programs, social groups, etc.)

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)
1000	Title I 5000-5999: Services And Other Operating Expenditures professional development opportunities/conferences for teachers
2000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies materials and supplies needed to support our EL's

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Level 1 and/or Level 2 students as measured by ELPAC or at risk LTELS

Strategy/Activity

Tier II
Small Group Intervention
Staff/school will:

- Provide small group instruction to support language acquisition for new-comer students or Long-Term English Learners.
- Conduct parent meetings with Long-term English Learners to set goals and understand steps to improve.
- Provide extended learning opportunities such as before/after school intervention groups based on area of greatest need.

- Utilize instructional assistants to provide support to students in small groups for additional practice.
- Purchase additional instructional materials to support 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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Long Term English Learners (LTELS) and/or LTELS also on an IEP

Strategy/Activity

Tier III
Intensive Individual Interventions
In addition to Tier I and Tier I support, staff will:

- Provide targeted instruction to meet the need of individual students in all areas determined by ELPAC scores and interim assessments.
- Support students in independently producing more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting.
- Identify at-risk English Learners and set goals for learning.
- Use the MTSS process for identifying and supporting English Learners at this tier.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In our district adopted curriculum of Wonders, with its ELD components, students are receiving a more consistent program at each level, which will better prepare them for ELPAC testing. However, our teachers recognize the learning losses from last year's limited time on campus and have made plans for the current school year so they can determine instructional goals and plans. Teachers also supplement our district wide curriculum with additional language development skills and practice in order to best meet their language needs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None at this time

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.

None at this time

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

Parent Engagement

LEA/LCAP Goal

Goal # 4
Parent/Community Partnerships
District is supported and respected by the community

Goal 4

All families and community members will feel welcome and engaged in the mission and vision of the school.

Identified Need

Continue to support parents in ways to support their student: academically, behaviorally, and socially emotionally.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance data Event calendar Sign in sheets Teacher tracking sheets School/District surveys	85-100% for required events such as BTSN and conferences when offered with zoom/online option Last year, approximately 1/3 of our families completed our end of year survey.	Now with in person options, hope to maintain or grow in our required events with at least 95-100% participation in BTSN and conferences.

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/parents

Strategy/Activity

- Parents will be provided information regarding Common Core State Standards taught at their child's grade level at Back to School Night and parent/teacher conferences in both English and Spanish.
- Community Liaison will provide workshops and communicate with families.

- Homework assignments will be designed to reinforce grade level standards.
- School newsletters/calendars will be sent home in English and Spanish on a monthly basis to keep parents informed of important school events and curriculum related information.
- Aeries Communication will be used to keep parents informed of important school events and curriculum related information.
- Parents will be invited to MTSS meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish speaking parents for better understanding and involvement.
- Parents will be involved in fundraising events to supplement classroom field trips that help address grade level standards.
- Parents will be invited to attend wards assemblies where students are recognized for outstanding student achievement.
- Family Nights will be held in both English and Spanish to provide parents with instructional strategies to help their children develop literacy and math skills. Incentives will be given for participating.
- Parents of incoming Kindergarten students will have the opportunity to participate in a Kindergarten Parent Preview event and receive information and materials to prepare their child for Kindergarten, and Kindergarten orientation.
- Teachers will provide information and strategies for parents during Parent/Teacher conferences on how they can help their children in the areas of English Language Arts and mathematics at home.
- Translators and child care will be provided for younger siblings during Family Night events.
- Translators will be provided for parent/teacher conferences.
- Parents will be invited to all SSC/ELAC meetings to keep them informed about what is going on at school and how they can support their child's achievement.
- Blue Home/School Communication folders will be provided to all students.
- Agendas will be provided to all 3rd -6th grade students to facilitate home school communication and student organizational skills.
- Signage will be posted and current in the office for parents and visitors to be kept up on current events.
- Additional resources and materials may be purchased as needed to support parent education.
- Parents will be invited to learning opportunities that specifically relate to our school focus of No Excuses University. Events such as, but not limited to, Parent Orientations, Academy Classes and more. Incentives for parents to attend

these opportunities will be purchased as well.

- Engage families in supporting the social/emotional needs of their students. Provide information to parents of community or district events in this area.
- Provide home/school compact to solidify the relationships between home and school.

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)
3041	Title I 4000-4999: Books And Supplies materials and supplies for parent education

1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies materials and supplies for parent education
1679	Title I 2000-2999: Classified Personnel Salaries Extra time for classified personnel to assist with parent nights, translating, etc.
1000	Title I 3000-3999: Employee Benefits Benefit costs for extra time for classified support for parents (translating, etc.)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Each year, we see parent involvement in a variety of ways. However, last year, having mostly digital opportunities we saw a greater participation rate in events such as BTSN and conferences. It was highly effective to give families the option to be involved digitally. This year, we are returning to more traditional in person opportunities, we hope we can maintain if not increase family engagment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None at this time.

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.

None at this time

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

School Climate

LEA/LCAP Goal

Goal # 3
School Safety and Student Wellness
Schools are safe, healthy, and secure places for student learning

Goal 5

By June 2023, we will increase the number of families who indicate on our family surveys that they "strongly agree/agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment.

Identified Need

At this time, no significant area of need was reported more than any other area. Parents would like to continue the use of various school communication means, have a safe and secure campus, and continue with opportunities for parent education, especially in ways to support their child academically.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family/Student Surveys	Majority of family surveys rated at 80% or above in most areas. Student Surveys ranged from 65%-90% depending on the question posed to students.	Achieve at least 80% or greater in positive responses

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

- Assemblies will be provided throughout the year to explicitly teach and reinforce school wide rules, behavior expectations, and emergency procedures.
- Virtual school wide announcements and recognitions will be held to positively recognize students that are on track with their behaviors both in person and online.
- Each classroom teacher will reinforce the school wide expectations through additional reinforcements/consequences and supports.
- MTSS process will be used to identify and support students that are in need of additional strategies to ensure school safety for all and student wellness and achievement.
- Students will be encouraged to participate in promoting a positive school culture through opportunities within the class/school and online.
- Various opportunities for student social engagement, as well as promoting positive school culture will be provided through structures such as lunch clubs and other focus groups held via Zoom.
- Close monitoring will be done by staff for those students experiencing severe attendance and academic issues. Supports, home visits, small group counseling, and contracts will be put into place as needed.
- Assemblies and information on how to practice emergency drills will be conducted in order to prepare all staff and students for various emergencies for when on campus or during a Zoom.
- PBIS team will analyze student discipline trends, utilizing programs such as SWIS for running analytics reports for when students were on campus.
- Teacher development in how to meet the social/emotional needs of our students in order to access their learning specifically through our SEL monthly lessons and support from our district support team will be provided.
- Rewards, incentives, and other materials may be purchased to promote a positive school climate that are also in alignment to our university school focus.

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)
2821	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures outsourced and in house printing for PBIS materials

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our PBIS team, now consisting of representatives from TK-6th, inclusive of our school psychologist, counselor and administrator, serves as a well rounded group of teachers who analyze data and provide feedback to/from their grade levels in order to create better systems for behavior within and throughout the school .

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None at this time.

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.

None at this time

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$158,612.00

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	$90,204.00

Subtotal of additional federal funds included for this school: $90,204.00

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 ($)
LCFF - Supplemental and Concentration	$68,408.00

Subtotal of state or local funds included for this school: $68,408.00

Total of federal, state, and/or local funds for this school: $158,612.00

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
LCFF - Supplemental and Concentration	68,408.00
Title I	90,204.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	15,000.00
2000-2999: Classified Personnel Salaries	83,509.00
3000-3999: Employee Benefits	7,724.00
4000-4999: Books And Supplies	34,871.00
5000-5999: Services And Other Operating Expenditures	17,508.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	15,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	10,000.00
4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	28,900.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	14,508.00
2000-2999: Classified Personnel Salaries	Title I	73,509.00
3000-3999: Employee Benefits	Title I	7,724.00

4000-4999: Books And Supplies	Title I	5,971.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	92,663.00
Goal 2	53,408.00
Goal 3	3,000.00
Goal 4	6,720.00
Goal 5	2,821.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal
3 Classroom Teachers
1 Other School Staff
5 Parent or Community Members

Name of Members	Role
1. Anna Dorado	Principal
2. Donielle Bunyard	Other School Staff
3.Cherie Weller	Parent or Community Member
4. Catherine Delgado	Parent or Community Member
5. Sandra della Chiara	Parent or Community Member
6. Innes Morales	Parent or Community Member
7. Leticia Pantoja	Parent or Community Member
	Classroom Teacher
Rebecca Monroe	Classroom Teacher
Michelle Sherman	Classroom Teacher
Tamara Swindle-Warfield	Classroom Teacher Other School Staff

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
	Other: District English Language Advisory Council Representative

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 November 2021.

Attested:

Principal, Anna Rosales on November

SSC Chairperson, Cherie Weller on November

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

      b. use methods and instructional strategies that:

         i. strengthen the academic program in the school,

         ii. increase the amount and quality of learning time, and

         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State’s academic standards through activities which may include:

         i. strategies to improve students’ skills outside the academic subject areas;

         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it’s LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Walnut Elementary School	30665636029029	October 26, 2022	January 12, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).
The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.
California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).
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.

Walnut Elementary School believes in a child-centered program that recognizes the unique abilities, needs, and interests of each student. The educational environment encourages the development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods, effective intervention strategies, and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences, and technology.

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).

Input from Staff and Students
The following summaries are based upon staff and student surveys:
*Language Arts and Mathematics continue to be the areas in need of focus. A focus on instructional practices and curriculum for the 2022-2023 school year will be to focus on using multiple sources to gain knowledge, construct responses, and show their understanding of information in their writing. English Language Learners, especially our long-term learners, will be a targeted group of students we will be monitoring.
English Language Arts:
In order to continue or progress of moving students towards proficiency in the area of ELA, we will:
*Focus on targeted academic vocabulary daily to increase reading comprehension.
*Writing in all three Common Core text types, across all content areas, using a variety of graphic organizers.
*Utilization of text-dependent questions to ensure students can answer out of non-fiction and fiction text and cite evidence from the text.
*Use of non-fiction text like the weekly Scholastic News, or content textbooks for additional practice in applying reading strategies
*Teachers will differentiate instruction within their homeroom through small groups with a focus on developing standards based on "respectful tasks" for those students working independently.
*Teachers will implement newly learned Reading Comprehension strategies on a daily basis across curricular areas with students and be provided: coaching/feedback as needed, time to observe colleagues, time for focused discussion and reflection during cross-grade level Professional Learning Community meetings.
*GLAD strategies will be used to develop vocabulary and strengthen students' comprehension in language arts, science, and social studies. Teachers will be expected to use the following GLAD strategies: Sentence Patterning Chart, Story Maps, and Cognitive Content Dictionary Charts.
*English Learners will have designated ELD for 30 minutes on a daily basis.
*Use of the Leveled Literacy Intervention (LLI) and System 44 program for those students well below grade level and in need of remediation as needed.
*Use of TOSA and MTSS Assistant to provide support for students in Tier 1 and Tier 2.

Mathematics :
In order to continue our progress of moving students towards proficiency in the area of math, we will:
*Use of TOSA to maintain the focus of learning through the Professional Learning Cycle.
*Focus on targeted academic vocabulary to increase conceptual understanding.
*Focus on understanding Common Core State Standard - Number Sense.
*Commit to spending more time using CGI and ECM techniques in the classrooms.
*Devote additional instructional time to math lessons as needed.
*Differentiate math instruction within the classroom for those students needing additional support.
*Include 15 minutes of intervention instruction daily for all students.
*Teach a clear objective.
*Develop standards-based "respectful tasks" to provide differentiated instruction for all students.
*Teach key math vocabulary so students understand math concepts.

English Learners:
The English Learner population at Walnut continues to increase every year. Walnut staff feels that it is very important to continue to provide the scaffolding and support the students' needs in order to be successful. The following strategies and activities will be used to provide differentiated instruction to effectively instruct our English Learners:
*On a daily basis, students will be leveled based on their English proficiency level for 30 minutes of ELD instruction using the Wonders ELD Curriculum or supplemental materials.
*Teachers will make a conscious effort to model, reinforce and expect EL students to speak in complete sentences. They will provide prompting and scaffolding support by utilizing differentiated sentence frames and leveled correct questioning strategies for their students.
*Teachers will continue to use GLAD strategies to make the curriculum comprehensive and accessible for all students.
*Collaborative Conversations will be used to teach users the use of academic language in discussions.
*Staff will devote PLC time to discussing student progress and brainstorming effective ways of meeting their varying needs.
Identified Needs for Professional Development:
*Reading Comprehension strategies - targeting academic vocabulary.
*writing all text types throughout all content areas.
*Continued use of GLAD strategies.
*Continue to look at students ' work by grade level and vertical groups to ensure grade-level rigor.
*Understanding the language of the test through careful analysis of test-released questions.
*Crossgrade level articulation for the purpose of communicating expectations for student learning.
*Coaching assistance for grade levels and individual staff in GLAD, ECM & CGI strategies.
*GLAD & CGI demonstration lessons for staff.
*RtI for specific, data-driven, targeted intervention for students to meet areas of need.

Home/School Communication:
* Weekly School Calendar sent home via Class DOJO, Parent Square
* Twitter/Facebook-
* Digital communication to parents per teacher (Seesaw or Class DOJO)
* Weekly Aeries communication to inform families of events in the school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Various classroom observations are conducted throughout the year:
* Administrator's classroom visits regularly in the classroom when possible.
* School Leadership Team will meet 3x per year to review school goal after PLC conversations and data chats.
* Follow-up on the various classroom observations is completed through PLC conversations. Teachers reflect on the observations and use these conversations to guide future instruction.

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)

At the beginning of the school year, school site staff analyzed the California Assessment of Student Performance and Progress (CAASPP) results. This test was analyzed as well as the iReady in ELA and Math as summative measures to assess student performance. Just like the CAASPP results, iReady results are used as a team to create achievement goals per grade level and schoolwide. Team members also utilize ongoing assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Walnut Elementary teachers at the start of the school year analyze individual student data and formative assessments to guide instruction. CAASP data is utilized to set measurable and attainable goals for individual student improvement and school goals. IReady assessments are then given each trimester to assist in the continual monitoring of student goals and achievement. After every 6-8 weeks, grade level benchmark assessment is also given to students and results are analyzed with the grade level teachers, TOSA, and admin. Professional Learning Communities (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Walnut Elementary meet the highly qualified requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Support (MTSS), and technology.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Walnut staff works with the site MTSS Teacher on Special Assignment (TOSA), in the content areas, standards-based lessons, and data talks to guide instruction. The MTSS TOSA also assists with PLC discussions, and one on one teacher support and mentoring.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate in PLC's on two Wednesday afternoon on student early release day. Teachers engage in vertical articulation as well as grade-level articulation in PLC's. Through collaboration, district teams also meet and discuss data analysis standards-based instruction and assessment.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

At the start of the school year, teachers were provided staff development led by outside contractors, TOSA, and admin. Trainings included professional development on iReady support, data analysis, and standards based instruction, Kagan structures, and ELL strategies. Our team of teachers review Interim assessments that support students in understanding the CAASPP testing format and SBAC Claim assessments. PLC's are instrumental in allowing our teachers to plan, discuss standards based instruction and needed interventions for student achievement.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. Principal also verifies the instructional minutes at the beginning of the start of every school year.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Team of teachers with the guidance of the Principal and TOSA prepare lesson-pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students are provided standards-based materials that are appropriate.

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 teachers use State Board of Education adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Interventions and supports are provided during the instructional day for struggling students inside their classrooms. Various strategies are incorporated to assist with academic challenges. Students also utilize iReady, which assists in identifying their reading and math level, and provides computer-based personalized instruction at the student's level. Teachers then analyze the data for continued refinement of instructional student needs.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, CGI, ELD, and technology based programs such as iReady.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

* Afterschool tutoring and programs
* ASES afterschool program
* PBIS
* RTI, IEP and 504 plans
* ELD program
* MTSS
*Technology supports for academic learning
* EPIC

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)

Parent, community, and school personnel voices are a welcomed part in the planning, implementation, and evaluation of programs. Parents are involved through PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Their voices are used to review our consolidated application programs. Meetings are held in person at Walnut School.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.

Fiscal support (EPC)

*LCFF
*District funding

School Profile

Walnut STEAM Academy is located in the city of La Habra and serves students in grades TK through sixth grade. Our school's enrollment is currently at 500. Our school is composed of

- 90.87 % Hispanic
- 90.23 % qualify for free or reduced lunch
- 41.61 % of students are LEP (Limited English Proficiency)
- 22.93 % of the students are in a Special Ed Program

Welcome to Walnut STEAM Academy. STEAM integrates the study of Science, Technology, Engineering, Arts, and Mathematics into their curriculum daily. Our students are coached to think like engineers, mathematicians, artists, innovators, and technologists. Students have completed challenges like the STEAM Fairy Tale Challenge in which they proudly displayed their engineered devices.

School wide, we teach and encourage excellent behavior utilizing Positive Behavior Intervention and Support (PBIS) for all of our students. We also emphasize the development of character attributes, including respect, responsibility, trustworthiness, caring, fairness and citizenship.

With the new STEAM focus, teachers also receive up-to-date training on technology and Next Generation Science Standards (NGSS) integration. Teachers meet weekly in their grade-level teams to monitor the school's goals. Teachers use planning time during the day and after school on early release days to collaborate on target areas of growth. In their Professional Learning Community (PLC) teams, teachers continuously ask themselves four key questions when discussing student achievement to ensure student success.

What do we expect students to learn?
How will we know when they have learned it?
How will we respond when they don't learn?
How will we respond when they already know it?

The parents and the community are key components to the success of our students. Therefore, we welcome and encourage our parents to take an active role in their child’s education. Our PTA assists in building the community closer by sponsoring successful Family Nights. The PTA team has grown and cultivated a group of hard-working and creative parents to help make Walnut STEAM academy more successful.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

All stakeholders were involved in the process of modifying and creating the 2022-2023 school plan. Various meetings with parents and the community were held to gather ideas and input such as ELAC, SSC, and Coffee with the Principal. In addition, staff meetings surveys and data analysis were created with staff to garner the needs of the student population.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

None to report.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.34%	%	%	2		
African American	0.86%	0.6%	0.60%	5	3	3
Asian	1.38%	1.3%	1.00%	8	6	5
Filipino	0.34%	0.4%	1.00%	2	2	5
Hispanic/Latino	91.21%	92.5%	91.98%	529	444	459
Pacific Islander	0%	%	%	0		
White	4.48%	4.2%	3.01%	26	20	15
Multiple/No Response	0.52%	0.6%	0.60%	3	3	3
			Total Enrollment	580	480	499

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	102	88	99
Grade 1	69	72	71
Grade 2	67	61	79
Grade3	59	61	60
Grade 4	65	55	68
Grade 5	86	59	64
Grade 6	132	84	58
Total Enrollment	580	480	499

Conclusions based on this data:

1. Due to declining enrollment, the number of students enrolled for the 2022-2023 school year decreased from 499-471

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	246	177	184	42.4%	36.90%	36.9%
Fluent English Proficient (FEP)	95	91	78	16.4%	19.00%	15.6%
Reclassified Fluent English Proficient (RFEP)	25	50		10.4%	10.40%	

Conclusions based on this data:

1. The number of students who are considered English Learners have increased.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	67	64	58	65	0	56	65	0	56	97	0.0	96.6
Grade 4	83	56	70	83	0	70	83	0	70	100	0.0	100.0
Grade 5	146	57	64	140	0	64	140	0	64	95.9	0.0	100.0
Grade 6	94	82	58	91	0	58	91	0	58	96.8	0.0	100.0
All Grades	390	259	250	379	0	248	379	0	248	97.2	0.0	99.2

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2381.		2372.	12.31		3.57	10.77		19.64	30.77		28.57	46.15		48.21
Grade 4	2412.		2394.	12.05		5.71	20.48		8.57	10.84		27.14	56.63		58.57
Grade 5	2446.		2451.	7.86		12.50	22.86		23.44	19.29		18.75	50.00		45.31
Grade 6	2484.		2473.	8.79		10.34	27.47		12.07	25.27		29.31	38.46		48.28
All Grades	N/A	N/A	N/A	9.76		8.06	21.37		15.73	20.84		25.81	48.02		50.40

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.77		12.50	49.23		58.93	40.00		28.57
Grade 4	12.05		10.00	45.78		54.29	42.17		35.71
Grade 5	10.71		10.94	40.00		53.13	49.29		35.94
Grade 6	12.09		13.79	41.76		55.17	46.15		31.03
All Grades	11.35		11.69	43.27		55.24	45.38		33.06

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	4.62		1.79	50.77		51.79	44.62		46.43
Grade 4	4.82		2.86	46.99		51.43	48.19		45.71
Grade 5	13.57		10.94	45.00		48.44	41.43		40.63
Grade 6	10.99		1.72	49.45		50.00	39.56		48.28
All Grades	9.50		4.44	47.49		50.40	43.01		45.16

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	10.77		10.71	64.62		64.29	24.62		25.00
Grade 4	10.84		1.43	53.01		80.00	36.14		18.57
Grade 5	5.71		9.38	54.29		70.31	40.00		20.31
Grade 6	8.79		5.17	61.54		63.79	29.67		31.03
All Grades	8.44		6.45	57.52		70.16	34.04		23.39

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	9.23		5.36	47.69		69.64	43.08		25.00
Grade 4	13.25		1.43	43.37		61.43	43.37		37.14
Grade 5	14.29		10.94	40.00		60.94	45.71		28.13
Grade 6	18.68		10.34	48.35		55.17	32.97		34.48
All Grades	14.25		6.85	44.06		61.69	41.69		31.45

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 23.79% of all Walnut students met or exceeded the ELA standards overall.
2. Students' Listening scores have remained similar from 2018-2019 school year and 2021-2022 school year; Listening domain scores dropped the most.
3. All students have room to grow from where they are in their English Language Arts achievement at this time.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	67	64	58	67	0	56	67	0	56	100	0.0	96.6
Grade 4	83	56	70	83	0	70	83	0	70	100	0.0	100.0
Grade 5	146	57	64	142	0	64	142	0	64	97.3	0.0	100.0
Grade 6	94	82	58	91	0	58	91	0	58	96.8	0.0	100.0
All Grades	390	259	250	383	0	248	383	0	248	98.2	0.0	99.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2395.		2376.	17.91		7.14	14.93		14.29	22.39		28.57	44.78		50.00
Grade 4	2429.		2420.	10.84		2.86	20.48		20.00	25.30		34.29	43.37		42.86
Grade 5	2453.		2453.	4.93		9.38	16.90		12.50	28.17		31.25	50.00		46.88
Grade 6	2479.		2458.	12.09		10.34	14.29		3.45	27.47		29.31	46.15		56.90
All Grades	N/A	N/A	N/A	10.18		7.26	16.71		12.90	26.37		31.05	46.74		48.79

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	22.39		7.14	23.88		44.64	53.73		48.21
Grade 4	20.48		8.57	24.10		45.71	55.42		45.71
Grade 5	10.56		15.63	34.51		34.38	54.93		50.00
Grade 6	16.48		8.62	29.67		34.48	53.85		56.90
All Grades	16.19		10.08	29.24		39.92	54.57		50.00

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	13.43		10.71	35.82		39.29	50.75		50.00
Grade 4	13.25		10.00	38.55		44.29	48.19		45.71
Grade 5	7.75		9.38	32.39		46.88	59.86		43.75
Grade 6	12.09		6.90	39.56		37.93	48.35		55.17
All Grades	10.97		9.27	36.03		42.34	53.00		48.39

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	19.40		7.14	47.76		57.14	32.84		35.71
Grade 4	13.25		1.43	37.35		58.57	49.40		40.00
Grade 5	7.04		7.81	42.96		50.00	50.00		42.19
Grade 6	12.09		3.45	41.76		55.17	46.15		41.38
All Grades	11.75		4.84	42.30		55.24	45.95		39.92

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 20.16% of all students met or exceeded standards expectations in math for the 2021-2022 School year.
2. Concepts and Procedures and Problem Solving had similar results.
3. All students have room to grow from where they are in their Mathematics achievement at this time. Communicating Reasoning is the focus.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	1419.3	1390.4	1405.2	1434.0	1406.9	1417.8	1384.9	1351.4	1375.8	42	33	34
1	1450.7	1438.2	1414.2	1465.6	1465.5	1439.4	1435.3	1410.2	1388.4	31	31	28
2	1478.0	1444.0	1471.6	1494.3	1449.8	1487.3	1461.0	1437.7	1455.4	24	26	29
3	1485.8	1474.7	1474.3	1482.3	1486.4	1476.6	1488.9	1462.4	1471.3	24	22	19
4	1521.8	1507.2	1513.7	1524.5	1521.4	1534.3	1518.5	1492.5	1492.5	30	20	20
5	1534.7	1537.3	1537.6	1529.5	1542.3	1550.9	1539.5	1531.8	1523.7	55	16	18
6	1555.0	1532.7	*	1562.5	1536.0	*	1547.2	1528.8	*	22	14	10
All Grades										228	162	158

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	21.43	6.06	8.82	26.19	18.18	41.18	35.71	45.45	23.53	16.67	30.30	26.47	42	33	34
1	12.90	6.45	3.57	41.94	35.48	21.43	29.03	32.26	32.14	16.13	25.81	42.86	31	31	28
2	8.33	7.69	6.90	54.17	38.46	51.72	20.83	26.92	31.03	16.67	26.92	10.34	24	26	29
3	12.50	4.55	0.00	58.33	22.73	36.84	16.67	59.09	42.11	12.50	13.64	21.05	24	22	19
4	23.33	15.00	10.00	40.00	50.00	40.00	26.67	25.00	50.00	10.00	10.00	0.00	30	20	20
5	45.45	37.50	38.89	25.45	50.00	33.33	18.18	6.25	16.67	10.91	6.25	11.11	55	16	18
6	45.45	14.29	*	36.36	57.14	*	4.55	21.43	*	13.64	7.14	*	22	14	*
All Grades	26.32	11.11	10.13	37.28	35.80	39.24	22.81	33.33	31.01	13.60	19.75	19.62	228	162	158

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	23.81	9.09	20.59	35.71	24.24	32.35	26.19	42.42	23.53	14.29	24.24	23.53	42	33	34
1	19.35	29.03	10.71	45.16	38.71	39.29	22.58	16.13	32.14	12.90	16.13	17.86	31	31	28
2	45.83	26.92	31.03	37.50	23.08	34.48	8.33	30.77	27.59	8.33	19.23	6.90	24	26	29
3	33.33	18.18	15.79	45.83	59.09	47.37	8.33	13.64	26.32	12.50	9.09	10.53	24	22	19
4	46.67	50.00	50.00	43.33	35.00	45.00	6.67	5.00	5.00	3.33	10.00	0.00	30	20	20
5	56.36	81.25	72.22	21.82	6.25	16.67	12.73	6.25	0.00	9.09	6.25	11.11	55	16	18
6	63.64	42.86	*	22.73	50.00	*	0.00	0.00	*	13.64	7.14	*	22	14	*
All Grades	41.23	32.10	31.01	34.65	33.33	36.71	13.60	19.75	19.62	10.53	14.81	12.66	228	162	158

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	16.67	6.25	26.47	69.05	75.00	50.00	14.29	18.75	23.53	42	32	34
1	35.48	35.48	28.57	51.61	51.61	53.57	12.90	12.90	17.86	31	31	28
2	25.00	3.85	34.48	62.50	61.54	62.07	12.50	34.62	3.45	24	26	29
3	12.50	31.82	21.05	70.83	59.09	63.16	16.67	9.09	15.79	24	22	19
4	26.67	45.00	60.00	70.00	45.00	35.00	3.33	10.00	5.00	30	20	20
5	21.82	18.75	22.22	63.64	68.75	66.67	14.55	12.50	11.11	55	16	18
6	27.27	14.29	*	59.09	78.57	*	13.64	7.14	*	22	14	*
All Grades	23.25	21.74	30.38	64.04	62.11	56.33	12.72	16.15	13.29	228	161	158

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	26.19	15.15	11.76	59.52	60.61	73.53	14.29	24.24	14.71	42	33	34
1	19.35	32.26	3.57	67.74	54.84	75.00	12.90	12.90	21.43	31	31	28
2	54.17	42.31	37.93	37.50	46.15	58.62	8.33	11.54	3.45	24	26	29
3	62.50	27.27	31.58	29.17	68.18	52.63	8.33	4.55	15.79	24	22	19
4	66.67	55.00	60.00	30.00	35.00	40.00	3.33	10.00	0.00	30	20	20
5	70.91	87.50	83.33	18.18	6.25	11.11	10.91	6.25	5.56	55	16	18
6	81.82	92.86	*	4.55	0.00	*	13.64	7.14	*	22	14	*
All Grades	53.51	43.21	35.44	35.96	44.44	53.80	10.53	12.35	10.76	228	162	158

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	4.76	0.00	5.88	73.81	62.50	73.53	21.43	37.50	20.59	42	32	34
1	35.48	12.90	7.14	35.48	38.71	25.00	29.03	48.39	67.86	31	31	28
2	0.00	7.69	10.34	70.83	57.69	65.52	29.17	34.62	24.14	24	26	29
3	0.00	4.55	0.00	75.00	31.82	36.84	25.00	63.64	63.16	24	22	19
4	6.67	0.00	5.00	66.67	65.00	50.00	26.67	35.00	45.00	30	20	20
5	21.82	0.00	5.56	60.00	87.50	55.56	18.18	12.50	38.89	55	16	18
6	13.64	0.00	*	54.55	57.14	*	31.82	42.86	*	22	14	*
All Grades	13.16	4.35	5.70	62.28	55.28	53.16	24.56	40.37	41.14	228	161	158

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	30.95	9.09	17.65	33.33	30.30	55.88	35.71	60.61	26.47	42	33	34
1	3.23	0.00	3.57	64.52	51.61	39.29	32.26	48.39	57.14	31	31	28
2	12.50	7.69	10.71	54.17	53.85	60.71	33.33	38.46	28.57	24	26	28
3	12.50	0.00	5.26	79.17	59.09	73.68	8.33	40.91	21.05	24	22	19
4	26.67	0.00	10.00	60.00	70.00	65.00	13.33	30.00	25.00	30	20	20
5	18.18	25.00	33.33	70.91	68.75	44.44	10.91	6.25	22.22	55	16	18
6	45.45	21.43	*	40.91	78.57	*	13.64	0.00	*	22	14	*
All Grades	21.05	7.41	12.10	57.89	54.94	57.96	21.05	37.65	29.94	228	162	157

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our students' strength is in the Speaking Domain.
2. Our students' weakness is seen in the Reading Domain as well as the Writing Domain.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
499	**76.2**	**36.9**	**0.8**
Total Number of Students enrolled in Walnut Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	184	36.9
Foster Youth	4	0.8
Homeless	9	1.8
Socioeconomically Disadvantaged	380	76.2
Students with Disabilities	126	25.3

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	3	0.6
American Indian		
Asian	5	1.0
Filipino	5	1.0
Hispanic	459	92.0
Two or More Races	3	0.6
Pacific Islander		
White	15	3.0

Conclusions based on this data:

1. The percentage of Socioeconomically Disadvantaged Students have been historically high at or around 84%.

School and Student Performance Data

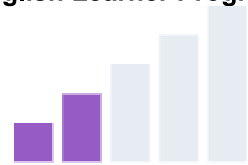
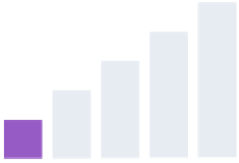
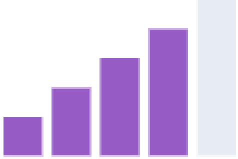
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Learner Progress  Low	**Chronic Absenteeism**  Very High	**Suspension Rate**  Low

Conclusions based on this data:

1. More attention and resources need to be placed on students who are chronically absent.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. There has been a decline in the English Learner performance in Language Arts.
2. Overall, our students' ELA test scores have been stagnant.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report

Very Low	Low	Medium	High	Very High

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. Overall, the students' Math test scores have decreased significantly.

School and Student Performance Data

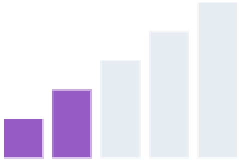
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

40.7 making progress towards English language proficiency

Number of EL Students: 118 Students

Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29	41	1	47

Conclusions based on this data:

1. The total of students who were Well Developed and Moderately Developed are 72.5.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

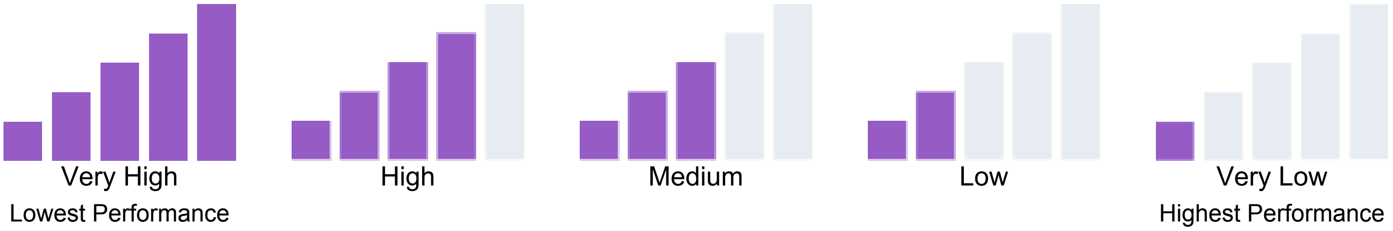
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
4	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

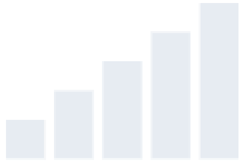
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
29% Chronically Absent	27.2% Chronically Absent	Less than 11 Student
528 Students	191 Students	8 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Student	28.9% Chronically Absent	37% Chronically Absent
10 Students	453 Students	154 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American



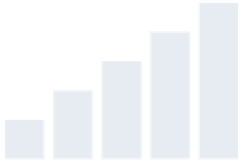
No Performance Level

Less than 11 Student

3 Students

American Indian

Asian

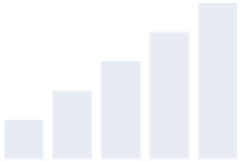


No Performance Level

Less than 11 Student

5 Students

Filipino

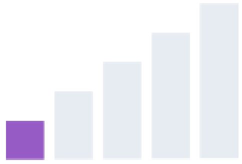


No Performance Level

Less than 11 Student

5 Students

Hispanic

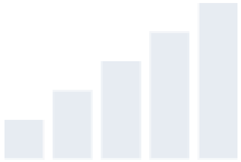


Very High

30.5% Chronically Absent

482 Students

Two or More Races



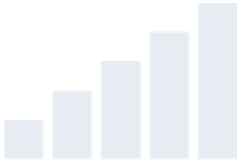
No Performance Level

6.3% Chronically Absent

16 Students

Pacific Islander

White



No Performance Level

11.8% Chronically Absent

17 Students

Conclusions based on this data:

1. The number of students who are chronically absent increased 2%.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	2	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
0.9% suspended at least one day	1% suspended at least one day	Less than 11 Student
536 Students	192 Students	9 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Medium
Less than 11 Student	0.4% suspended at least one day	1.9% suspended at least one day
10 Students	459 Students	154 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level Less than 11 Student 4 Students		No Performance Level Less than 11 Student 5 Students	No Performance Level Less than 11 Student 5 Students

Hispanic	Two or More Races	Pacific Islander	White
Low 1% suspended at least one day 488 Students	No Performance Level 0% suspended at least one day 16 Students		No Performance Level 0% suspended at least one day 18 Students

Conclusions based on this data:

1. The increase in the number of suspension is very low at 1.1% of students overall.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal #1 :
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 1

All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

Identified Need

Writing

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	23.79% met or exceeded the standards	Minimum of 5% increase

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)

Tier 1- All students

Strategy/Activity

Tier I
Core Instructional Program
Staff will:

- Provide access to the CCSS through the district-adopted Core Reading Curriculum (Wonders/Amplify) on a daily basis. Teachers will collaborate weekly regarding student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work, standards-based instructional planning about best practices, and lesson design addressing the needs of all students. Formative assessments will be in alignment with CCSS on a regular basis.

- Continue to refine the best practices of accountable talk, close reading, and Thinking Maps with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will hold students to answer in complete sentences. All teachers will incorporate comprehensive Guided Language Acquisition Design(GLAD) strategies and units when appropriate. Depth of Knowledge (DOK) Levels of questioning and Thinking Maps will be used to increase rigor and promote higher-level thinking and reasoning. Walnut students will use multiple sources to gain knowledge, construct responses, and show their understanding of information in both oral and written form.
- Develop lessons for the three CCSS text types (narrative, informative/explanatory, and opinion) in all content areas.
- Ask students a variety of questions focusing on higher-level questions to gather formative assessment of student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking.
- Enhance reading comprehension and writing instruction by using GLAD strategies including but not limited to: Input Charts, Sentence Patterning Charts, Story Maps, Process Grids, Co-op Strip Paragraphs, Chants, and Cognitive Content Dictionaries.
- Use differentiated instructional strategies such as respectful tasks, Guided Reading, and student choice.
- Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies. Information Services Tech (IST) and instructional coach will organize texts for student check out.
- Teach keyboarding skills to ready themselves for writing across the curriculum, common core assessments, and in preparation for the CAASPP.
- Use iReady diagnostic results to assess where students are in meeting grade-level standards.
- Provide time for students to complete iReady lessons
- Use online platforms such as Seesaw and Google Classroom to assess student progress and inform their instruction

School will:

- Provide Early/ Late Group (Kinder only) model is used to differentiate and target instruction.
- Schedule PLC meetings, PE Planning, and release time to analyze student work and plan and share best practices related to standards-based instruction.
- Purchase supplemental instructional materials such as books, web-based teacher resources, etc. will be reviewed, copied, and/or purchased where appropriately needed.
- Provide technology that will be used to enhance the learning experience such as blogs, websites, virtual field trips, etc.
- Participate in cycles of inquiry with the support of Collaborative Ed. The SLT will analyze data and create an instructional focus of research-based strategies that are aligned to the CCSS.
- Provide professional development opportunities for staff throughout the school year such as GLAD training, Computer Using Educators (CUE) conference, STEAM Conference, Technology Bootcamp, curriculum development, etc.

* Provide learning opportunities for Independent Study when necessary.
* Provide Nearpod, iReady Tools, A-Z Learning for teachers to utilize with students
*. Provide Mentoring and coaching for teachers in Reading Strategies using outside consultants

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)
1006	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Supplemental Materials
11815	Title I 5000-5999: Services And Other Operating Expenditures Software Support Agreements
2000	Title I 1000-1999: Certificated Personnel Salaries release time for teachers
4000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries release time for teachers
1000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries teacher subs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier 2- Small Group Instruction

Strategy/Activity

Tier II
Small Group Intervention
Staff Will:

- Provide differentiated instruction in small group settings for those students who are not meeting proficiency. Teacher collaboration will continue to focus on student data to monitor and adjust the skill-based groups. The use of leveled reading materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language usage aligned to skills. Support personnel, such as educational assistants and retired teachers, will be infused into the classes where students are not meeting proficiency and will provide for small group instruction.
- Use supplementary materials, such as iReady, Leveled Literacy Intervention (LLI), Scholastic News, SIPPS, and Learning A-Z to provide identified students with an appropriate leveled curriculum.
- Provide small group scaffolded instruction in writing for identified students who are not proficient in the text types and purposes. Through grade-level collaboration, daily writing

will be implemented through a variety of writing as identified in the Common Core Standards.

- Provide targeted intervention strategies for identified students in the area of academic language. Students are identified through a Multi-Tiered System of Support(MTSS) process and then referred for further support and intervention with the site team. Personnel will be available for parents that need a translation.
- Identify students requiring more intense support and provide a push-in and/or pull-out model of support for literacy skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.

School will:

- Purchase supplemental materials to be used throughout the day and/or for after-school alternative supports.
- Purchase supplemental technology and/or licenses to be used throughout the day and/or for after-school alternative supports.

· Provide small group instruction/intervention on campus during school hours and before/after school.

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)
24838	Title I 2000-2999: Classified Personnel Salaries Instructional Aide Salaries
11776	Title I 3000-3999: Employee Benefits Classified Benefits
4934	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier 3- Intensive Intervention Students

Strategy/Activity

Tier III
Intensive Individual Interventions

In addition to Tier I and Tier I support, staff will:

- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.

· Provide small group instruction/intervention during school hours and before/afterschool.

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)
5500	Title I 4000-4999: Books And Supplies Instructional supports

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers and staff from the SLT team have monitored, revised, and implemented the strategies.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No anticipated changes are expected.

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.

No changes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

Goal 1:
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

Identified Need

Communicating Reasoning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	20.16% met or exceeded Standards	Minimum of 5% increase.

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)

Tier 1- All Students

Strategy/Activity

Tier I
Core Instructional Program
Staff will:

- Provide access to the CCSS through the district-adopted Core Math Curriculum (Bridges/Number Corner/Math Links) on a daily basis. Teachers will collaborate frequently regarding student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work, standards-based instructional planning about best practices, and lesson design addressing the needs of all students. Formative assessments will be in alignment with CCSS on a regular basis.

- Provide students with activities that support the conceptual development, procedural, and problem-solving skills necessary to become successful in math. The grade-level collaboration will ensure that all are addressing grade-level standards and best practices for instruction through the use of the district pacing guide and units of study. The grade-level collaboration will address content and language objectives, analyze student data, look at student work, and design standards-based instructional lesson plans. Both formative and summative Math benchmarks will be assessed and discussed to determine the targeted next steps toward the mastery of the standards.
- Provide content objectives or learning goals that will promote rigorous standards and language objectives will be aligned to support the academic language for student responses. Students will be expected to share their thinking and understanding of the problems given to them using our best practices of pair share, heads together, language frames, and other strategies to facilitate academic discourse.
- Provide objectives that will be emphasized and used as a learning tool for students to assist students in understanding the purpose of the learning and how they will demonstrate learning through language experiences. Language frames and accountable talk will be targeted as a means to support English learners in having various language opportunities in math content areas.
- Use technology within the classroom to support instruction at each grade level and purchase needed software to support student needs.
- Analyze data throughout the year in order to create a class and/or individual goals related to math instruction.
- Be provided release time for curriculum development.
- Purchase supplemental materials and supplies needed including iReady Toolbox and other web-based programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15415	Title I 4000-4999: Books And Supplies materials and supplies
1203	Title I 5000-5999: Services And Other Operating Expenditures CUE technology conference
10000	Title I 5000-5999: Services And Other Operating Expenditures STEAM conference
35000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies

	Materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier 2- Small Group Instruction

Strategy/Activity

Tier II
Small Group Intervention
Staff will:

- Provide small group instruction as needed based on formative assessments.
- Identify students requiring more intense support and provide push-in and/or pull-out models of support for math skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow-up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.
- Purchase supplemental materials to be used throughout the day and/or for after-school alternative supports.
- Purchase supplemental technology and/or licenses to be used throughout the day and/or for after-school alternative supports.

· Provide small group instruction/intervention on campus during school hours and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries release time for staff
15,000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries after school tutoring
2,500	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries Classified after school tutoring

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Tier 3- Intensive Individual Interventions

Strategy/Activity

Tier III
Intensive Individual Interventions
In addition to Tier I and Tier I support, staff will:

- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.

· Provide small group instruction/intervention during school hours and after school.

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)
8500	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies materials and supplies-manipulatives, instructional resources/workbooks

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

SLT met regularly throughout the year to discuss and monitor progress towards SPSA goals.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No differences.

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.

No changes

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 Development

LEA/LCAP Goal

Goal #1:
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.
Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

Identified Need

Writing Domain

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level 1- 19.62% Level 2- 31.01% Level 3- 39.24% Level 4- 10.13%	All students in levels 1-3 will make one level of growth. Students in level 4 will maintain or reclassify.

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 English Language Learner students.

Strategy/Activity

Tier I
Core Instructional Program
Staff will:

- Provide at least 30 minutes designated ELD daily utilizing ELD standards and ELA/ELD aligned curriculum.
- Provide Integrated ELD throughout the day to support content and language acquisition.

- Use the CCSS and appropriate scaffolds to guide their daily instruction.
- Be trained as it relates to understanding data/procedures/release questions between CELDT and ELPAC.
- Provide English Learners access to technology, software, and applications to support language acquisition such as iReady and Learning A-Z.
- Provide comprehensible input and support for academic language through GLAD strategies, Thinking Maps, Kagan structures, and/or other visual/kinesthetic/auditory supports.
- Conduct data conferences with students to help them set goals and understand steps to improve.
- Purchase additional instructional materials to support English Learners.
- Be released to plan or attend training/conferences to acquire strategies to support English Learners.

*. Provide materials and resources to practice English at home

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)
6500	Title I 4000-4999: Books And Supplies Materials and Supplies
13342	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies
800	Title I 1000-1999: Certificated Personnel Salaries Release Time For Staff

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier 2- Small Group Instruction

Strategy/Activity

Tier II
Small Group Intervention
Staff Will:

- Provide small group instruction to support language acquisition for newcomer students, Long-Term English Learners, and those at-risk Long-term English Learners.
- Conduct parent meetings with Long-term English Learners to set goals and understand steps to improve.
- Provide extended learning opportunities such as before/after school intervention groups based on areas of greatest need.

- Utilize instructional assistants to provide support to students in small groups for additional practice.
- Purchase additional instructional materials to support English Learners.
- Purchase supplemental materials to be used throughout the day and/or for after-school alternative supports.
- Purchase supplemental technology and/or licenses to be used throughout the day and/or for after-school alternative supports.

· Provide small group instruction/intervention on campus during school hours and after school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier 3- Intensive Individual Interventions

Strategy/Activity

Tier III
Intensive Individual Interventions
In addition to Tier I and Tier I support, staff will:

- Provide targeted instruction to meet the need of individual students in all areas determined by ELPAC scores and interim assessments.
- Support students in independently producing more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting.
- Identify at-risk English Learners and set goals for learning.
- Use the MTSS process for identifying and supporting English Learners at this tier.

· Provide small group instruction/intervention during school hours and after school.

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)
3000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Release time for teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

SLT met regularly throughout the year to discuss and monitor progress toward SPSA goals.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No differences.

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.

No changes.

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

Parent Engagement

LEA/LCAP Goal

Goal # 4
Parent/Community Partnerships
District is supported and respected by the community

Goal 4

All families and community members will feel welcome and engaged in the mission and vision of the school.

Identified Need

We would like to see more parents involved in their students' success. We would like an increase in parent attendance in parent training or Family Events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Title 1- Parent Engagement Survey	25% of parents attend parent training or Family Nights	10% increase

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

- Parents will be provided information regarding Common Core State Standards at Back to School Night and parent/teacher conferences in both English and Spanish.
- Community Liaison, TOSA, or Admin will provide workshops and communicate with families.
- Homework assignments will be designed to reinforce grade-level standards.
- School newsletters/calendars will be sent digitally in English and Spanish on a weekly basis to keep parents informed of important school events and curriculum-related information.
- Social Media (Twitter, Seesaw, ClassDojo, Facebook) will be used to keep parents informed of important school events and curriculum-related information.

- Parents will be invited to MTSS meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish-speaking parents for better understanding and involvement.
- Parents will be involved in fundraising events to supplement classroom field trips that help address grade-level standards.
- Parents will be invited to attend Trimester Awards Assemblies where students are recognized for outstanding student achievement (in person).
- Family Homework, Literacy, Math, and Writing Nights will be held in both English and Spanish to provide parents with instructional strategies to help their children develop literacy and math skills. Incentives will be given for participating.
- Parents of incoming Kindergarten students will have the opportunity to participate in a Kindergarten Parent Preview event and receive information and materials to prepare their child for Kindergarten, and Kindergarten orientation.
- Family Nights will be held in both English and Spanish to provide parents with instructional strategies to use with their children to reinforce academic concepts.
- Teachers will provide information and strategies for parents during Parent/Teacher conferences on how they can help their children in the areas of English Language Arts and mathematics at home.
- Parents will be provided with information regarding strategies to increase student achievement during Back to School Night, Parent/ Teacher Conferences, and Family Literacy, Writing, and Math Nights.
- Babysitters will be provided for younger siblings during Family Night events.
- Translators will be provided for parent/teacher conferences.
- Parents will be invited to all SSC and ELAC meetings to keep them informed about how they can support their child's achievement.
- School to Home folders will be provided to all students.
- Agendas will be provided to all 3rd-6th grade students to facilitate home-school communication and student organizational skills.
- Digital signage will be on and current in the office for parents and visitors to be kept up on current events.
- Additional resources and materials may be purchased as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	Title I 4000-4999: Books And Supplies Materials and Supplies
999	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Software Support Agreements
2883	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries translation

3000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries sub time

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

SLT met regularly throughout the year to discuss and monitor progress toward SPSA goals.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No differences.

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.

No changes.

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

School Climate

LEA/LCAP Goal

Goal # 3
School Safety and Student Wellness
Schools are safe, healthy, and secure places for student learning

Goal 5

By June 2023, we will increase the number of families who indicate on parent/family surveys that they "strongly agree/agree" that our school promotes positive student choices and behavior.

Identified Need

No significant need noted in this area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Family Engagement Survey	98 % strongly agree/agree	Maintain or increase

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

- Assemblies and daily announcements will be provided throughout the year to explicitly teach and reinforce school-wide rules, behavior expectations, and emergency procedures.
- Monthly classroom and Trimester school-wide celebrations will be held to positively recognize students that are on track with their behaviors.
- Each classroom teacher will reinforce the school-wide expectations through additional reinforcements/consequences and supports.
- MTSS process will be used to identify and support students that are in need of additional strategies to ensure school safety for all and student wellness and achievement.
- Students and student leaders will be encouraged to participate in promoting a positive school culture.

- Various opportunities for student social engagement as well as promoting positive school culture will be provided through structures such as lunch clubs and other focus groups.
- Close monitoring will be done by staff for those students experiencing severe attendance and academic issues. Supports via home visits, small group counseling, and contracts will be put into place as needed.
- Monthly emergency drills will be conducted in order to prepare all staff and students for various emergencies.
- PBIS team will analyze student discipline trends monthly and come up with solutions to address issues at school.
- Teacher development in how to meet the social/emotional needs of our students in order to access their learning.
- Rewards, incentives, and other materials may be purchased by students using their STEAM cards to promote a positive school climate.

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)
10974	Title I 4000-4999: Books And Supplies material and supplies
13819	Title I 1000-1999: Certificated Personnel Salaries Counselor

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

SLT and Parent Meeting (SSC, ELAC, Coffee with the principal) met regularly throughout the year to discuss and monitor progress toward SPSA goals.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No differences

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.

No changes

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$217,804.00

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	$122,640.00

Subtotal of additional federal funds included for this school: $122,640.00

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 ($)
LCFF - Supplemental and Concentration	$95,164.00

Subtotal of state or local funds included for this school: $95,164.00

Total of federal, state, and/or local funds for this school: $217,804.00

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
LCFF - Supplemental and Concentration	95,164.00
Title I	122,640.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	44,619.00
2000-2999: Classified Personnel Salaries	30,221.00
3000-3999: Employee Benefits	16,710.00
4000-4999: Books And Supplies	102,237.00
5000-5999: Services And Other Operating Expenditures	24,017.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	26,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	5,383.00
3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	4,934.00
4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	57,848.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	999.00
1000-1999: Certificated Personnel Salaries	Title I	18,619.00

2000-2999: Classified Personnel Salaries	Title I	24,838.00
3000-3999: Employee Benefits	Title I	11,776.00
4000-4999: Books And Supplies	Title I	44,389.00
5000-5999: Services And Other Operating Expenditures	Title I	23,018.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	66,869.00
Goal 2	89,618.00
Goal 3	23,642.00
Goal 4	12,882.00
Goal 5	24,793.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Alma Noche	Principal
Sara Ursenbach	Parent or Community Member
Lizette Flores	Parent or Community Member
Ana Ramirez	Parent or Community Member
Michelle Madriz	Parent or Community Member
Maria Davalos	Classroom Teacher Parent or Community Member
Sharon Magdaleno	Classroom Teacher
Jessica Fosnaugh	Classroom Teacher
Stephanie Paynter	Classroom Teacher
Susan Rodriguez	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/26/2022.

Attested:

	Principal, Dr. Alma Noche on 10/26/2022
	SSC Chairperson, Sharon Magdaleno on 10/26/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

  A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

    1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

        i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

        ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

        iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

        iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

        v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

  B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

  A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

  1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

     a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

     b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

     c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State’s academic standards through activities which may include:

        i. strategies to improve students’ skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it’s LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Imperial Middle School	30665636028955	November 2, 2022	January 12, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

Imperial Middle School believes in a child-centered program that recognizes the unique abilities, needs and interests of each student. The educational environment encourages development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods, effective intervention strategies, and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences and technology.

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).

The following information is based on surveys from staff, parents, and students as well as input from the Site Leadership Team (SLT), and agendas from our Professional Learning Community meetings:

English Language Arts

Teachers agree to continue to use instructional strategies that support the instructional focus of reading comprehension and writing, as reading comprehension and writing go hand in hand. The Common Core standards will drive this instruction. Best teaching strategies will include, but not be limited to:

- GLAD Strategies
- Step-Up to Writing
- Text-Dependent Questions
- Writing Across the Curriculum
- Constructed Responses
- Close Reading
- Graphic Organizers
- Cornell Note Taking
- Thinking Maps
- Depth of Knowledge
- Sentence Frames
- Classroom Discussion Functions and Starters
- 21st Century Learning (Communication, Collaboration, Creativity, Critical Thinking)
- Technology
- i-Ready
- IB Units of study

Mathematics

In 2018-2019 Math Links was adopted as the core math curriculum to support students with conceptual understanding of mathematical concepts. Imperial offers one algebra and one honors math class providing instruction to students who are ready for algebra. Teachers will also be incorporating the Standards for Mathematical Thinking into their curriculum as a way of developing the "Habits of Mind" described in the Common Core Standards . These practices are:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

.

English Learners

The staff at Imperial concurs that our teaching strategies must embrace methods that will provide differentiated instruction to effectively instruct our English Learners. Using Aeries and ELLevation, all teachers are aware of each of their students' ELPAC levels and design instruction aimed at improvement. Teachers scaffold lessons to meet the needs of all their students, often times using GLAD strategies. The staff has identified and targeted EL students in each of their classes and use our best instructional practices to increase the growth of all English learners across the content areas. Amplify and Achieve3000 is used in the ELD classes to provided additional support.

Identified Needs for Professional Development

The SLT has identified the need for Professional Development in the following areas :
- IB
- Technology
- Close Reading
- Text-Dependent Questions
- Constructed Response
- Thinking Maps
- Step-Up to Writing
- Project Based Learning (PBL)
- Common Core Standards
- Developing The Habits of Mind
- Differentiated Instruction
- Continued use of GLAD Strategies
- Depth of Knowledge
- Infusing the arts into curriculum
- Using the data from ELLevation, iReady and SBAC to guide instruction
- Social/emotional health
- Achieve 3000

Input from Parents

The following summary is based on the results from the Title I Parent Involvement Survey (21-22), input from various groups including School Site Council, ELAC, and Advisory and Information Meetings.

Student Learning

Although our school is listed as a low-performing school, parents feel that their children are challenged on a consistent basis with the curriculum and instruction provided by the Imperial staff. 93 percent of the parents responding to the 2021-22 Title I Parent Survey felt welcomed at the school site. Ninety percent also felt that Imperial promotes positive student choices and behavior. In addition, 100% percent of our EL parents believe that their child is receiving ample opportunities to develop and expand academic English skills.

Home-School Communication
Imperial Middle School feels that home-school communication is one of the most important aspects

of any school. Based on data from the 21-22 Title I Parent Survey, our parents voiced overall satisfaction in this aspect of Imperial's learning culture. Most notably, parents are pleased and impressed with the emails sent home, the informative calls home via Aeries Communication, and the quick response to their phone calls. Parents have also expressed an overwhelming satisfaction (91%) with safety measure that have been put in place (fencing, Raptor System. etc,) to ensure students are safe.

Parent Training and Involvement Opportunities
Our parents have expressed that they are well informed of their options when it comes to being involved in the educational experience of their child, and they overall feel valued as contributing members of their child's success. Throughout the year, parents were given the opportunity to participate in several training sessions and parent involvement opportunities. Throughout the year, the administration at IMS held Coffee with the Administrators to discuss current events at Imperial as well as to provide additional information and training to parents. These meetings are also a way for the administration to receive input from parents.

Areas Identified for Future Training
Parents have expressed an interest in parent nights that focus on improving their child's study and homework skills, improving their child's reading and math abilities, and improving their competency with technology and internet safety.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom Guided Visits:
Throughout the school year, the administration, TOSA, and IB Coordinator did guided visits which included observing specific classroom practices and providing feedback to the staff. In addition, best instructional strategies were shared and feedback was received on implementation of district and school initiatives. The feedback from these visits also helped the staff reflect on current practices and improve instruction.

Formal and Informal Observations:
Imperial's administrators have made personal goals to observe in every classroom a minimum of one time per week. Informal observations provide time to offer feedback, instructional support and/or modeling of instructional practices. The teachers at IMS were not able to observe each other a minimum of two times throughout each Cycle of Inquiry implemented during the 2021-22 school year. Formal observations were conducted for those teachers who have a formal observation requirement for this school year as per District regulations. Teachers being evaluated had a specific instructional focus that was agreed upon by the teacher and the administration.

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)

At the beginning of the school year, school site staff analyze California Assessment of Student Performance and Progress (CAASPP) results. In the 2021-2022 school year, LHCSD used iReady in ELA and Math as summative measures as well to assess student performance. Just like the CAASPP results, iReady results are used as a team to create achievement goals per grade level and schoolwide. Team members also utilize ongoing assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Imperial Middle School teachers at the start of the school year analyze individual student data and formative assessments to guide instruction. CAASPP data and iReady data is utilized to set measurable and attainable goals for individual student improvement and school goals. iReady assessments are then given each trimester to assist in the continual monitoring of student goals and achievement. Our Professional Learning Community (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Imperial Middle School meet the highly qualified requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff have met AB 466 requirements through the Clear Credential process or through a master's degree program.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Support (MTSS), International Baccalaureate requirements, and technology.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Imperial Middle School staff works with the site MTSS Teacher on Special Assignment (TOSA) and our International Baccalaureate Coordinator in content areas to develop standards-based lessons and utilize data talks to guide instruction. The MTSS TOSA and our IB Coordinator also assist with PLC discussions and one-on-one teacher support and mentoring.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate in Professional Learning Communities (PLC) every Wednesday afternoon on our student early release day. Teachers engage in vertical articulation as well as grade-level articulation in PLC's. Districtwide teams meet quarterly and discuss data analysis, standards-based instruction, and assessment. Imperial teachers also met a minimum of one time per month with the IB Coordinator.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

At the start of the school year, teachers were provided virtual staff development led by District leaders. Training included professional development on iReady support, data analysis, and standards-based instruction, and the use of technology. Our team of teachers reviews interim assessments that support students in understanding prior years' CAASPP testing format and SBAC claim assessments. PLC's are instrumental in allowing our teachers to plan and discuss standards-based instruction and needed interventions for student achievement.   Teachers were also provided professional development by our IB Coordinator to address the requirement of IB.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. The principal also verifies the instructional minutes at the beginning of the start of every school year.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teams of teachers with the guidance of the administration, TOSA, and IB Coordinator prepare lesson pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students are provided standards based materials that are appropriate.

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 teachers use State Board of Education adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Interventions and supports are provided during the instructional day for struggling students inside their classrooms. Various strategies are incorporated to assist with academic challenges. Students also utilize iReady, which assists in identifying their reading and math level, and provides computer-based personalized instruction at the student's level. Teachers then analyze the data for continued refinement of instructional student needs.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, ELD and technology based programs such as iReady and Alex???.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

* After school tutoring and programs
* ASES after school program
* PBIS
* IB
* RTI, IEP and 504 plans
* ELD program
* Multi Tier System of Support (MTSS)
*Technology support for academic learning
*Community Liaison

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)

Parent, community, and school personnel voices are a welcomed part in the planning, implementation, and evaluation of programs. Parents are involved through PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Their voices are used to review our consolidated application programs. Meetings are held during the school day, before and after school and virtually when necessary.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.

Fiscal support (EPC)

*LCFF
*District funding

School Profile

As we start the new year at Imperial Middle School, we are now an official International Baccalaureate Middle Years Program World School. This is the fifth year of our transformation to an International Baccalaureate (IB) World School through . This endeavor will positively challenge our students with rigorous academics and solid character development. Further, it will deepen our commitment to the visual and performing arts.

Student learning is focused on making real-world connections that engage and empower our students to grow into life-long learners. The IB student profile aims to develop learners who are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-takers, Balanced, and Reflective. We invite you to join our school community in this important and exciting journey. Together we will collaborate, innovate, commit, and achieve success for all students.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council meets regularly throughout the school year to provide input, review, and monitor the implementation of the goals. Input was provided by staff, ELAC, School Site Council, and district office staff in the development of the plan. All of these stakeholder groups continued to analyze previous data in preparation for this SPSA/Annual Review and Update.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

None to report.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	1.84%	1.4%	1.51%	10	7	7
Asian	3.13%	2.0%	2.16%	17	10	10
Filipino	0.92%	1.0%	1.73%	5	5	8
Hispanic/Latino	85.08%	89.0%	87.26%	462	443	404
Pacific Islander	0.18%	%	%	1		
White	5.89%	5.0%	5.83%	32	25	27
Multiple/No Response	2.95%	1.6%	1.30%	16	8	6
			Total Enrollment	543	498	463

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 5		6	6
Grade 6	119	102	102
Grade 7	204	190	173
Grade 8	220	200	182
Total Enrollment	543	498	463

Conclusions based on this data:

1. Enrollment has leveled off from the 21-22 school year to this school year with the same amount of students enrolling year to year.
2. Our Hispanic population is dominate, which matches the demographics of our city.
3. Our overall demographics remain consistent for the past three years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	100	85	92	18.4%	17.10%	19.9%
Fluent English Proficient (FEP)	179	168	128	33.0%	33.70%	27.6%
Reclassified Fluent English Proficient (RFEP)	10	41	26	9.2%	8.20%	5.6%

Conclusions based on this data:

1. The number of students reclassifying after the 21-22 school year was 29
2. The number of English learners year to year continue be consistent year to year with redesignation rates varying year to year

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 5	*			*			*					
Grade 6	146	96	91	144	0	91	144	0	91	98.6	0.0	100.0
Grade 7	196	180	163	194	0	163	194	0	163	99	0.0	100.0
Grade 8	220	196	173	216	0	172	216	0	172	98.2	0.0	99.4
All Grades	563	472	427	555	0	426	555	0	426	98.6	0.0	99.8

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 5	*			*			*			*			*		
Grade 6	2529.		2518.	14.58		14.29	36.11		29.67	30.56		29.67	18.75		26.37
Grade 7	2555.		2548.	10.31		17.79	46.39		30.67	27.32		28.22	15.98		23.31
Grade 8	2548.		2555.	9.72		11.05	29.63		33.14	39.35		32.56	21.30		23.26
All Grades	N/A	N/A	N/A	11.17		14.32	37.12		31.46	32.79		30.28	18.92		23.94

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3			18.68			49.45			31.87
Grade 4			12.27			65.03			59.88
Grade 5	*		15.70	*		59.88	*		24.42
Grade 6	18.75		18.68	53.47		49.45	27.78		31.87
Grade 7	17.53		12.27	55.67		65.03	26.80		22.70
Grade 8	14.81		15.70	47.69		59.88	37.50		24.42
All Grades	16.76		15.02	52.07		59.62	31.17		25.35

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 5	*			*			*		
Grade 6	25.00		13.19	53.47		53.85	21.53		32.97
Grade 7	25.77		23.93	57.22		52.15	17.01		23.93
Grade 8	16.67		17.44	63.43		57.56	19.91		25.00
All Grades	21.98		19.01	58.56		54.69	19.46		26.29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 5	*			*			*		
Grade 6	12.50		10.99	75.69		72.53	11.81		16.48
Grade 7	9.79		8.59	70.62		76.69	19.59		14.72
Grade 8	8.33		13.37	73.15		73.26	18.52		13.37
All Grades	9.91		11.03	72.79		74.41	17.30		14.55

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 5	*			*			*		
Grade 6	28.47		25.27	51.39		59.34	20.14		15.38
Grade 7	28.35		25.77	57.22		61.35	14.43		12.88
Grade 8	21.76		18.02	54.63		68.60	23.61		13.37
All Grades	25.77		22.54	54.59		63.85	19.64		13.62

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The last year of assessment data to compare to the 2021-2022 school year is from the 2018-2019 school year. Students from that school year are no longer at Imperial Middle School.

2. After two years of pandemic interrupted education students in the 8th grade have increased their ELA proficiency by 4.84% as compared to the 18-19 school year.
3. Pandemic interrupted education has impacted the achievement of our 6th grade students with a loss of 6.75% in ELA proficiency.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 5	*			*			*					
Grade 6	146	96	91	145	0	91	145	0	91	99.3	0.0	100.0
Grade 7	196	180	163	196	0	163	196	0	161	100	0.0	100.0
Grade 8	221	196	173	219	0	172	219	0	172	99.1	0.0	99.4
All Grades	564	472	427	561	0	426	561	0	424	99.5	0.0	99.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 5	*			*			*			*			*		
Grade 6	2493.		2467.	13.79		12.09	10.34		8.79	37.24		27.47	38.62		51.65
Grade 7	2507.		2491.	11.73		11.18	17.35		13.66	30.61		25.47	40.31		49.69
Grade 8	2515.		2496.	6.39		8.72	19.18		17.44	27.40		22.09	47.03		51.74
All Grades	N/A	N/A	N/A	10.16		10.38	16.22		14.15	31.02		24.53	42.60		50.94

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 5	*			*			*		
Grade 6	15.17		7.69	35.17		45.05	49.66		47.25
Grade 7	17.86		12.42	34.18		38.51	47.96		49.07
Grade 8	12.33		11.05	34.70		43.02	52.97		45.93
All Grades	14.97		10.85	34.58		41.75	50.45		47.41

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 5	*			*			*		
Grade 6	11.72		9.89	34.48		37.36	53.79		52.75
Grade 7	11.73		11.18	43.37		51.55	44.90		37.27
Grade 8	6.39		8.14	51.60		55.81	42.01		36.05
All Grades	9.63		9.67	44.39		50.24	45.99		40.09

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 5	*			*			*		
Grade 6	15.17		7.69	46.21		58.24	38.62		34.07
Grade 7	10.20		9.32	62.24		60.25	27.55		30.43
Grade 8	10.05		8.72	52.51		57.56	37.44		33.72
All Grades	11.41		8.73	54.19		58.73	34.40		32.55

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The last year of assessment data to compare to the 2021-2022 school year is from the 2018-2019 school year. Students from that school year are no longer at Imperial Middle School.
2. After two years of pandemic interrupted education students in the 8th grade have increased their Math proficiency by 0.59% as compared to the 18-19 school year.
3. After two years of pandemic interrupted education students in the 6th grade have decreased in their Math proficiency by 3.25% as compared to the 18-19 school 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	1545.6	1532.1	*	1549.0	1530.5	*	1541.7	1533.3	*	24	15
7	*	1537.9	1575.1	*	1539.1	1577.1	*	1536.2	1572.6	*	31	39
8	*	1552.7	1572.7	*	1556.8	1579.2	*	1548.3	1566.1	*	20	29
All Grades										*	75	83

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	16.67	26.67	*	50.00	33.33	*	29.17	40.00	*	4.17	0.00	*	24	15
7	*	19.35	33.33	*	41.94	48.72	*	25.81	17.95	*	12.90	0.00	*	31	39
8	*	20.00	39.29	*	45.00	39.29	*	25.00	14.29	*	10.00	7.14	*	20	28
All Grades	*	18.67	34.15	*	45.33	42.68	*	26.67	20.73	*	9.33	2.44	*	75	82

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	37.50	40.00	*	54.17	40.00	*	8.33	13.33	*	0.00	6.67	*	24	15
7	*	29.03	51.28	*	58.06	48.72	*	6.45	0.00	*	6.45	0.00	*	31	39
8	*	40.00	50.00	*	45.00	39.29	*	5.00	3.57	*	10.00	7.14	*	20	28
All Grades	*	34.67	48.78	*	53.33	43.90	*	6.67	3.66	*	5.33	3.66	*	75	82

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	29.17	13.33	*	66.67	86.67	*	4.17	0.00	*	24	15
7	*	16.13	12.82	*	64.52	84.62	*	19.35	2.56	*	31	39
8	*	5.00	21.43	*	70.00	67.86	*	25.00	10.71	*	20	28
All Grades	*	17.33	15.85	*	66.67	79.27	*	16.00	4.88	*	75	82

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	66.67	60.00	*	33.33	33.33	*	0.00	6.67	*	24	15
7	*	77.42	84.62	*	19.35	15.38	*	3.23	0.00	*	31	39
8	*	80.00	64.29	*	15.00	28.57	*	5.00	7.14	*	20	28
All Grades	*	74.67	73.17	*	22.67	23.17	*	2.67	3.66	*	75	82

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	20.83	6.67	*	41.67	46.67	*	37.50	46.67	*	24	15
7	*	6.45	23.08	*	51.61	53.85	*	41.94	23.08	*	31	39
8	*	25.00	21.43	*	35.00	50.00	*	40.00	28.57	*	20	28
All Grades	*	16.00	19.51	*	44.00	51.22	*	40.00	29.27	*	75	82

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
6	*	8.33	13.33	*	91.67	80.00	*	0.00	6.67	*	24	15
7	*	0.00	25.64	*	93.55	74.36	*	6.45	0.00	*	31	39
8	*	0.00	0.00	*	85.00	96.43	*	15.00	3.57	*	20	28
All Grades	*	2.67	14.63	*	90.67	82.93	*	6.67	2.44	*	75	82

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The highest percentage of students tested fall in the level 3 range.
2. There was a decrease in the amount of students falling in the level 1 range.
3. Reading is the area needing the most support.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
463	**67.8**	**19.9**	**0.2**
Total Number of Students enrolled in Imperial Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	92	19.9
Foster Youth	1	0.2
Homeless	6	1.3
Socioeconomically Disadvantaged	314	67.8
Students with Disabilities	78	16.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.5
American Indian		
Asian	10	2.2
Filipino	8	1.7
Hispanic	404	87.3
Two or More Races	6	1.3
Pacific Islander		
White	27	5.8

Conclusions based on this data:

1. During the 19-20 school year, 79.2% of our students were Socioeconomically disadvantaged, 18.4% of our students were English Learners, 85.1% of our students are Hispanic.
2. There is no additional data to compare because the 2020-21 school year was a partial school year due to the COVID19 pandemic and students going to virtual and hybrid learning.

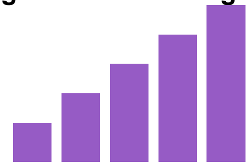
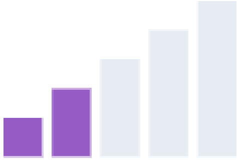
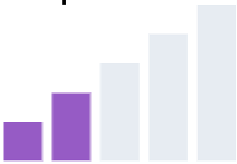
School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Learner Progress	**Chronic Absenteeism**	**Suspension Rate**
		
Very High	High	High

Conclusions based on this data:

1. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 or 20-21 school year. Therefore, we do not have data to analyze and compare. During the 18 -19 school year the overall performance by all students for Math went up one performance level to yellow increasing significantly by 28 points. ELA remained at the same performance level of yellow but also increased significantly by 26.6 points during the 18-19 school year.
2. During the 18 -19 school year suspension data improved one performance level to yellow.
3. During the 18 -19 school year chronic absenteeism improved two performance levels to green.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 or 20-21 school year. Therefore, we do not have data to analyze and compare. During the 18 -19 school year all students increased significantly with an increase of 26.6 points to remain in the yellow performance level.
2. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 or 20-21 school year. Therefore, we do not have data to analyze and compare. During the 18 -19 school year English Learners, socioeconomically

disadvantaged, students with disabilities, and Hispanic students increased significantly and are in the yellow performance levels.

3. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 or 20-21 school year. Therefore, we do not have data to analyze and compare. During the 18 -19 school year white students increased significantly with an increase of 21.3 points to move into the blue performance level.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 or 20-21 school year. Therefore, we do not have data to analyze and compare. During the 18 - 19 school year all students increased significantly with an increase of 28 points rising one performance level to yellow.
2. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 or 20-21 school year. Therefore, we do not have data to analyze and compare. During the 18 - 19 school year, students with disabilities showed the greatest growth (+69.6 points) increasing from the red performance level to the orange performance level.

3. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 or 20-21 school year. Therefore, we do not have data to analyze and compare. During the 18 -19 school year English Learners, socioeconomically disadvantaged, Hispanic, and white students increased significantly and moved into the yellow performance level.

School and Student Performance Data

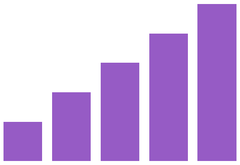
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Very High

70.1 making progress towards English language proficiency

Number of EL Students: 77 Students

Performance Level: Very High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	18	6	48

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

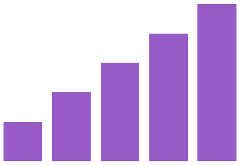
1.

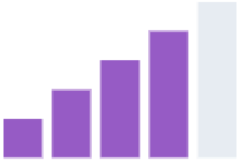
School and Student Performance Data

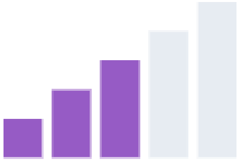
Academic Engagement
Chronic Absenteeism

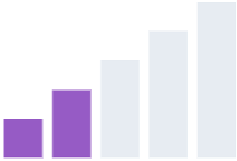
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

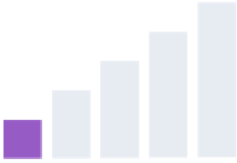
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).


Very High
Lowest Performance


High


Medium


Low


Very Low
Highest Performance

This section provides number of student groups in each level.

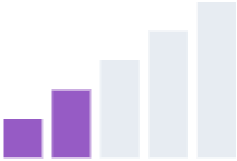
2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
0	4	0	0	0

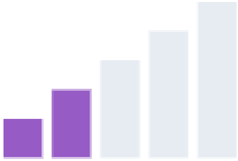
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

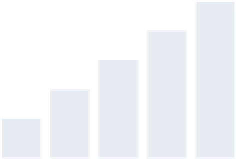
All Students


High
0% Chronically Absent
472 Students

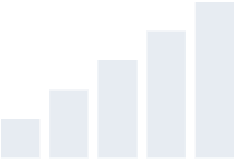
English Learners


High
0% Chronically Absent
95 Students

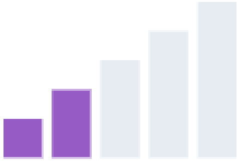
Foster Youth


No Performance Level
Less than 11 Student
2 Students

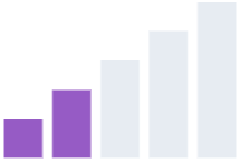
Homeless


No Performance Level
Less than 11 Student
7 Students

Socioeconomically Disadvantaged

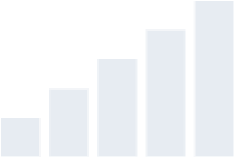

High
0% Chronically Absent
393 Students

Students with Disabilities


High
0% Chronically Absent
82 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American



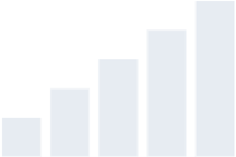
No Performance Level

Less than 11 Student

7 Students

American Indian

Asian

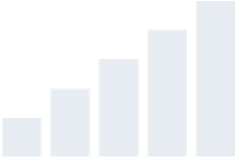


No Performance Level

Less than 11 Student

10 Students

Filipino

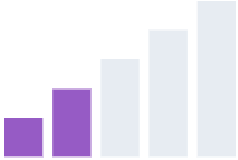


No Performance Level

Less than 11 Student

8 Students

Hispanic

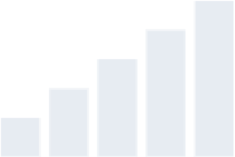


High

0% Chronically Absent

412 Students

Two or More Races



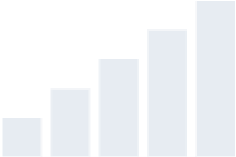
No Performance Level

Less than 11 Student

8 Students

Pacific Islander

White



No Performance Level

0% Chronically Absent

27 Students

Conclusions based on this data:

1. Chronic Absenteeism Data for the 2020-2021 school year is not available due to the COVID-19 school closures. The most recent data is from the 2018 -19 school year which showed chronic absenteeism for all students declined by 1.9% to 5.5%.
This decline moved us up two performance levels into the green performance level.
2. Based on data from the 2018 -19 school year chronic absenteeism for English Learners, socioeconomically disadvantaged students, Hispanic, and white students all declined and moved up into the green performance level. Due to the COVID 19 pandemic, no current data for English Learners.
3. Based on data from the 2018 -19 school year chronic absenteeism for students with disabilities increased by 0.7% to 18%, which kept us in the orange performance level. Due to the COVID 19 pandemic, no current data for students with disabilities.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

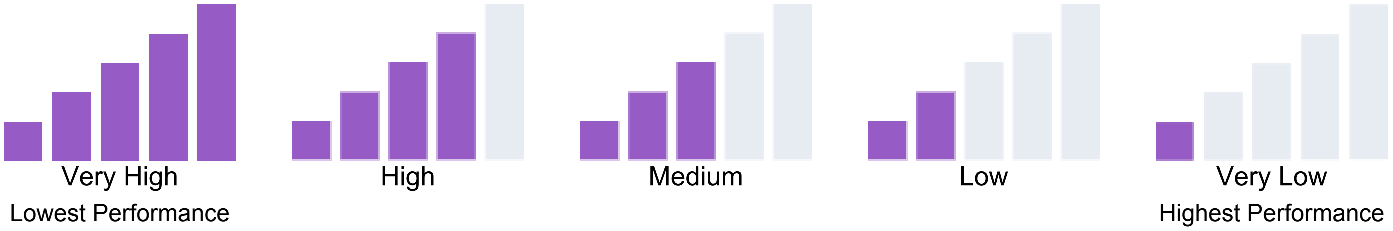
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

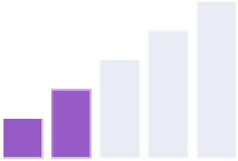
2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
1	3	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

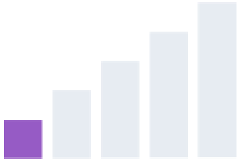


High

9% suspended at least one day

480 Students

English Learners

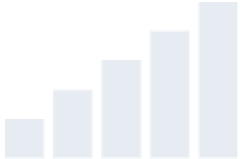


Very High

12.2% suspended at least one day

98 Students

Foster Youth

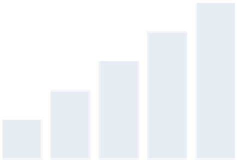


No Performance Level

Less than 11 Student

2 Students

Homeless

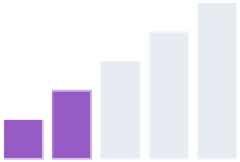


No Performance Level

Less than 11 Student

7 Students

Socioeconomically Disadvantaged

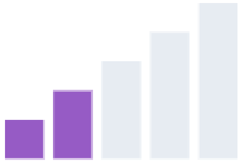


High

10.1% suspended at least one day

397 Students

Students with Disabilities



High

8.5% suspended at least one day

82 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level Less than 11 Student 7 Students		No Performance Level Less than 11 Student 10 Students	No Performance Level Less than 11 Student 8 Students

Hispanic	Two or More Races	Pacific Islander	White
High 9.8% suspended at least one day 419 Students	No Performance Level Less than 11 Student 8 Students		No Performance Level 3.6% suspended at least one day 28 Students

Conclusions based on this data:

1. There is no additional data to compare because the 2019-2020 and 20-21 school year was a partial school year due to the COVID19 pandemic and students going to virtual an hybrid learning. During the 18 -19 school year our suspension rate for all students decreased from 0.2% to 2.6%, which moved us up into the yellow performance level.
2. There is no additional data to compare because the 2019-2020 and 20-21 school year was a partial school year due to the COVID19 pandemic and students going to virtual learning. During the 18 -19 school year our suspension rate for English Learners and white students moved us down into the orange performance level for each subgroup.
3. There is no additional data to compare because the 2019-2020 and 20-21 school year was a partial school year due to the COVID19 pandemic and students going to virtual learning. During the 18 -19 school year our suspension rate for socioeconomically disadvantaged students and our Hispanic population decreased which moved us up into yellow performance level in both categories.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal #1 :
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 1

All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

Identified Need

Improving the reading levels and ability to write to complex level texts for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	45.7% Met or Exceeded ELA Standards	53% will Meet or Exceed ELA Standards

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Tier I
Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted core reading curriculum (Amplify) on a daily basis. Teachers will collaborate around learning goals or objectives for learning, analysis of student data, looking at student work, standards-based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis. iReady and ELLevation will be used to help with assessment data.

- Continue to refine the best practices of close reading, text-dependent questions, and constructed response with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will hold students to answering in complete sentences. All teachers will incorporate comprehensive Guided Language Acquisition Design (GLAD) strategies when appropriate. Depth of Knowledge (DOK) levels of questioning, Thinking Maps, and IB strategies will be used to increase rigor and promote higher level thinking and reasoning.
- Ask students a variety of questions focusing on higher level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking. Written and oral language frames will be used to support and promote academic language.
- Use differentiated instructional strategies such as respectful tasks, guided reading and student choice.
- Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies. Information Services Tech (IST) IB Coordinator, and TOSA will organize texts for student check out. Annotation symbols will be consistent schoolwide.
- Utilize release time to create IB units and project based learning.
- Implement interdisciplinary units between content areas.
- Use art as a tool for teaching curriculum and engaging students (including field trips aligned to curriculum).
- Schedule PLC meetings and release time for peer observations, analyze student work, and plan and share best practices related to standards-based instruction.
- Purchase supplemental materials and supplies such as Scope & Action Magazines, books, web-based teacher resources, etc.
- Provide technology that will be used to enhance learning experience such as: blogs, websites, virtual field trips, etc.
- Participate in cycles of inquiry with the support of Collaborative EDU . The SLT will analyze data and create an instructional focus of research-based strategies that are aligned to the CCSS.
- Collaborate with our TOSA to support instruction and cycles of inquiry.
- Provide professional development opportunities/conferences for staff throughout the year such as GLAD training, Computer Using Educators (CUE) conference, curriculum development, AVID strategies, IB philosophy, strategies, and curriculum development.
- Provide release time/extra hours for IB Committee to plan and evaluate progress as an IB School.
- Purchase IB material to support the implementation of IB Units.
- Provide after-school support through Academic Achievement Club, sports, and other clubs to build a positive school relationship/culture.
- Provide release time for TOSA support, curriculum development, and collaboration of best practices.
- After school hours (paid) will be provided for IB related needs.
- Utilize AVID strategies to support academic success.
- Schedule the Site Leadership Team meetings a minimum of 6 times a year to learn current instructional strategies on focus area and collaborate on student learning
- Embed 21st Century Learning Skills (Collaboration, Critical Thinking, Communication, and Creativity) into the curriculum.

- Implement 21st Century Learning Communities to provide additional support for students to gain the skills necessary to learn 21st century skills and achieve academic success through homeroom classes.
- Purchase supplies to infuse the arts into all content curriculum as a teaching tool.
- Utilize library software to support self-checkout of library books and inventory of library books.
- Purchase agendas to support academic planning and organization.
- Purchase and implement technology to enhance the learning and engagement of all students and teachers.
- Purchase instructional software/applications.
- Utilize iPads to have access to library books on-line and through a digital library.
- Purchase technology supplies (i.e. printers, ink, paper) to support implementation of technology to support instruction.
- Purchase color printer and ink to provide for supplemental instructional materials.
- Provide Parent Portal for parents to partner with staff in supporting student growth.
- Utilize a technology tech to support the use of technology as an instructional strategy.
- Utilize a library tech to support all ELA classes.
- Provide a Teacher on Special Assignment (TOSA) to support instruction and classroom management.
- Provide an International Baccalaureate Coordinator
- Train student tutors to support peers.
- Provide access to copy machines - including lease agreements and necessary supplies.
- Provide students with options to read in other languages.
- Provide students with opportunities for self-assessment and reflections.
- Extend learning opportunities through the after school program, summer school program, and/or Saturdays

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)
10000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Release Time/Subs
14000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Extra Assignment/Hours
4306	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Benefits on object 1000
15000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies materials and supplies
1000	LCFF - Supplemental and Concentration

	4000-4999: Books And Supplies materials and supplies - technology
14000	Title I 1000-1999: Certificated Personnel Salaries Extra pay
25000	Title I 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

These strategies are available to all students in need of them.

Strategy/Activity

Tier II
Small Group Intervention

Staff will:

- Provide differentiated instruction in small group settings for those students who are not meeting proficiency. Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. The use of leveled reading materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language usage aligned to skills. Teachers will use differentiated instruction (within small groups) to provide additional scaffolded instruction to students. Respectful tasks will be used at all times. Instructional aides will be used to support small group instruction.
- Use supplementary materials, such as Action Magazine, to provide identified students with appropriate leveled curriculum.
- Provide targeted intervention strategies for identified students. Students are identified through our Multi-Tiered System of Support(MTSS) process then referred for further support and interventions with the site team. Personnel will be available for parents that need translation.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Collaborate during PLC and/or release time to meet the needs of at-risk students based on data.
- Identify students at-risk of not meeting grade level standards using data. These students will be placed into the Read 180 class or System 44 class.
- Ensure Read 180 is taught by one general education teacher and supported by special education teacher and/or educational assistants. Students will be given targeted instruction using small groups as well as one-to-one instruction.
- Provide support staff/instructional assistants to conduct small group instruction.
- Provide support to students identified through the MTSS process.
- Purchase supplemental materials to be used throughout the day and/or for after school alternative supports.

- Purchase supplemental technology and/or licenses to be used throughout the day and/or for after school alternative supports.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Materials and supplies
1000	Title I 4000-4999: Books And Supplies Materials and supplies - technology

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

These strategies are available to all students in need of them.

Strategy/Activity

Tier III
Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide one-on-one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Provide small group instruction/intervention.
- Monitor student progress through the MTSS process

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)
1000	Title I 4000-4999: Books And Supplies materials and supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the 21-22 school year Imperial Middle School continued to support students in it's tiered response to intervention and support students with learning loss.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Intervention supports restarted after the pandemic shutdown but not at full implementation as planned.

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.

Our goals have changed to ensure full implementation of intervention supports before, during and after school to support student learning loss after the pandemic.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

Goal 1:
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

Identified Need

Developing conceptual understanding to solve complex problems and to be able to communicate mathematical reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP	25.5% Met or Exceeded Math Standards	31% Met or Exceeded Math Standards

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Tier I
Core Instructional Program
Staff will:

- Provide access to the CCSS through the district adopted core math curriculum (Math Links) on a daily basis. Teachers will collaborate with student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS and administered on a regular basis. iReady and ELLevation will be used to help with assessment data.

- Provide students with activities that support the conceptual development, procedural, and problem solving skills necessary to become successful in math. Grade level collaboration will ensure that all are addressing grade level standards and best practices for instruction through the use of district pacing guides and units of study. Grade level collaboration will address content and language objectives, analyze student data, look at student work, and design standards-based instructional lesson plans. Both formative and summative math benchmarks will be assessed and discussed to determine the targeted next steps toward mastery of the standards.
- Provide content objectives that will promote rigorous standards. Students will be expected to share their thinking and understanding of the problems given to them using our best practices of think-pair-share, heads together, language frames and other strategies to facilitate academic discourse.
- Provide objectives that will be emphasized and used as a learning tool for teachers to assist students in understanding the purpose of the learning and how they will demonstrate learning through language experiences. Language frames and accountable talk will be targeted as a means to support English learners in having various language opportunities in math content areas.
- Use research-based teaching strategies such as GLAD, thinking maps, Cornell notes, and differentiated instruction. Throughout each lesson, teachers will monitor student achievement using various checking for understanding techniques.
- Utilize IB unit plans and project-based learning.
- Work with IB Coordinator, who will facilitate and support the implementation of IB philosophy.
- Use technology within the classroom to support instruction at each grade level and purchase needed software and supplies to support.
- Analyze data throughout the year in order to create class and/or individual goals related to math instruction.
- Provide release time for TOSA support, curriculum development, and collaboration of best practices.
- Purchase supplemental materials and supplies as needed.
- Use Illuminate to support data analysis of assessments.
- Provide after-school support through Academic Achievement Club, sports, and other clubs to build a positive school relationship/culture.
- Provide opportunities for attendance at conferences to support student learning.
- Purchase technology supplies to support instruction.
- Provide release time/extra hours for IB curriculum development.
- Extend learning opportunities through the after school program and/or Saturdays.
- Implement the ALEKS math software program.

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)
3000	LCFF - Supplemental and Concentration

	1000-1999: Certificated Personnel Salaries Release Time/Subs
7000	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Conferences
11000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Extra hours
877	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Benefits on object 1000
503	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Memberships
8000	Title I 4000-4999: Books And Supplies Materials and supplies
7661	Title I 1000-1999: Certificated Personnel Salaries Extra hours
2028	Title I 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

These strategies are available to all students in need of them.

Strategy/Activity

Tier II
Small Group Intervention

Staff will:

- Provide small group instruction as needed based on formative assessments.
- Identify students requiring more intense support and provide a push-in and/or a pull-out model of support for math skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.

- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.
- Extend learning opportunities through the after school program and/or Saturdays.
- Students will be trained as tutors for additional 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)
1500	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials/Supplies
1500	Title I 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

These strategies are available to all students in need of them.

Strategy/Activity

Tier III
Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide one-on-one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.
- Provide small group and/or individual instruction/intervention through piloting intervention program

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)
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Material/Supplies - technology

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the 21-22 school year Imperial Middle School continued to support students in it's tiered response to intervention and support students with learning loss.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Intervention supports restarted after the pandemic shutdown but not at full implementation as planned.

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.

Our goals have changed to ensure full implementation of intervention supports before, during and after school to support student learning loss after the pandemic.

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 Development

LEA/LCAP Goal

Goal #1:
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.
Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

Identified Need

Improving the English Language Development for all English learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level 1 Level 2 Level 3 Level 4	All students in levels 1-3 will make one level of growth. Students in Level 4 will maintain or reclassify.

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 English Learners

Strategy/Activity

Tier I
Core Instructional Program
Staff will:

- Use ELPAC and iReady data to place students in appropriate level of ELD and ELA instruction.

- Use instructional aides to support teaching and learning.
- Identify the EL level for each student and know appropriate level of instruction and questioning to support the student.
- Use Achieve 3000 curriculum to support instruction.
- Use Teacher on Special Assignment (TOSA) to support instruction and provide teachers with necessary support as needed.
- Use research-based teaching strategies such as GLAD (CCD, input charts,10:2), Thinking Maps, Cornell notes, SDAIE strategies, IB, and differentiated instruction across all content areas.
- Implement a wide range of depth of knowledge questions and activities/tasks to provide rigor.
- Monitor student achievement throughout each lesson using various checking for understanding techniques. Teachers will also use formative and summative assessments to drive their planning and instruction.
- Use written and oral language frames to support student responses.
- Collaborate through PLC's to analyze data, look at student work, and design lessons. Current research and instructional strategies will be available through conferences and professional development.
- Use art as a tool for teaching curriculum and engaging students.
- Embed 21st Century Learning Skills (Collaboration, Critical Thinking, Communication, and Creativity) into the curriculum.
- Implement Amplify ELD as the ELD curriculum.
- Attend conferences to support student achievement.
- Purchase supplies as necessary to support instruction.
- Purchase color printer/ink to provide supplemental instructional material.
- Purchase Scope and Action Magazines to support instruction.
- Purchase supplemental supplies to support curriculum.Teachers will be provided with release time for professional development in areas to increase student achievement.
- Purchase technology to enhance the learning and engagement for all students.
- Purchase software/applications/supplies to support instruction.
- Provide extended learning opportunities through the after school program and/or Saturday school.
- Provide release time/extra hours for curriculum development with differentiation.

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)
27300	Title I 2000-2999: Classified Personnel Salaries Instructional Aides
750	Title I 2000-2999: Classified Personnel Salaries Translating
1500	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies

	Materials/Supplies
10098	Title I 3000-3999: Employee Benefits Benefits
3000	Title I 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

These strategies are available to all English learners in need of them.

Strategy/Activity

Tier II
Small Group Intervention
Staff will:

- Provide small group instruction to support language acquisition for newcomers or long-term English learners.
- Conduct parent meetings with long-term English learners to set goals and understand steps to improve.
- Provide extended learning opportunities such as before/after school intervention groups based on area of greatest need.
- Utilize instructional assistants to provide support to students in small groups for additional practice.
- Purchase additional instructional materials to support 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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

These strategies are available to all English learners in need of them.

Strategy/Activity

Tier III
Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide targeted instruction to meet the needs of individual students in all areas determined by ELPAC scores and interim assessments.

- Support students to independently produce more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting.
- Identify at-risk English learners and set goals for learning.
- Use the MTSS process for identifying and supporting English learners at this tier.

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)
1000	Title I 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

7

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.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the 21-22 school year Imperial Middle School continued to support students in it's tiered response to intervention and support students with learning loss.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Intervention supports restarted after the pandemic shutdown but not at full implementation as planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to focus on the above strategies through deepening and refining our current practices that supported such a large group of English learners to reclassify.

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

Parent Engagement

LEA/LCAP Goal

Goal # 4
Parent/Community Partnerships
District is supported and respected by the community

Goal 4

All families and community members will feel welcome and engaged in the mission and vision of the school.

Identified Need

Increase parent participation

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Administrator calendar	N/A	90%

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

- Homework assignments will be designed to reinforce grade level standards.
- School newsletters/calendars will be sent home via email in English and Spanish on a monthly basis to keep parents informed of important school events, IB, and curriculum related information.
- Aeries communication will be used to keep parents informed of important school events and curriculum related information.
- Parents will be invited to MTSS meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish speaking parents for better understanding and involvement.
- Parents will be invited to attend monthly awards assemblies where students are recognized for outstanding student achievement.

- Parent training evenings offered to keep parents informed and involved in their child's education:
- Parent Portal
- Internet Safety
- Positive Mental Health/Suicide Prevention
- Healthy Cooking
- High School Information Night
- Math/Reading Night
- Science Showcase
- IB Parent Night
- Daycare will be provided as needed.
- Videos of trainings will be posted on the school website when possible.
- Family Nights will be held in both English and Spanish to provide parents with instructional strategies to use with their children to reinforce academic concepts.
- Student-led conferences will take place two times a year. Fall conferences inform parents of progress and allow students to share their portfolios of exemplary work. Winter conferences offer an opportunity for struggling students to develop success plans and strategies with their parents and teachers.
- Teachers will provide information and strategies for parents during conferences on how they can help their children in the areas of English language arts and mathematics at home.
- Parents will be provided with information regarding strategies to increase student achievement during Back to School Night and conferences.
- Translators will be provided for conferences.
- Parents will be invited to all SSC/ELAC meetings to keep them informed about activities/events at school and how they can support their child's achievement.
- Digital signage will be on and current in the office for parents and visitors to be kept up on current events.
- Nutrition classes will be offered to parents.
- Classroom visitations will be scheduled for parents to observe their children in class.
- Additional resources and materials may be purchased as needed.
- Parent involvement activities and events to include: Orientation, Back to School Night, Coffee with Administrators, Open House, Shadow a Student Day, PTA, ELAC, School Site Council, Fall Festival, showcases, and monthly awards assemblies.
- Parents will be informed of school activities through monthly postcards sent home via mail, Aeries Communications, school website, and the school marquee.
- Parents will be informed of student behavior expectations (Code of Conduct) through the student agenda given to all students at the beginning of the school year. These agendas will also serve as an on-going communication tool between parents and teachers throughout the year.
- Materials will be translated into Spanish as needed.
- Community liaison will work with students and families to promote success of all students on campus and to engage parents and community members with our campus. The community liaison will also provide parent education during school, after-school, evening, and Saturday activities as well as during conferences.
- Release time will be provided for professional development for teachers, school counselor and Community Liaison.
- Materials and supplies will be purchased for counselor to actively engage students and parents.
- Substitutes will be provided for office clerk and school secretary.
- Extra hours will be available for the office staff, including community liaison and counselor.

- Partnerships will be formed with local community members to promote positive relations as well as community involvement (i.e. singing at convalescent hospitals, tutoring younger students, working with local universities and The Boys and Girls Club).
- Training/meetings will be held virtually if necessary.

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)
1000	Title I 1000-1999: Certificated Personnel Salaries Extra hours
2764	Title I 4000-4999: Books And Supplies Materials and supplies - parent education
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies materials and supplies
1558	Title I 4000-4999: Books And Supplies Supplies and materials for student and parent education and participation
1090	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies materials and supplies - technology

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategies listed above were implemented throughout the year. Parent communication using Aeries communication system, school agendas, monthly calendar, and our Community Liaison were effective ways to communicate parent engagement opportunities. Parents who attended meetings/trainings provided positive feedback. The number of parents participating in virtual events were higher than on campus events in the past.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to on going virtual learning for parents, we did not purchase as much parent materials and/or supplies as intended.

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.

Meetings will be held in person as well as virtual when necessary to encourage parent participation.

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

School Climate

LEA/LCAP Goal

Goal # 3
School Safety and Student Wellness
Schools are safe, healthy, and secure places for student learning

Goal 5

By June 2023, we will increase the number of families who indicate on the parent/family survey that they "agree/ strongly agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment instructional settings.

Identified Need

Creating a positive environment that promotes positive choices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Parent Survey	91%	98%

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

- Assemblies/celebrations will be provided throughout the year to explicitly teach and reinforce school wide rules, behavior expectations, and emergency procedures.
- Monthly school wide celebrations will be held to promote a positive school climate.
- Celebrations will occur for exemplary academics, behavior, attendance, and/or citizenship.
- Rewards, incentives, and other materials will be purchased to promote a positive school climate.
- PBIS training will be provided to support teachers and instructional assistants.
- Each classroom teacher will reinforce the school wide expectations through additional reinforcements/consequences and supports.

- MTSS process will be used to identify and support students that are in need of additional strategies to ensure school safety, student wellness, and academic/character achievement for all.
- Release time and paid after school hours will be provided for MTSS Team to support identification and implementation of interventions and analyze student data.
- Students will be encouraged to participate in promoting a positive school culture.
- Various opportunities for student social engagement as well as promoting positive school culture will be provided through lunch and after-school clubs.
- Close monitoring will be done by staff for those students experiencing severe attendance and academic issues. Supports, home visits, small group counseling, and contracts will be put into place as needed.
- Monthly emergency drills will be conducted in order to prepare all staff and students for various emergencies.
- PBIS team will analyze student discipline trends utilizing SWIS and Aeries for running analytics reports.
- Release time/extra hours will be provided for PBIS team to support implementation of PBIS and analyze data.
- Release time/extra hours will be provided to help teachers meet the social/emotional needs of our students in order to support student learning.
- Assemblies will be held to motivate and promote a positive school culture.
- Guest speakers will be used to promote IB real world experiences.
- PALs will be trained to promote a positive school culture through conflict resolution.
- Extracurricular activities will be offered to support behavior during non-instructional times, such as lunch and after school (i.e theater arts, art, ceramics, clubs, and sports.)
- Aeries communication and digital signage will be used to communicate with parents through phone calls, texts, emails, and marquee.
- Saturday reteaching opportunities will be offered for students struggling with engaging in positive school culture appropriately.
- Twenty First Century Learning Communities (Homerooms) will meet 3 days per week to support the emotional and social needs of our students.
- Transportation will be available for student activities that promote a positive school environment (sports, performing arts, community visits, etc.)
- Student attendance will be monitored through the MTSS process. Positive recognition will be provided through assemblies and rewards.
- Display boards will be purchased to display student work and positive social emotional health.
- Second Step curriculum will be purchased and implemented.
- IB Policies will be implemented in the areas of Assessment, Language Acquisition, Honesty, and Special Education.
- Implementation of mission and vision statements
- Parent, Students, Staff School Compact will be signed describing expectations..

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)

3000	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries Extra hours office staff
1386	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Benefits on object 2000
10000	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Software Supplemental Agreement
4000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries extra hours
1345	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Celebrations/Rewards
2000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies materials and supplies - technology
3000	Title I 4000-4999: Books And Supplies Materials and supplies

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation of the strategies/activities listed were monitored by the PBIS committee, school counselor, and administration. The PBIS committee met monthly to support and provide opportunities for positive choices. Social and emotional learning (SEL) lessons were provided to students through homeroom.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Adjustments were made to PBIS based on student needs following the pandemic.

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.

A digital system for positive reinforcement will be needed to help students and families see the positive choices of students.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$206,166.00

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	$111,659.00

Subtotal of additional federal funds included for this school: $111,659.00

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 ($)
LCFF - Supplemental and Concentration	$94,507.00

Subtotal of state or local funds included for this school: $94,507.00

Total of federal, state, and/or local funds for this school: $206,166.00

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
LCFF - Supplemental and Concentration	94,507.00
Title I	111,659.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	64,661.00
2000-2999: Classified Personnel Salaries	31,050.00
3000-3999: Employee Benefits	18,695.00
4000-4999: Books And Supplies	74,257.00
5000-5999: Services And Other Operating Expenditures	17,503.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	42,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	3,000.00
3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	6,569.00
4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	25,435.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	17,503.00
1000-1999: Certificated Personnel Salaries	Title I	22,661.00

2000-2999: Classified Personnel Salaries	Title I	28,050.00
3000-3999: Employee Benefits	Title I	12,126.00
4000-4999: Books And Supplies	Title I	48,822.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	86,306.00
Goal 2	44,069.00
Goal 3	43,648.00
Goal 4	7,412.00
Goal 5	24,731.00

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
4 Classroom Teachers
1 Other School Staff
3 Parent or Community Members
3 Secondary Students

Name of Members	Role
Erik Bagger	Principal
Sue Gersh	Classroom Teacher
Lauren Myers	Classroom Teacher
Jessica Stout	Classroom Teacher
Rachel Gallo	Classroom Teacher
Jennifer Hurtado	Other School Staff
Erin Sevilla	Parent or Community Member
June Pulido	Parent or Community Member
Arlene Magana	Parent or Community Member
Nathan Sevilla	Secondary Student
Isabella Thomas	Secondary Student
Yusei Kapjos	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 2, 2022.

Attested:

	Principal, Erik Bagger on 11/2/22
	SSC Chairperson, Erik Bagger on 11/2/22

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
        a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
        b. use methods and instructional strategies that:
            i. strengthen the academic program in the school,
            ii. increase the amount and quality of learning time, and
            iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
        c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
            i. strategies to improve students' skills outside the academic subject areas;
            ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
            iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
            iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
            v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Middle School	30665636029037	November 9, 2022	January 12, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the

opportunity 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).
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.

Washington Middle School believes in a child-centered program that recognizes the unique abilities, needs and interests of each student. The educational environment encourages development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, Spanish, sciences and technology.

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).

The following summaries are based upon staff, parent surveys as well as minutes/findings from Leadership Team and PLC meetings.

La Habra City School District provides the support of K12 Insight in order to collect and disaggregate student, staff, and parent survey information data.

Input from Students:

Students completing the Student Engagement Survey agreed that teachers and friends provided support and encouragement for them on our campus. Some highlights include 87% of students feel supported by their teachers, 93% state their teachers encourage them to their best, and 86% enjoy friendship with another peer on our campus.

Input from Staff:

Our Site Leadership Team (SLT) will be focusing this year on cycles of inquiry to continue to develop strong instructional practices that help all students succeed. Professional development will utilize the professional learning community (PLC) process and practices such as student work and assignment analysis.

At the end of the academic year, staff provided input based on campus climate/PBIS. We identified areas of focus to support campus climate and student achievement. We have built into our year PBIS celebrations and positive behavior challenges to promote positive student choice and behavior. During CORE time, staff provides continues SEL instruction to better support our student social/emotional needs as we return to a full day on campus.

Input from Parents:

Parents completing the Title I survey expressed strong overall satisfaction with their experience at Washington Middle School. Some highlights include a welcoming school environment, where over 84% of parents agreed that they are made to feel welcome; student learning environment, where 87% of parents agreed that school staff work with families to ensure the success of all students; parent involvement, where 92% of parents agreed the school promotes positive student choices and behaviors.

The following summaries are based on input from our parent advisory groups including the School Site Council , ELAC, and Advisory and Information parent groups:

- Student Learning: The overall results indicate that Washington Middle School parents agree that the academic and social needs of our students are being acknowledged.
- Home-School Communication: The parents at Washington Middle School agree that we have a strong home/school communication and work hard to involve them in their child's education.

- School Safety: In collaborating on the school's Safe School Plan with School Site Council, parents agreed and approved Washington's plan to promote the safety and well-being of all students.
- Areas Identified for Training: How to Help with My Child 's Homework--How to Improve My Child's Reading, Mathematical, and Writing Skills--The Grading Process/Report Cards--WMS Discipline Plan

Results from the school's annual Title I survey also indicated strong parent satisfaction with the program at Washington.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom Guided Visits:
Throughout the school year, the administration did guided visits, which included observing specific classroom practices and providing feedback to the staff. In addition, best instructional practices were shared and feedback was received on implementation of district and school initiatives. These classroom visits were done in person. The feedback from these visits also helped staff reflect on current practices and improve instruction.

During the school year, Washington teachers also engage in weekly PLC meetings across grade levels and subjects as well as grade level PLC's in order to collaborate and share best practices.

Formal and Informal Observations:
Our administrators our present in every classroom a minimum of one time a week. These informal observations provide the opportunity to offer feedback and support teachers as well as students in developing a strong learning environment. Formal observations are conducted for those teachers who have a formal observation requirement for this school year per district regulations. Teachers being evaluated have a specific instructional focus that is agreed upon by the teacher and administration.

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)

At the beginning of the school year, school site staff analyzed California Assessment of Student Performance and Progress (CAASPP) results. LHCSD also used iReady in ELA and Math as summative measures to assess student performance. Just like the CAASPP results, iReady results are used as a team to create achievement goals per grade level and schoolwide. Team members also utilize ongoing assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Washington Middle School teachers analyze individual student data and formative assessments to guide instruction. Data is utilized to set measurable and attainable goals for individual student improvement and school goals. iReady assessments are then given each semester to assist in the continual monitoring of student goals and achievement. Professional Learning Communities (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Washington Middle School meet the highly qualified requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as PBIS (Positive Behavioral Interventions and Supports, MTSS (Multi-Tiered Systems of Support), and technology.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Washington Middle School staff works with the site MTSS Teacher on Special Assignment (TOSA), in the content areas, standards-based lessons, and data talks to guide instruction. The MTSS TOSA also assists with PLC discussions, and one on one teacher support and mentoring.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate in PLC's every Wednesday afternoon on student early release day. Teachers engage in vertical articulation as well as grade-level articulation in PLC's. Through our collaboration with our Districtwide teams, we also meet and discuss data analysis standards-based instruction and assessment.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

At the start of the school year, teachers were provided staff development led by District leaders. Trainings included professional development on iReady support, data analysis, and standards based instruction. PLC's are instrumental in allowing our teachers to plan, discuss standards based instruction and needed interventions for student achievement.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. Principal also verifies the instructional minutes at the beginning of the start of every school year.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teams of teachers with the guidance of the Principal and TOSA prepare lesson-pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students are provided standards-based materials that are appropriate.

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 teachers use State Board of Education adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Interventions and supports are provided during the instructional day for struggling students inside their classrooms. Various strategies are incorporated to assist with academic challenges. Students also utilize iReady, which assists in identifying their reading and math level, and provides computer-based personalized ELA instruction, while ALEKS provides computer based personalized instruction for math at the student’s level. Teachers then analyze the data for continued refinement of instructional student needs.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, ELD, and technology based programs such as iReady.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

* Before and after school tutoring and programs
* ASES afterschool program
* PBIS
* MTSS, IEP and 504 plans
* ELD program
* MTSS
* Technology supports for academic learning

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)

Parent, community, and school personnel voices are a welcomed part in the planning, implementation, and evaluation of programs. Parents are involved through PTSA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Their voices are used to review our consolidated application programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.

Fiscal support (EPC)

*LCFF
*District funding

School Profile

At Washington Middle School we continually focus on our two primary goals. We seek to develop students who achieve academic success and to foster student character in the areas of personal responsibility and respect for self and others. We endeavor to see our students promote from our school ready for the next level academically and personally.

The WMS Patriot teaching staff is proud to continue our work as a strong Science, Technology, Engineering, Arts, and Mathematics (STEAM) Academy. We continue to offer our illustrious Project Lead the Way (PLTW) program. In order to provide a more rich and diverse experience for all students, we added the A (Arts) by offering Art, Music, and Drama classes through our elective program. We have also grown to include our Dual Immersion strand in Spanish.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council meets regularly throughout the school year to provide input, review and monitor the implementation of the goals. Input is provided by staff, stakeholders, School Site Council, and district office staff in the development of the plan. All stakeholder groups continue to analyze previous data in preparation for this SPSA/Annual Review and Update.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

None to report.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.17%	%	%	1		
African American	0.69%	0.3%	0.16%	4	2	1
Asian	1.37%	0.9%	0.95%	8	6	6
Filipino	1.37%	0.9%	0.16%	8	6	1
Hispanic/Latino	88.34%	90.3%	92.88%	515	576	587
Pacific Islander	0%	%	%	0		
White	7.55%	6.3%	4.43%	44	40	28
Multiple/No Response	0.51%	0.8%	0.79%	3	5	5
			Total Enrollment	583	638	632

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 7	309	331	303
Grade 8	274	307	329
Total Enrollment	583	638	632

Conclusions based on this data:

1. The overall school population has remained relatively consistent due a shift in our feeder school patterns.
2. Our Hispanic/Latino population is dominate, which matches the demographics of our city.
3. Our overall demographics remain consistent for the past three years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	139	133	124	23.8%	20.80%	19.6%
Fluent English Proficient (FEP)	197	231	248	33.8%	36.20%	39.2%
Reclassified Fluent English Proficient (RFEP)	9	19		7.0%	3.00%	

Conclusions based on this data:

1. We recognize the percentage of our EL students has remained consistent.
2. We recognize that the number of FEP students grew last year after a year where that number dipped.
3. We understand the need for training to address new EL content standards and instructional strategies to meet the needs of our EL population.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	284	330	299	280	0	295	279	0	295	98.6	0.0	98.7
Grade 8	305	306	325	301	0	322	301	0	322	98.7	0.0	99.1
All Grades	589	636	624	581	0	617	580	0	617	98.6	0.0	98.9

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

<u>2019-20 Data</u>:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	2538.		2547.	14.34		15.25	36.20		37.63	21.15		21.02	28.32		26.10
Grade 8	2547.		2555.	11.63		13.35	31.23		34.47	30.23		26.40	26.91		25.78
All Grades	N/A	N/A	N/A	12.93		14.26	33.62		35.98	25.86		23.82	27.59		25.93

<u>2019-20 Data</u>:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	18.64		12.54	40.50		67.80	40.86		19.66
Grade 8	17.28		16.15	50.17		56.21	32.56		27.64
All Grades	17.93		14.42	45.52		61.75	36.55		23.82

<u>2019-20 Data</u>:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	31.65		26.78	47.48		51.19	20.86		22.03
Grade 8	18.94		19.57	53.82		54.66	27.24		25.78
All Grades	25.04		23.01	50.78		53.00	24.18		23.99

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	9.32		9.15	64.16		76.27	26.52		14.58
Grade 8	11.96		13.35	66.45		70.50	21.59		16.15
All Grades	10.69		11.35	65.34		73.26	23.97		15.40

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	27.24		18.64	48.39		65.76	24.37		15.59
Grade 8	22.92		18.63	49.17		65.84	27.91		15.53
All Grades	25.00		18.64	48.79		65.80	26.21		15.56

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In overall achievement for ELA all both grade levels increased the percentages of students who Exceeded or Met the standard.
2. The percent of students who scored Below Standard in research/inquiry dropped in both 7th and 8th grade. However, the percent of students who scored Above Standard in reading dropped as well, resulting in a double digit increase of students who scored At or Near Standard in reading. Teachers in all content areas will continue to develop content relevant lessons to address the research/inquiry needs of all students.
3. Reading will continue to be a focus area this year at Washington. The percent of students who scored Below Standard in reading dropped in both 7th and 8th grade. However, the percent of students who scored Above Standard in reading dropped as well, resulting in an increase of students who scored At or Near Standard in reading.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	284	330	299	280	0	291	280	0	291	98.6	0.0	97.3
Grade 8	304	306	325	300	0	321	299	0	321	98.7	0.0	98.8
All Grades	588	636	624	580	0	612	579	0	612	98.6	0.0	98.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	2487.		2486.	10.00		10.65	15.00		14.78	29.29		24.74	45.71		49.83
Grade 8	2492.		2490.	8.03		8.72	13.04		11.84	25.75		23.68	53.18		55.76
All Grades	N/A	N/A	N/A	8.98		9.64	13.99		13.24	27.46		24.18	49.57		52.94

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	13.93		9.62	31.43		43.30	54.64		47.08
Grade 8	9.70		6.60	26.76		46.23	63.55		47.17
All Grades	11.74		8.05	29.02		44.83	59.24		47.13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	11.79		8.59	38.57		52.58	49.64		38.83
Grade 8	13.04		10.00	36.12		52.50	50.84		37.50
All Grades	12.44		9.33	37.31		52.54	50.26		38.13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	8.57		8.25	51.07		65.98	40.36		25.77
Grade 8	9.03		5.30	48.16		63.86	42.81		30.84
All Grades	8.81		6.70	49.57		64.87	41.62		28.43

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 54.29% of 7th grade students Exceeded, Met, or Nearly Met the standard in mathematics overall in 2018-2019, while 50.17% of 7th grade students Exceeded, Met, or Nearly Met the standard in mathematics overall in 2021-2022, showing a decrease of 4.12% in performance. 46.82% of 8th grade students Exceeded, Met, or Nearly Met the standard in mathematics overall in 2018-2019, while 44.24% of 8th grade students Exceeded, Met, or Nearly Met the standard in mathematics overall in 2021-2022, showing a decrease of 2.58% in performance.
2. Communicating reasoning continues to be an area of growth on the CAASPP for Washington students. In the previous year tested, in Communicating reasoning, 59.64% of 7th grade students performed Above, At, or Near Standard in Mathematics , while 74.23% performed at this level in 2021-2022. In the previous year tested, in Communicating reasoning, 57.19% of 8th grade students performed Above, At, or Near Standard in Mathematics , while 69.16% performed at this level in 2021-2022.
3. Problem solving & modeling/data analysis continues to be an area of growth on the CAASPP for Washington students. In the previous year tested, in this strand, 50.36% of 7th grade students performed Above, At, or Near Standard in Mathematics , while 61.17% performed at this level in 2021-2022. In the previous year tested, in this strand, 49.16% of 8th grade students performed Above, At, or Near Standard in Mathematics , while 62.50% performed at this level in 2021-2022.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	1526.7	1534.4	1555.5	1523.3	1527.4	1559.8	1529.6	1540.9	1550.8	70	60	49
8	1567.1	1555.9	1537.2	1587.5	1571.5	1533.0	1546.0	1539.8	1540.9	43	45	46
All Grades										113	105	95

<u>2019-20 Data</u>:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	11.43	24.14	27.08	48.57	44.83	54.17	31.43	17.24	12.50	8.57	13.79	6.25	70	58	48
8	32.56	34.09	19.57	41.86	36.36	43.48	25.58	11.36	19.57	0.00	18.18	17.39	43	44	46
All Grades	19.47	28.43	23.40	46.02	41.18	48.94	29.20	14.71	15.96	5.31	15.69	11.70	113	102	94

<u>2019-20 Data</u>:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	31.43	31.03	56.25	41.43	44.83	29.17	22.86	12.07	6.25	4.29	12.07	8.33	70	58	48
8	48.84	59.09	32.61	44.19	18.18	43.48	6.98	4.55	6.52	0.00	18.18	17.39	43	44	46
All Grades	38.05	43.14	44.68	42.48	33.33	36.17	16.81	8.82	6.38	2.65	14.71	12.77	113	102	94

<u>2019-20 Data</u>:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	5.71	10.34	12.50	70.00	77.59	70.83	24.29	12.07	16.67	70	58	48
8	34.88	22.73	8.70	53.49	56.82	63.04	11.63	20.45	28.26	43	44	46
All Grades	16.81	15.69	10.64	63.72	68.63	67.02	19.47	15.69	22.34	113	102	94

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	58.57	67.24	79.17	35.71	20.69	12.50	5.71	12.07	8.33	70	58	48
8	60.47	75.00	54.35	39.53	11.36	28.26	0.00	13.64	17.39	43	44	46
All Grades	59.29	70.59	67.02	37.17	16.67	20.21	3.54	12.75	12.77	113	102	94

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	8.57	14.29	10.42	41.43	51.79	58.33	50.00	33.93	31.25	70	56	48
8	13.95	18.18	13.04	44.19	40.91	41.30	41.86	40.91	45.65	43	44	46
All Grades	10.62	16.00	11.70	42.48	47.00	50.00	46.90	37.00	38.30	113	100	94

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
7	4.29	6.90	16.67	85.71	79.31	77.08	10.00	13.79	6.25	70	58	48
8	0.00	2.27	4.35	95.35	81.82	80.43	4.65	15.91	15.22	43	44	46
All Grades	2.65	4.90	10.64	89.38	80.39	78.72	7.96	14.71	10.64	113	102	94

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 72.34% of Washington's EL students performed at Level 3 or 4 on the 2021-2022 ELPAC. The Washington staff is working as PLC committees across content areas to better understand and implement the new EL Standards to move Long Term English Learners closer to RFEP designation.
2. 89.36% of EL students performed at Level 3 or 4 in Written Language on the 2018-2019 ELPAC. The Washington staff continues to focus on specific note-taking and writing strategies to meet the needs of all students.
3. 66.7% of EL students performed at Level 3 or 4 on the Reading Domain on the 2018-2019 ELPAC. The Washington staff continues to receive training and implement research based reading strategies (GLAD, Close Reading) to address the reading performance of all students.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
632	**70.4**	**19.6**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Washington Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	124	19.6
Foster Youth		
Homeless	3	0.5
Socioeconomically Disadvantaged	445	70.4
Students with Disabilities	90	14.2

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	1	0.2
American Indian		
Asian	6	0.9
Filipino	1	0.2
Hispanic	587	92.9
Two or More Races	5	0.8
Pacific Islander		
White	28	4.4

Conclusions based on this data:

1. The majority of our students (90.3%) fall in the Hispanic category.
2. The majority of our students (79%) are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

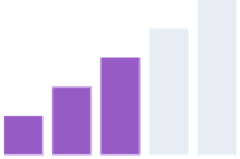
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance

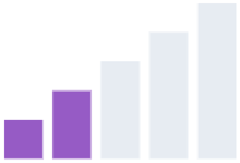
English Learner Progress



Medium

Academic Engagement

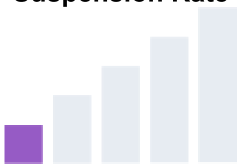
Chronic Absenteeism



High

Conditions & Climate

Suspension Rate



Very High

Conclusions based on this data:

1. We do not have current data reported in this section. However in the previous year tested, our Academic Performance area for ELA was yellow and for Mathematics it was orange. Our goal is to continue to improve in both areas.
2. We do not have current data reported in this section. However, Washington will continue to place an emphasis on student attendance and school climate measures in order to raise our attendance rates and decrease our suspension rates.
3. We do not have current data reported in this section. However, Washington will continue to employ PBIS to improve attendance and continue to create a positive school climate.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. We do not have current data reported in this section. However in the previous year tested, all students fell in the yellow band.
2. We do not have current data reported in this section. However in the previous year tested, all students increased 14.9 points.
3. We do not have current data reported in this section. However in the previous year tested, Reclassified English Learners increased significantly 15 points.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report

Very Low	Low	Medium	High	Very High

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. We do not have current data reported in this section. However in the previous year tested, all students declined in mathematics 3.7 points
2. We do not have current data reported in this section. However in the previous year tested, our Hispanic population declined 1.1 points, while our socioeconomically disadvantaged population went up 1.1 points.
3. We do not have current data reported in this section. However in the previous year tested, our white population declined significantly 30.8 points.

School and Student Performance Data

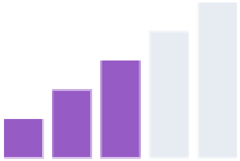
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Medium

50.5 making progress towards English language proficiency

Number of EL Students: 91 Students

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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15	30	2	44

Conclusions based on this data:

1. We do not have current data reported in this section. However in the previous year tested, our English Learner Progress was spread across the levels.
2. We do not have current data reported in this section. However in the previous year tested, Washington improved and increased teacher training, which helped to increase the number of students moving to the next higher level.
3. We do not have current data reported in this section. However in the previous year tested, teacher training opportunities have helped teachers in all departments provide Integrated ELD instruction.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

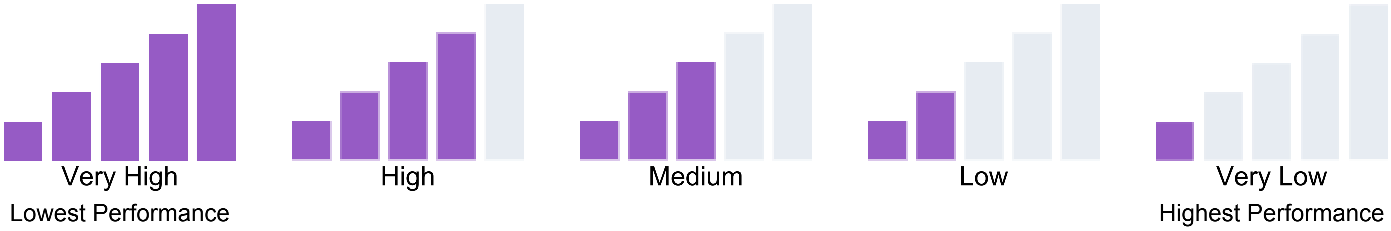
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



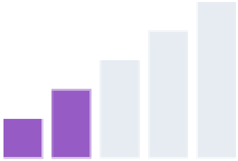
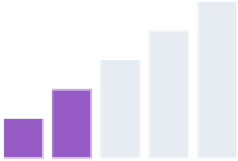
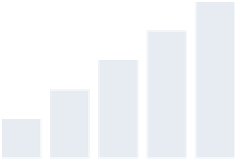
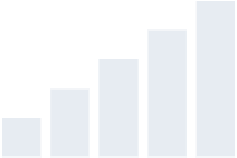
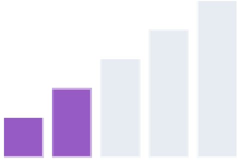
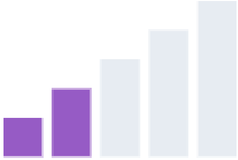
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
0	4	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
		
High	High	No Performance Level
0% Chronically Absent	0% Chronically Absent	Less than 11 Student
644 Students	128 Students	1 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
		
No Performance Level	High	High
Less than 11 Student	0% Chronically Absent	0% Chronically Absent
8 Students	525 Students	96 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Student		Less than 11 Student	Less than 11 Student
1 Students		7 Students	1 Students

Hispanic	Two or More Races	Pacific Islander	White
High	No Performance Level		No Performance Level
0% Chronically Absent	Less than 11 Student		0% Chronically Absent
596 Students	10 Students		29 Students

Conclusions based on this data:

1. We do not have current data reported in this section. However in the previous year tested, our Chronic Absenteeism was at green and still remains an area of focus.
2. We do not have current data reported in this section. However, we continue to work to improve school to home communication in order to improve school attendance.
3. We do not have current data reported in this section. However, we have increased communication and counseling services across campus, in addition to incentives that have been implemented to improve student attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

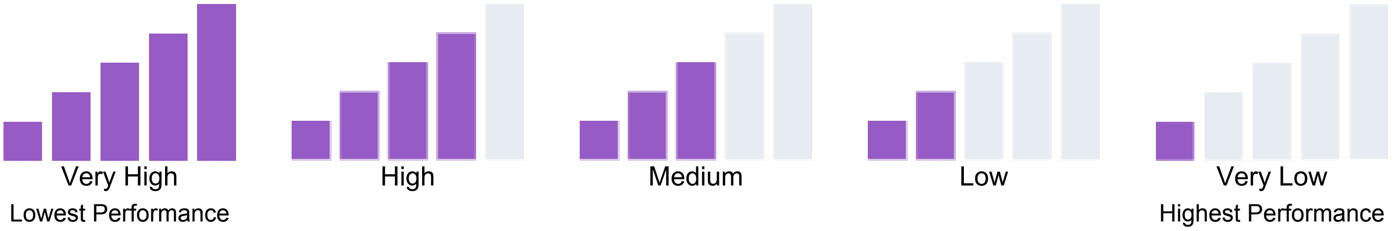
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

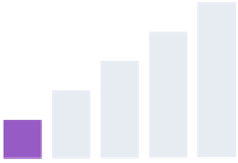
2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
4	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

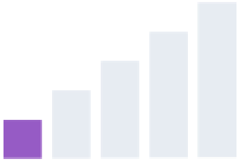


Very High

12.1% suspended at least one day

646 Students

English Learners

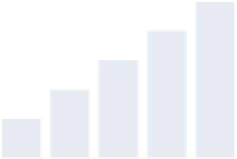


Very High

18.6% suspended at least one day

129 Students

Foster Youth

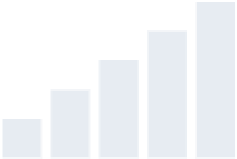


No Performance Level

Less than 11 Student

2 Students

Homeless

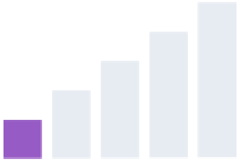


No Performance Level

Less than 11 Student

8 Students

Socioeconomically Disadvantaged

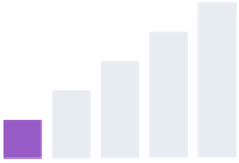


Very High

12.9% suspended at least one day

527 Students

Students with Disabilities



Very High

18.8% suspended at least one day

96 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level Less than 11 Student 1 Students		No Performance Level Less than 11 Student 7 Students	No Performance Level Less than 11 Student 1 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High 12.2% suspended at least one day 598 Students	No Performance Level Less than 11 Student 10 Students		No Performance Level 10.3% suspended at least one day 29 Students

Conclusions based on this data:

1. We do not have current data reported in this section. However, suspension rate is also an area of continued focus.
2. We do not have current data reported in this section. However, staff development on Social Emotional Learning strategies have been implemented to improve campus climate.
3. We do not have current data reported in this section. However, continued implementation of PBIS and necessary staff development have been implemented to reduce student behavior issue leading to suspension.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal #1 :
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 1

All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

Identified Need

Improving the reading levels and ability to write to complex level texts for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	50.24% of all student Met or Exceeded Standard	55% of students will Meet or Exceed 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

Washington supports all students through a Multi-Tiered System of Supports. We utilize a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of our school community in order to support our students in achieving our school goals.

Tier I
Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted core reading curriculum (Amplify) on a daily basis. Teachers will collaborate around learning goals or objectives for learning, analysis of student data, looking at student work, standards-based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis. iReady will be used to help with assessment data.
- Continue to refine the best practices of close reading, text-dependent questions, and constructed response with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will hold students to answering in complete sentences. All teachers will incorporate comprehensive Guided Language Acquisition Design (GLAD) strategies when appropriate. Depth of Knowledge (DOK) levels of questioning, and thinking maps will be used to increase rigor and promote higher level thinking and reasoning.
- Ask students a variety of questions focusing on higher level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking. Written and oral language frames will be used to support and promote academic language.
- Use differentiated instructional strategies such as respectful tasks, guided reading and student choice.
- Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies. Information Services Tech (IST) and TOSA will support students. Annotation symbols will be consistent schoolwide.
- Provide curriculum and supplies for our Dual Language Immersion Program, including all resources from our ELA program that are available in Spanish, to support our DLI students with language acquisition and development in both languages.
- Implement interdisciplinary units between content areas.
- Use field trips for teaching curriculum and engaging students.
- Schedule PLC meetings and release time for peer observations, analyze student work, and plan and share best practices related to standards-based instruction.
- Purchase supplemental materials and supplies such as Scope Magazine, books, web-based teacher resources, etc.
- Provide technology that will be used to enhance learning experience such as: blogs, websites, virtual field trips, etc.
- Participate in cycles of inquiry. The SLT will analyze data and create an instructional focus of research-based strategies that are aligned to the CCSS.
- Collaborate with our TOSA to support instruction and cycles of inquiry.
- Provide professional development opportunities/conferences for staff throughout the year such as GLAD training, Computer Using Educators (CUE) conference, curriculum development, AVID strategies and curriculum development.
- Provide after-school support through Academic Achievement Club, sports, and other clubs to build a positive school relationship/culture.
- Provide release time for TOSA support, curriculum development, and collaboration of best practices.
- Utilize AVID strategies to support academic success.
- Schedule the Site Leadership Team meetings during the year to learn current instructional strategies on focus area and collaborate on student learning
- Embed 21st Century Learning Skills (Collaboration, Critical Thinking, Communication, and Creativity) into the curriculum homeroom classes.

- Utilize library software to support self-checkout of library books and inventory of library books.
- Purchase library equipment and furniture to support student access and work areas.
- Purchase agendas to support academic planning and organization.
- Purchase and implement technology to enhance the learning and engagement of all students and teachers.
- Purchase instructional software/applications.
- Purchase materials and supplies.
- Provide resources for VAPA and AVID programs to support language development within these programs.
- Utilize iPads to have access to library books on-line and through a digital library.
- Purchase technology supplies (i.e. printers, ink, paper) to support implementation of technology to support instruction.
- Purchase color printer and ink to provide for supplemental instructional materials.
- Provide Parent Portal for parents to partner with staff in supporting student growth.
- Utilize a technology tech to support the use of technology as an instructional strategy.
- Utilize a library tech to support all ELA classes.
- Provide a Teacher on Special Assignment (TOSA) to support instruction and classroom management.
- Train student tutors to support peers.
- Provide access to copy machines - including lease agreements and necessary supplies.
- Provide students with options to read in other languages.
- Provide students with opportunities for self-assessment and reflections.
- Extend learning opportunities through the after school program, summer school program, and/or Saturdays (in person and virtually).
- Develop curriculum and practices, along with providing training, for our Dual Immersion program.
- Provide supplies, software, programs, staffing support for yearbook and visual communication classes to support language development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Release time/substitutes
1500	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Extra hours
1200	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Benefits on object 1000
10000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies

6500	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies/technology
1046	Title I 3000-3999: Employee Benefits Benefits on object 2000
7000	Title I 1000-1999: Certificated Personnel Salaries Extra pay
1000	Title I 1000-1999: Certificated Personnel Salaries Release time
2000	Title I 3000-3999: Employee Benefits Benefits on object 1000
9000	Title I 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

These strategies are available to all students in need of them.

Strategy/Activity

Tier II
Small Group Intervention

In addition to Tier I support, staff will:

- Provide differentiated instruction in small group settings for those students who are not meeting proficiency. Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. The use of leveled reading materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language usage aligned to skills. Teachers will use differentiated instruction (within small groups) to provide additional scaffolded instruction to students. Respectful tasks will be used at all times. Instructional aides will be used to support small group instruction.
- Use supplementary materials, such as Scope Magazine, to provide identified students with appropriate leveled curriculum.
- Provide targeted intervention strategies for identified students. Students are identified through our Multi-Tiered System of Support(MTSS) process then referred for further supports and intervention with site team. Personnel will be available for parents that need translation.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Collaborate during PLC and/or release time to meet the needs of at-risk students based on data.

- Identify students at-risk of not meeting grade level standards using data. These students will be placed into the Read 180 class or System 44 class.
- Ensure Read 180 is taught by one general education teacher and supported by special education teacher and/or educational assistants. Students will be given targeted instruction using small groups as well as one-to-one instruction.
- Provide support staff/instructional assistants to conduct small group instruction.
- Provide support to students identified through the MTSS process.
- Purchase supplemental materials to be used throughout the day and/or for after school alternative supports.
- Purchase supplemental technology and/or licenses to be used throughout the day and/or for after school alternative supports.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide small group instruction/intervention on campus for students struggling with returning to full day instruction.

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)
4000	Title I 4000-4999: Books And Supplies Materials and supplies
4634	Title I 4000-4999: Books And Supplies Materials and supplies/technology
3000	Title I 5000-5999: Services And Other Operating Expenditures Conferences
6000	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Software

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

These strategies are available to all students in need of them.

Strategy/Activity

Tier III
Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide one-on-one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Provide small group instruction/intervention on campus for students struggling with returning to full day instruction.
- Provide support from retired teachers, college students, and other community members who qualify to support as tutors and mentors.

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)
4000	Title I 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students showed growth with this goal on the CAASPP test in 2022 compared to previous test scores in 2019.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the COVID 19 pandemic restrictions still in place at the start of last year, we spent less in this area than we had planned.

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.

Teachers will continue to work in PLC collaborative teams to review academic data and inform improved instructional practices utilizing the above strategies.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

Goal 1:
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

Identified Need

Developing conceptual understanding in order to solve complex problems and communicate mathematical reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	22.88% of students Met or Exceeded Standard	Minimum of 5% increase

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

Washington supports all students through a Multi-Tiered System of Supports. We utilize a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of our school community in order to support our students in achieving our school goals.

Tier I
Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted core math curriculum (Math Links) on a daily basis. Teachers will collaborate with student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS and administered on a regular basis. iReady will be used to help with assessment data.
- Provide students with activities that support the conceptual development, procedural, and problem solving skills necessary to become successful in math. Grade level collaboration will ensure that all are addressing grade level standards and best practices for instruction through the use of district pacing guide and units of study. Grade level collaboration will address content and language objectives, analyze student data, look at student work, and design standards-based instructional lesson plans. Both formative and summative math benchmarks will be assessed and discussed to determine the targeted next steps toward mastery of the standards.
- Provide content objectives that will promote rigorous standards. Students will be expected to share their thinking and understanding of the problems given to them using our best practices of think-pair-share, heads together, language frames and other strategies to facilitate academic discourse.
- Provide objectives that will be emphasized and used as a learning tool for teachers to assist students in understanding the purpose of the learning and how they will demonstrate learning through language experiences. Language frames and accountable talk will be targeted as a means to support English learners in having various language opportunities in math content areas.
- Use research-based teaching strategies such as GLAD, thinking maps, Cornell notes, and differentiated instruction. Throughout each lesson, teachers will monitor student achievement using various checking for understanding techniques.
- Use technology within the classroom to support instruction at each grade level and purchase needed software and supplies to support.
- Analyze data throughout the year in order to create class and/or individual goals related to math instruction.
- Provide release time for TOSA support, curriculum development, and collaboration of best practices.
- Purchase supplemental materials and supplies as needed.
- Provide after-school support through Academic Achievement Club, sports, and other clubs to build a positive school relationship/culture.
- Receive professional development in research-based programs and practices.
- Provide opportunities for attendance at conferences to support student learning.
- Provide resources for VAPA, AVID, and Science & Tech (i.e. PLTW) programs to support mathematical skill development within these programs.
- Provide parent classes to help parents develop necessary skills to support students at home.
- Purchase technology supplies as well as licensing and apps to support instruction.
- Provide release time/extra hours for curriculum development.
- Extend learning opportunities through the after school program and/or Saturdays.

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)
3000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Release time/substitutes
3000	Title I 5000-5999: Services And Other Operating Expenditures Conferences
1000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Extra hours
1983	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Benefits on object 1000
7000	Title I 1000-1999: Certificated Personnel Salaries Extra pay
12081	Title I 4000-4999: Books And Supplies Materials and supplies
6500	Title I 4000-4999: Books And Supplies Materials and supplies/technology

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

These strategies are available to all students in need of them.

Strategy/Activity

Tier II
Small Group Intervention

In addition to Tier I support, staff will:

- Provide small group instruction as needed based on formative assessments.
- Identify students requiring more intense support and provide a push-in and/or a pull-out model of support for math skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.

- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.
- Extend learning opportunities through the after school program and/or Saturdays.
- Students will be trained as tutors for additional support.
- Provide small group instruction/intervention on campus for students struggling with returning to full day instruction.
- Purchase supplemental technology and/or licenses to be used throughout the day and/or for after school alternative supports.

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)
14894	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies
3000	Title I 1000-1999: Certificated Personnel Salaries Release Time
5000	Title I 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

These strategies are available to all students in need of them.

Strategy/Activity

Tier III
Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide one-on-one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.
- Provide small group instruction/intervention on campus for students struggling with returning to full day instruction.
- Provide support from retired teachers, college students, and other community members who qualify to support as tutors and mentors.

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)
8000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies/technology
4000	Title I 4000-4999: Books And Supplies Material and supplies

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The data from the 2021-2022 school year shows that we need to continue helping students build foundational math skills in order to meet our articulated math goal for this year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the COVID 19 pandemic restrictions still in place at the start of last year, we spent less in this area than we had planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will focus on the above strategies to support students in achieving this goal. We will continue to work in PLC collaborative teams to review academic data and improve instructional practices.

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 Development

LEA/LCAP Goal

Goal #1:
Academic Excellence
All Schools will meet or exceed the accountability requirements for students' academic proficiency.
Goal # 5
Human Resources Development
Provide continual professional development to all District Staff

Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

Identified Need

Improving the academic English language proficiency of all English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	72.34% of students earned Level 3 or 4 Overall performance on ELPAC Assessment.	Increase to 77% earn Level 3 or 4 Overall performance on ELPAC Assessment.

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)

These strategies are available to all students in need of them.

Strategy/Activity

Washington supports all students through a Multi-Tiered System of Supports. We utilize a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of our school community in order to support our students in achieving our school goals.

Tier I
Core Instructional Program

Staff will:

- Use ELPAC and iReady data to place students in appropriate level of ELD and ELA instruction.
- Use instructional aides to support teaching and learning.
- Identify the EL level for each student and know appropriate level of instruction and questioning to support the student.
- Use Achieve 3000 and Imagine Learning app to support instruction.
- Use Teacher on Special Assignment (TOSA) to support instruction and provide teachers with necessary support as needed.
- Use research-based teaching strategies such as GLAD (CCD, input charts,10:2), Thinking Maps, Cornell notes, SDAIE strategies, and differentiated instruction across all content areas.
- Receive professional development on research-based programs and practices that promote achievement for English Learners.
- Implement a wide range of depth of knowledge questions and activities/tasks to provide rigor.
- Monitor student achievement throughout each lesson using various checking for understanding techniques. Teachers will also use formative and summative assessments to drive their planning and instruction.
- Use written and oral language frames to support student responses.
- Collaborate through PLC's to analyze data, look at student work, and design lessons. Current research and instructional strategies will be available through conferences and professional development.
- Embed 21st Century Learning Skills (Collaboration, Critical Thinking, Communication, and Creativity) into the curriculum.
- Implement Amplify ELD as the ELD curriculum.
- Utilize technology to support and supplement curriculum for English Learners.
- Attend conferences to support student achievement.
- Purchase supplies as necessary to support instruction.
- Purchase color printer/ink to provide supplemental instructional material.
- Purchase Scope Magazine to support instruction.
- Purchase supplemental supplies to support curriculum. Teachers will be provided with release time for professional development in areas to increase student achievement.
- Purchase technology to enhance the learning and engagement for all students.
- Purchase software/applications/supplies to support instruction.
- Provide extended learning opportunities through the after school program and/or Saturday school.
- Provide release time/extra hours for curriculum development with differentiation.
- Develop curriculum and practices, along with providing training, for our Dual Immersion program.
- Provide field trips to support curriculum and engage 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)

27700	Title I 2000-2999: Classified Personnel Salaries Instructional aides
1000	Title I 2000-2999: Classified Personnel Salaries Translating
12000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies
13500	Title I 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

These strategies are available to all students in need of them.

Strategy/Activity

Tier II
Small Group Intervention

In addition to Tier I support, staff will:

- Conduct parent meetings with long-term English learners to set goals and understand steps to improve.
- Utilize instructional assistants to provide support to students in small groups for additional practice.
- Provide extended learning opportunities such as before/after school intervention groups based on area of greatest need.
- Provide small group instruction to support language acquisition for newcomers or long-term English learners.
- Provide small group instruction/intervention on campus for students struggling with returning to full day instruction.
- Purchase additional instructional materials to support 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)
11985	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Supplemental Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

These strategies are available to all students in need of them.

Strategy/Activity

Tier III
Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide targeted instruction to meet the need of individual students in all areas determined by ELPAC scores and interim assessments.
- Support students to independently produce more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting.
- Identify at-risk English learners and set goals for learning.
- Use the MTSS process for identifying and supporting English learners at this tier.
- Provide small group instruction/intervention on campus for students struggling with returning to full day instruction.
- Provide support from retired teachers, college students, and other community members who qualify to support as tutors and mentors.

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)
8000	Title I 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students were placed into Designated ELD Language Arts courses to meet their developmental language needs. This helped us increase the number of students performing at Level 3 and Level 4 of language proficiency during the 2021-2022 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the COVID 19 pandemic restrictions still in place at the start of last year, we spent less in this area than we had planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to focus on the tiered approach above to support our students. Students will continue to receive exposure and practice with integrated ELD strategies in addition to specific practice with ELPAC course content.

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

Family Engagement

LEA/LCAP Goal

Goal # 4
Parent/Community Partnerships
District is supported and respected by the community

Goal 4

All families and community members will feel welcome and engaged in the mission and vision of the school.

Identified Need

Increase family engagement and participation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Administrative Calendar	NA	90%

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

Washington takes a comprehensive approach to promote parent involvement and community partnerships through outreach and regular communication designed to foster and strengthen relationships between our school community and all stakeholders.

- Parents will be provided information regarding Common Core State Standards at Back to School Night and parent/teacher conferences in both English and Spanish.
- Homework assignments will be designed to reinforce grade level standards.
- Aeries communication will be used to keep parents informed of important school events and curriculum related information.
- Parents will be invited to MTSS meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish speaking parents for better understanding and involvement.

- Parents will be invited to attend monthly awards assemblies where students are recognized for outstanding student achievement.
- Parent training evenings offered to keep parents informed and involved in their child's education:
- Parent Portal
- Internet Safety
- Positive Mental Health/Suicide Prevention
- Healthy Cooking
- High School Information Night
- Festivals
- Provide parent classes to help parents develop necessary skills to support students at home.
- Daycare will be provided as needed.
- Videos of trainings will be posted on school website when possible.
- Family Nights will be held in both English and Spanish to provide parents with instructional strategies to use with their children to reinforce academic concepts.
- Family Nights to develop family involvement will be held throughout the year (Fall Festival, Film Festival, etc.).
- Student-led conferences will take place in the school year. Fall conferences inform parents of progress and allow students to share their portfolios of exemplary work. Winter conferences offer an opportunity for struggling students to develop success plans and strategies with their parents and teachers.
- Teachers will provide information and strategies for parents during conferences on how they can help their children in the areas of English language arts and mathematics at home.
- Parents will be provided with information regarding strategies to increase student achievement during Back to School Night and conferences as well as MTSS meetings.
- Translators will be provided for conferences and MTSS meetings.
- Parents will be invited to all SSC/ELAC meetings to keep them informed about activities/events at school and how they can support their child's achievement.
- Digital signage will be used for parents and visitors to be kept up on current events.
- Nutrition classes will be offered to parents.
- Classroom visitations may be scheduled for parents to observe their children in class.
- Additional resources and materials may be purchased as needed.
- Parent involvement activities and events to include: Orientation, Back to School Night, Coffee with Administrators, Open House, PTA, ELAC, School Site Council, Festivals, Showcases, and Monthly Awards Assemblies.
- Parents will be informed of school activities through Aeries Communications, school website, and the school marquee.
- Parents will be informed of student behavior expectations (Code of Conduct) through the student agenda given to all students at the beginning of the school year. These agendas will also serve as an on-going communication tool between parents and teachers throughout the year.
- Materials will be translated into Spanish as needed.
- Community liaison will work with students and families to promote success of all students on campus and to engage parents and community members with our campus. The community liaison will also provide parent education during school, after-school, evening, and Saturday activities as well as during conferences.
- Release time will be provided for professional development for teachers, school counselor and Community Liaison.

- Materials and supplies will be purchased for counselor to actively engage students and parents.
- Substitutes will be provided for office clerk and school secretary.
- Extra hours will be available for office staff, including community liaison and counselor.
- Partnerships will be formed with local community members to promote positive relations as well as community involvement.
- Training/meetings will be held virtually if necessary.

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)
3000	Title I 1000-1999: Certificated Personnel Salaries Extra hours
2000	Title I 4000-4999: Books And Supplies Materials and supplies - parent education
7018	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies
5895	Title I 4000-4999: Books And Supplies Materials and supplies for student and parent education/participation
10000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies/technology

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

With a great deal of involvement from our PTSA, we came very close in the 20-21 school year to reaching our goal of one family engagement event per month both in person and on Zoom.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the COVID 19 pandemic restrictions still in place at the start of last year, we spent less in this area than we had planned.

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.

This goal has changed to focus on monthly family engagement events. These changes can be found above in the section for Goal 4.

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

School Climate

LEA/LCAP Goal

Goal # 3
School Safety and Student Wellness
Schools are safe, healthy, and secure places for student learning

Goal 5

By June 2023, we will increase the number of families who indicate on the parent/family survey that they "strongly agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment in both virtual and in-person instructional settings.

Identified Need

Creating a positive environment that promotes positive choices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Parent Survey	NA	93%

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

Washington will continue to implement a school-wide PBIS program to promote a safe school environment and student wellness. As part of our comprehensive PBIS program, we provide Tier I, II, and III incentives to all students. PBIS is a research-based program designed to promote student social emotional learning, restorative justice, and a positive school climate.

- Assemblies/celebrations will be provided throughout the year to explicitly teach and reinforce school wide rules, behavior expectations, and emergency procedures.
- Training materials and planning time will be provided for biannual trainings called Patriot walks.
- Monthly school wide celebrations will be held to promote a positive school climate.
- Celebrations will occur for exemplary academics, behavior, attendance, and/or citizenship.

- Rewards, incentives, and other materials will be purchased to promote a positive school climate.
- Use field trips for developing a positive climate and engaging students as well as internalizing need for basic skills as well as trades.
- Support career day on campus and field trips to build a positive campus climate.
- PBIS training will be provided to support teachers.
- Each classroom teacher will reinforce the school wide expectations through additional reinforcements/consequences and supports.
- MTSS process will be used to identify and support students that are in need of additional strategies to ensure school safety, student wellness, and academic/character achievement for all.
- Release time and after school hours (pay) will be provided for MTSS support Team to support identification and implementation of interventions and analyze student data.
- Students will be encouraged to participate in promoting a positive school culture.
- Various opportunities for student social engagement as well as promoting positive school culture will be provided through lunch and after-school clubs.
- Close monitoring will be done by staff for those students experiencing severe attendance and academic issues. Supports, home visits, small group counseling, and contracts will be put into place as needed.
- Interventions will be implemented that help support student achievement such as Catch Up Cafe and Homeroom Interventions. As a PBIS strategy, we will purchase materials in order to offer incentives such as the Patriot Wheel.
- Regular emergency drills will be conducted in order to prepare all staff and students for various emergencies.
- PBIS team will analyze student discipline trends utilizing SWIS and Aeries for running analytics reports.
- Individual and group conferences/parent meetings will be offered to support students in making positive choices.
- Provide resources for Leadrship and Academic programs to support building a positive campus climate.
- Release time/extra hours will be provided for PBIS team to support implementation of PBIS and analyze data.
- Release time/extra hours will be provided to help teachers meet the social/emotional needs of our students in order to support student learning.
- Assemblies will be held to motivate and promote a positive school culture.
- Provide materials and supplies (instruments, music) for programs like band and chorus in order to support spirit events, assemblies, etc.
- PALs will be trained to promote a positive school culture.
- Extracurricular activities will be offered to support behavior during non-instructional times, such as lunch and after school (i.e theater arts, art, clubs, and sports.)
- Aeries communication and digital signage will be used to communicate with parents through phone calls, texts, emails, and marquee.
- Saturday reteaching opportunities will be offered for students struggling with engaging in positive school culture appropriately.
- Homeroom will meet weekly to support the emotional and social needs of our students.
- Transportation will be available for student activities that promote a positive school environment (sports, performing arts, community visits, etc.)
- Student attendance will be monitored through the MTSS process. Positive recognition will be provided through assemblies and rewards.
- Display boards will be purchased to display student work and positive social emotional health.

- Branding and signage will be purchased to improve the messaging and climate on campus.
- Parent, students, staff School Compact will be signed describing expectations.

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)
4000	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries Extra hours office staff
602	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Benefits on object 2000
9000	Title I 5000-5999: Services And Other Operating Expenditures Software support/school safety
1553	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Extra Hours
10000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Celebrations/rewards
10000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies/technology

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We did a very good job with this goal based on our Title 1 Parent Survey. 92% of parents agreed the school promotes positive student choices and behaviors.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the COVID 19 pandemic restrictions still in place at the start of last year, we spent less in this area than we had planned.

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.

More training opportunities both on campus and field trips were added to assist in developing a positive campus climate. These changes can be found above in the section for Goal 5.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$269,591.00

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	$146,356.00

Subtotal of additional federal funds included for this school: $146,356.00

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 ($)
LCFF - Supplemental and Concentration	$123,235.00

Subtotal of state or local funds included for this school: $123,235.00

Total of federal, state, and/or local funds for this school: $269,591.00

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
LCFF - Supplemental and Concentration	123,235.00
Title I	146,356.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	30,053.00
2000-2999: Classified Personnel Salaries	32,700.00
3000-3999: Employee Benefits	6,831.00
4000-4999: Books And Supplies	179,007.00
5000-5999: Services And Other Operating Expenditures	21,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	9,053.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	4,000.00
3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	3,785.00
4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	100,397.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	21,000.00

2000-2999: Classified Personnel Salaries	Title I	28,700.00
3000-3999: Employee Benefits	Title I	3,046.00
4000-4999: Books And Supplies	Title I	78,610.00
5000-5999: Services And Other Operating Expenditures	Title I	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	62,880.00
Goal 2	69,458.00
Goal 3	74,185.00
Goal 4	27,913.00
Goal 5	35,155.00

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

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Greg White	Principal
Vilma Abarca	Parent or Community Member
Adela Chavarria	Parent or Community Member
Darcy Webster	Parent or Community Member
Matt Bridgeford	Classroom Teacher
Danny Bui	Classroom Teacher
Alex Edmonds	Classroom Teacher
Robert Linares	Classroom Teacher
Sonia Kneip	Other School Staff
Jesse Counts	Secondary Student
Jose Jaracuaro	Secondary Student
Joel Koontz	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 9, 2022.

Attested:

G. Whit	Principal, Greg White on 11/9/22
	SSC Chairperson, Matt Bridgeford on 11/9/22

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

  A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

    1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

        i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

        ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

        iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

        iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

        v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

  B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

  A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

  1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State’s academic standards through activities which may include:

      i. strategies to improve students’ skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it’s LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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