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%	18.4%	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:

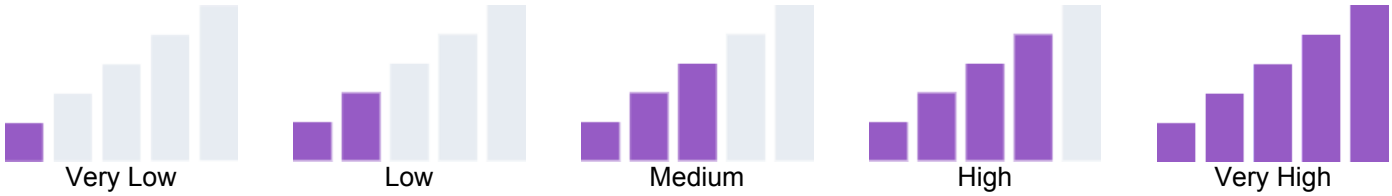
1. Based on the reported data, Las Positas has approximately 66% socioeconomically disadvantaged students.
2. Hispanic students make up the largest group of students, with approximately 76% of the total student population.

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).



2022 Fall Dashboard Overall Performance for All Students

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

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).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

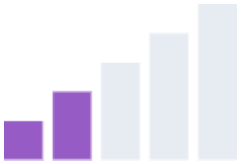
Very Low	Low	Medium	High	Very High
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced 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
Low	Low	No Performance Level
19.5 points below standard	50.3 points below standard	2 Students
231 Students	77 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
3 Students	27.9 points below standard	74.4 points below standard
	179 Students	43 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students	No Performance Level 1 Student	No Performance Level 39.5 points above standard 11 Students	No Performance Level 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 24.8 points below standard 183 Students	No Performance Level 3 Students		No Performance Level 20.2 points below standard 22 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
56.9 points below standard 46 Students	40.5 points below standard 31 Students	4.1 points below standard 149 Students

Conclusions based on this data:

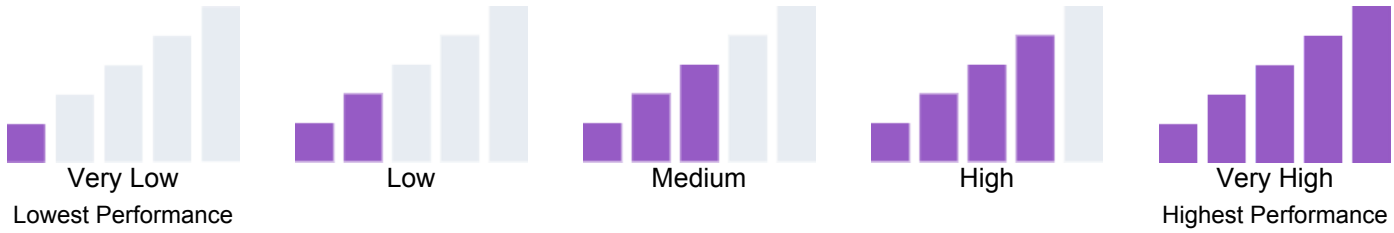
1. From analysis of the data, all student groups increased significantly from the previous year.
2. Continued professional development will be provided for staff on EL strategies to incorporate with all students in focused writing, speaking, listening, and reading.
3. Although our current English learners 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).



This section provides number of student groups in each level.

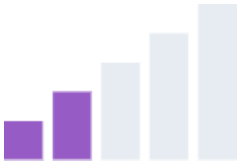
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	4	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
15.7 points below standard	35.1 points below standard	2 Students
231 Students	77 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
3 Students	25.1 points below standard	62.4 points below standard
	179 Students	43 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students	No Performance Level 1 Student	No Performance Level 54.2 points above standard 11 Students	No Performance Level 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 26.9 points below standard 183 Students	No Performance Level 3 Students		No Performance Level 19.3 points above standard 22 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
51.6 points below standard 46 Students	10.5 points below standard 31 Students	7.0 points below standard 149 Students

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: 5

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
12.7%	20.3%	1.3%	65.8%

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.

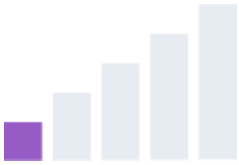
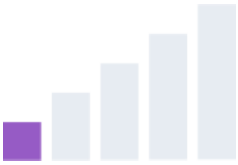
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
34.9% Chronically Absent	27% Chronically Absent	Less than 11 Students
573 Students	137 Students	7 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	37.8% Chronically Absent	43.4% Chronically Absent
8 Students	431 Students	99 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	High	No Performance Level
Less than 11 Students	Less than 11 Students	19.4% Chronically Absent	Less than 11 Students
8 Students	1 Student	31 Students	9 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level		Very High
38% Chronically Absent	25.9% Chronically Absent		27.3% Chronically Absent
442 Students	27 Students		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).

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	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.5% suspended at least one day	0% suspended at least one day	Less than 11 Students
592 Students	139 Students	7 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
Less than 11 Students	0.7% suspended at least one day	0% suspended at least one day
8 Students	441 Students	102 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Very Low	No Performance Level
Less than 11 Students	Less than 11 Students	0% suspended at least one day	Less than 11 Students
8 Students	1 Student	33 Students	9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low	No Performance Level		Very Low
0.4% suspended at least one day	3.4% suspended at least one day		0% suspended at least one day
453 Students	29 Students		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 I)
- 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.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019