School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Malibu Elementary School	19 64980 6022602	October 8, 2020	November 17, 2020

Purpose and Description

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

Schoolwide Program

The purpose of our plan is to create an inclusive school environment where we close the achievement gap while simultaneously raising aggregate achievement.

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.

We do not receive Title 1 funds. The MES SPSA is designed to meet all the required goals of the LCAP including subgroups and establish a pro-social learning environment. We are especially wanting to help our EL students who come from eight different language backgrounds.

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).

Our school was newly formed in August of 2019 and due to the pandemic in March of 2020 we have limited data. However we have some SAEBRS data for students, and we have come Distance Learning data too. We may implement more surveys via Google Survey on demand. SAEBRS was administered in October and January. The MES DL survey data was administered in April 2020.

Classroom Observations

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

Informal classroom observations are routine at MES. The principal walks through classrooms on a weekly basis stopping often to speak with students, observe a lesson, participate in a project or view student work. He is looking for the strategies called for in our PLC/Data Teams. The Instructional Coach often observes in classrooms in her role as a mentor, guide and facilitator. Observations are non-evaluative and used to provide feedback between the coach and teacher as needed. Math Coaches on occasion visit colleagues classrooms to provide support, materials and collaborate. District staff visit with different goals in mind. There are usually at least one Math and one ELA Learning Walks per year with the support of Ed Services to provide feedback to staff in their professional growth of district goals. Last year MES staff implemented learning rounds in which teachers observe teachers in their own classrooms to observe instructional methods. The desire was to focus on our "Big 6 Targets": Responsive Classroom, Math-CGI, Write from the Beginning & Beyond, Early Foundational Reading, Designated and Imbedded English Language Development for EL students representing 8 languages, and Deep Learning. Special focus was be on Student Engagement Strategies. Observations focused on: Are Classroom meetings happening every morning? Are teachers using CGI and ELD strategies such as providing all EL students math vocabulary a week in advance? Are Thinking Maps posted in every room and are all writing activities preceded by the use of Thinking Maps? Are students using Lexia daily for at least 20 minutes? Are Word Works and Words Their Way materials being used in all 1st grade classrooms daily? And, are students beginning to work on long-term inter curricular projects that lead to marine science advocacy projects? Our SSC Parents were also scheduled to do learning rounds with the SSC teachers and Principal in March, but this was halted by the pandemic. Finally evaluative observations were conducted by the Principal throughout the year per the HR/CTA contract. These observations are confidential but focus on strategic goals developed by the teachers and Principal. Classroom observations demonstrated teachers are working towards meeting the school goals with a focus on "all kids can learn" and using the a variety of instructional strategies to ensure student success within the regular classroom.

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)

Use of Universal Screening and State Assessments help to determine where students are and provide for instructional decisions at the start of the school year. Using the Universal Screening teachers can collaborate to develop instructional plans, groupings and decisions to ensure all students have access to the core curriculum and effective first teaching. This data can be used by teachers to determine what areas of improvement or change need to be made in both grade level or personal practice. Ongoing Data Team meetings are used for progress monitoring and instructional shifts to meet student needs. Using the SAEBRS Fast bridge Social Emotional Academic diagnostic tool, students are assessed and progressed monitored to determine impact of Morning Meeting and Responsive Classroom Strategies impact on behavior and academic engagement.

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

At Malibu Elementary, we believe there is "room at the table for everyone" because all kids can learn, just in different ways and at different rates. Student learning encompasses examining what students need to know and be able to do, what they already know, how we know that they know it, and how we respond when they meet standards, exceed standards, and approach standards—and the community in which this learning occurs. We implement hands-on, minds-on teaching methods to help each student achieve Common Core State Standards and close the achievement gap by learning "how to learn" and "how to " access their resources to prepare them to be able to collaborate, communicate, cooperate, create and think critically now and in the future.

Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their own education. Students who are engaged in their work are energized by four goals: success, curiosity, originality, and satisfying relationships. If students are not motivated to learn, are not engaged in the learning process or are not successful out on the playground (their social atmosphere) there will not be academic achievement or student engagement in the learning process. Finally, research shows and we have seen that parent involvement is the key to students reaching their maximum potential. Parent engagement in the learning process and support of the school, impacts student achievement.

The District Mission to close the achievement gap while providing an extraordinary education for ALL happens by providing first effective teaching in the regular classroom. To accomplish the goals, promote continuous improvement and ensure an extraordinary education for ALL students the best investment made is in our staff, our teachers, support staff and instructional assistants/par- educators. Effective First teaching is the Key!

This year the focus at MES is on embedding the Data Team philosophy in all that we do as it is not a program or not a thing but a belief. To truly collaborate regarding student results, you have to respect and trust your team mates. This means letting go and sharing. It means being willing to take risks without fear of failure or criticism. It means truly caring about the vision/mission and each other. Given the types of opportunities being provided thanks to a Data Team philosophy, Professional Development (PD) to focus on what teachers indicate as the area of need, time to collaborate during their professional day, and the support of am Instructional Coach on staff and Math Coaches, we must deepen the relationships so that collaboration is done in an environment of utmost professional respect and trust.

Therefore this School Improvement Plan not only addresses the academic goals of Literacy and Mathematics but also addresses the area of student and parent engagement. By looking at these components all together using a Data Teams philosophy, the staff at MES believes they can achieve the mission and vision while keeping their core beliefs and values as the guiding force. The future years will bring much more solid and powerful data. The plan is to provide ALL students with access to a core classroom curriculum that aligns the essential standards from grade level to grade level giving both the student and teacher a spiraling knowledge base from which to hook new learning each year. Using the common assessments teachers know if students have or haven't mastered essential standards taught allowing them to collaborate with their cross-grade level teams to develop academic tier 1 and 2 strategies to support student learning. SBAC, Benchmark, Fastbridge, Lexia, IXL, and DreamBox interim assessments will provide students, teachers and parents with data regarding progress towards meeting grade level reading and math skills. Together decisions can be made whether the data indicates a need for further RtI2 tier supports. Data teams establish pre assessments to get base line data (Lead) and post assessments to determine if we were successful (Lag).

Research is clear that student engagement, family involvement, culturally responsiveness, and safe schools are key in achievement as these create a positive connected inclusive school climate. MES Teachers understand to be successful in the 21st Century, they must ensure students achievement goes beyond being competent workers and civic-minded citizens but rather creative thinkers and bold innovators, collaborative team players and breakthrough leaders. Teachers must teach children not only how to solve problems, but how to use higher-order thinking skills to discern what problems need solving. MES teachers want to move beyond good teaching to great teaching—transformative teaching. Understanding our diverse population, desire for inclusive practices, fast-pace changing information highway creating a different style of teaching in the classroom, and recognizing we must educate the whole child. Our SLT plan is focused on Social Emotional Learning skills and Academic skills. Social Emotional Learning (SEL) focuses on developing the individual qualities, strengths, and assets of a child related to social, emotional, cognitive, and moral development as well as mental health. Using the Responsive Classroom research-based program teachers and staff will be trained on practices that teachers can use to help students acquire academic and social-emotional skills throughout the day, every day—not only while teaching math, science, reading, and other subjects, but also while guiding students through morning arrival,recess, lunch, specials, and all other parts of the school day.

Responsive Classroom professional development focuses on building 21st century teacher skills in four crucial, interrelated domains:

1.Engaging Academics: active and interactive, appropriately challenging, purposeful, and connected to students'

interests.
2. Effective Management: teachers establish and teach behavior expectations, manage the schedule, and organize physical spaces in ways that enable students to work with autonomy and focus.
3. Positive Community: every child feels safe, valued, and fully included in the learning community; and where a sense of joy envelops hard work.
4. Developmental Awareness: teachers have knowledge of child development and use that knowledge, along with regular observations of students, to create a developmentally appropriate environment for learning.

The benefits of this integrated approach include the following:

Makes the most of teaching time. First, integrated teaching preserves teachers' most precious commodity: time.
Higher quality standards-based instruction
Greater student achievement in math and reading, regardless of socioeconomic background
Greater gains for low-achieving students
Improved social skills in children
Improved teacher-student interactions
More positive feelings toward school among children and teachers
Enables wider learning.

Students feel the benefits of Responsive Classroom teaching constantly, not just during an isolated part of their day or week. In this way, they realize that the skills they're developing apply to all aspects of their learning and their lives—inside and outside of school.
Improves school climate. By integrating Responsive Classroom teaching practices into everything they do, teachers change their classroom climate. And when all teachers in a school use the Responsive Classroom approach, the very culture of the school is transformed

Professional Development in Responsive Classroom will prepare teachers/staff to teach students prepare for an increasingly complex, interconnected, and technological world is likely to grow rather than diminish. It will meet all three goals in the plan. More and more, we will need our schools to provide every child with that critical blend of top-notch academics and social-emotional learning.

Our analysis of SBAC, Deep Learning Rubric, and Fastbridge data tells us we must: 1. Help our 1st & 2nd graders master Foundational Reading Skills and 2. Help our EL and Spec Ed Students master grade-level math. We did not close the achievement gap in 19-20. First & Second grade ELA standards and CGI-Math and ELD Strategies are key. Continue implementing Deep Learning Integrated Thematic instruction to ensure students meet our performance goal of Genuine Concern for Local Marine Biomes.

Our desire to merge the top signature practices of former schools Pt. Dume and Cabrillo compel us to continue with professional development to master the Write from the Beginning & Beyond (Pt. Dume) and the Responsive Classroom (Cabrillo) strategies.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are Highly qualified educators at Malibu Elementary.

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

All teachers and staff at school sites participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. In addition, there are up to three days set aside in our academic calendar for intensive professional development and planning. Areas of district-wide focus and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators.

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

The school/district provides teachers in all grade levels and programs, including special education and ELD, with instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD/Math and intensive intervention program in use at the school. Professional development is also provided for administrators and teachers on data analysis and data-informed instruction, and the staff is trained on using and accessing data from the student information system and other assessment tools.

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

Believing in professional development and reflective educators, a variety of systems are in place for ongoing development of their professional practice. Teachers can take continuing education courses and become Board Certified and Master teachers. Positions such as Math Coaches, Literacy Coaches, Technology Leads, and PD Leaders offer opportunities to use their expertise to support colleagues and continue to grow professionally. Instructional Coaches and Math Coaches at all sites provide on site daily coaching support and feedback.

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

Teachers meet regularly in grade level teams using the Data Teams philosophy to collaborate regarding student needs and develop RtI2 approaches to achieve results with a focus on closing the achievement gap. Time for collaboration is made available during the professional day and with Banked Time Fridays.

Teaching and Learning

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

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide (see Attachments) for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD, Math and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

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

The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework for the locally-adopted, standards-aligned, basic core programs for RLA/ELD and Math. This time is given priority and protected from interruptions.

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

Schedules are flexible so that teachers can provide intervention as RtI2 meetings and data determines needed.

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

The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Math and Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The math instructional materials are aligned with new California State Standards (CSS). The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed. The school/district provides RLA/ELD intensive intervention programs and materials in grades two through five. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

District materials are research-based and California Content Standards aligned. Teacher leaders work with the Education Services Department to develop courses of study for grade levels that align the Standards with the curriculum for teacher ease of instruction. Intervention materials are research-based and provided based on school site student needs.

Opportunity and Equal Educational Access

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

Students who are underperforming are supported through tier 1, 2 and 3 interventions including small group instruction within the classroom, re-teaching, intervention software and specific collaboration and consultation from ELL facilitator, Instructional Coach and instructional assistants.

Evidence-based educational practices to raise student achievement

Small group instruction using SIPPS and leveled readers, computer-based researched programs, specifically targeted instruction using research-based materials such as the following: CGI-Math, Words Their Way, Handwriting Without Tears, Read Naturally, Thinking Maps, Phonemic Awareness, Differentiated Instruction, DreamBox & Lexia, and ELD vocabulary front-loading and academic sentence frames.

Parental Engagement

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

Parents will participate in our Deep Learning show case in January & May. Here students will hold a virtual learning fair for parents and other students to see the project they have been focused on. Parents can participate in Parent Education events to learn how to support their child's education. English Language Learners participate on the ELAC advisory group which meets seven times a year and provides Parent Education opportunities based upon needs assessments. SSC parents will be doing Learning Rounds with the SSC teachers and principal to see the Big Six (6) Targets. Student Study Team and Response To Intervention Meetings with the team and parent are opportunities for parents to access information and support in helping their child with learning needs and resources. Participation on school committees such as PTA, School Site Council and English Language Advisory Committee are Parent involvement groups that offer information, opportunities for parents to actively be involved in the school and seek school improvements for the betterment of their child's educational program. The library, and support staff provide a wealth of parent resources.

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)

SSC and ELAC Parents will be kept aware of the $15,000 Professional Development Budget Plan and Implementation. MES receives no Title 1 or Title 3 dollars. The $15,000 may come from Title 2, but this is not yet clear to the new principal.

Funding

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

The LLI Reading Teacher provides intervention to 2-5th grade students who are at risk-tier III, Instructional Coach supports all tiers either through direct instruction or coaching, and instructional materials and resources are purchased to support intervention services as well as release time for professional development.

Fiscal support (EPC)

$15,000

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The teacher leadership committee (SLT), the ELAC, and the elected SSC were consulted. As our ELAC was formed after our SSC, they are still conducting their Needs Assessment. This data will be considered and possible changes may be made to this SPSA. As interim data and Data Team data comes in, the SPSA will evolve further after SSC analysis. The SLT team will be taking stock on our progress with PD and adjusting our budget plan to reflect emerging needs. In addition to our SLT plan, we considered Distance Learning and Reopening input from SMMUSD.

Resource Inequities

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

MES has no resource inequities. Our PTA was able to save our IAs but not PS Arts not the Stretch grant. We will get by.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	1.52%	%		3	2
African American	%	3.03%	%		6	6
Asian	%	2.02%	%		4	8
Filipino	%	2.02%	%		4	6
Hispanic/Latino	%	20.2%	%		40	0
Pacific Islander	%	%	%			0
White	%	64.65%	%		128	248
Multiple/No Response	%	0.51%	%		1	2
			Total Enrollment		198	273

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten		34	36
Grade 1		29	35
Grade 2		32	44
Grade3		24	55
Grade 4		35	46
Grade 5		44	57
Total Enrollment		198	273

Conclusions based on this data:

1. The ethnicity report from Illuminate apparently groups Hispanics with Whites.
2. MES is not very diverse and it is very important we act equitably so that all students feel and are included.
3. Our Black students particularly need equitable support due the legacy of slavery and hence we will be infusing antiracism curriculum and showcasing our students' work in February to the BOE.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners		38	31		19.2%	11.2%
Fluent English Proficient (FEP)		8	0		4.0%	0.0%
Reclassified Fluent English Proficient (RFEP)		4	3		10.0%	10.0%

Conclusions based on this data:

1. 10% of our ELs were reclassified in 19/20.
2. MES will continue to implement ELD best practices and get students excited about the ELPAC.
3. MES teachers will be offered weekly ELD PD on Wednesday mornings.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			22			20			20			90.9
Grade 4			25			24			24			96
Grade 5			42			40			40			95.2
All Grades			89			84			84			94.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			2445.			35.00			25.00			30.00			10.00
Grade 4			2485.			29.17			29.17			20.83			20.83
Grade 5			2552.			30.00			47.50			10.00			12.50
All Grades	N/A	N/A	N/A			30.95			36.90			17.86			14.29

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			35.00			55.00			10.00
Grade 4			29.17			37.50			33.33
Grade 5			47.50			47.50			5.00
All Grades			39.29			46.43			14.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			10.00			75.00			15.00
Grade 4			33.33			45.83			20.83
Grade 5			22.50			57.50			20.00
All Grades			22.62			58.33			19.05

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			15.00			80.00			5.00
Grade 4			29.17			58.33			12.50
Grade 5			40.00			52.50			7.50
All Grades			30.95			60.71			8.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			30.00			55.00			15.00
Grade 4			20.83			54.17			25.00
Grade 5			52.50			32.50			15.00
All Grades			38.10			44.05			17.86

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			22			20			20			90.9
Grade 4			25			24			24			96
Grade 5			42			39			39			92.9
All Grades			89			83			83			93.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			2438.			20.00			40.00			20.00			20.00
Grade 4			2482.			16.67			41.67			16.67			25.00
Grade 5			2522.			33.33			20.51			23.08			23.08
All Grades	N/A	N/A	N/A			25.30			31.33			20.48			22.89

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			40.00			30.00			30.00
Grade 4			25.00			37.50			37.50
Grade 5			43.59			20.51			35.90
All Grades			37.35			27.71			34.94

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			30.00			50.00			20.00
Grade 4			12.50			66.67			20.83
Grade 5			23.08			53.85			23.08
All Grades			21.69			56.63			21.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			25.00			70.00			5.00
Grade 4			20.83			58.33			20.83
Grade 5			25.64			41.03			33.33
All Grades			24.10			53.01			22.89

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	5
Grade 1	*	*	*	*	*	*	*	7
Grade 2	*	*	*	*	*	*	*	5
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	8
Grade 5	*	*	*	*	*	*	*	6
All Grades								34

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*		*	*	*		*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5		*	*	*	*	*	*	*	*	*
All Grades		26.47	*	41.18	*	23.53	*	8.82		34

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*		*	*	*		*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades		50.00		35.29	*	5.88	*	8.82		34

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*		*	*	*	*	*	*	*
5		*	*	*		*	*	*	*	*
All Grades	*	11.76	*	26.47	*	44.12		17.65		34

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
All Grades		35.29		55.88	*	8.82		34

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
All Grades		76.47	*	14.71	*	8.82		34

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	11.76		52.94		35.29		34

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades		26.47		64.71	*	8.82		34

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
198	**16.7**	**19.2**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	38	19.2
Homeless	1	0.5
Socioeconomically Disadvantaged	33	16.7
Students with Disabilities	33	16.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	3.0
American Indian	3	1.5
Asian	4	2.0
Filipino	4	2.0
Hispanic	40	20.2
Two or More Races	12	6.1
White	128	64.6

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Mathematics performance is a relative need for MES.
2. Chronic absenteeism is a relative need for MES.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
30 points above standard	30.7 points below standard	0 Students
Increased Significantly ++15 points 84	Increased Significantly ++48.4 points 19	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy 1	3.6 points below standard	38.6 points below standard
	Increased Significantly ++38.7 points 21	Increased Significantly ++69.6 points 14

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 13.3 points below standard Increased Significantly ++53.1 points 18	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	No Performance Color 0 Students	Blue 46.1 points above standard Increased ++6 points 51

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
63.9 points below standard Increased Significantly ++62.6 points 14	Less than 11 Students - Data Not Displayed for Privacy 5	42.5 points above standard Increased ++7.2 points 62

Conclusions based on this data:

1. ELA is a relative strength for MES students based on this data. However our youngest students are struggling post fire and pandemic trauma.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	
0.9 points below standard	68.1 points below standard	
Declined Significantly -18.5 points	Declined -5.4 points	
82	19	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	32 points below standard	77.8 points below standard
1	Declined -11.2 points	Maintained ++1.8 points
	21	12

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 52.7 points below standard Declined -7.7 points 18	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10		Green 15.2 points above standard Declined Significantly -25.8 points 49

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
97.1 points below standard Increased ++6.1 points 14	Less than 11 Students - Data Not Displayed for Privacy 5	16.8 points above standard Declined Significantly -19.1 points 60

Conclusions based on this data:

1. Math is a relative low area for our MES Students.
2. We will remain focused on CGI.
3. We will remain focused on DreamBox and increase or DreamBox PD.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
59.3 making progress towards English language proficiency
Number of EL Students: 27
Performance Level: High

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.1	29.6	14.8	44.4

Conclusions based on this data:

1. Our work with EL students should be maintained.
2. Continue with our top EL strategies - front loading, sentence frames, and heterogeneous groups making meaning together.
3. Continue using CGI and DreamBox with with our ELs.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
12	7.7	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.8	Maintained -0.2	3
200	39	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	16.7	19.4
1	Increased +10.6	Declined -6.9
	42	36

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
6	3	4	4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
12.2	30.8	Less than 11 Students - Data Not Displayed for Privacy	10.1
Increased +4.3	13	0	Declined -5.3
41			129

Conclusions based on this data:

1. Chronic absenteeism is a problem at MES.
2. Continue sending our truancy and chronic absenteeism letters.
3. Call families, especially hispanic families.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	5

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.5	Maintained 0	3
201	39	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	0	0
1	Maintained 0	Declined -2.6
	42	36

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
6	3	4	4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color		Blue
0	0		0
Maintained 0	13		Declined -0.7
41			130

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.5	0

Conclusions based on this data:

1. Responsive classroom is an effect program at helping all students feel ownership of their school.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All graduates are socially just and ready for college and careers.

Goal 1

Priority 2.1 All teachers in grades K-12 are implementing the new California Standards: ELA, math, Next Generation Science. (As measured by the % of district curriculum guides that are aligned to new standards in ELA, math and science), 2.2 All elementary teachers and secondary teachers of ELA, ELD, math and science will implement the new English Language Development standards by 2019-20. (As measured by the % of district curriculum guides that are aligned to the new ELD standards), Priority 4.4 The percentage of English Learners making progress towards proficiency in English will exceed the state target of 59% as measured by CELDT., Priority 8.2 The percentage of English Learners classified as "Long Term English Learners" will be no more than 18% by 2019-20.

Identified Need

1. Our students need tools to organize their writing. The Write from the Beginning and Beyond strategy has been a signature practice at Pt. Dume School. This strategy has mastered by former Pt. Dume teachers and must be mastered by former Cabrillo and new teachers/principal.

2. Our Pt. Dume and Cabrillo students show a greater need in Math than Language Arts as evidenced by the 2018-2019 CAASPP Summative. EL students also show greater need in math than ELA as evidenced by the 2018-2019 CAASPP Summative. The MES teachers will learn and master CGI-Math instruction strategies over the next three years to help our students. Teachers will be skilled at assigning tasks and reading the DreamBox Dashboard.

3. Our first and second grade students need help with Foundational Literacy Skills (see Fall Benchmark results in the attachments section of this plan). Our 1st and 2nd grade teachers will learn and master early reading instructional strategies to help our students. MES will use blended learning programs to help students acquire Foundational Literacy Skills by using Words their Way and Lexia.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1st grade January 2020 Fastbridge Reading	3% of students are advanced	12% of students will be advanced on the January 2021 FR
3rd - 5th grade 18-19 SBAC MATH Summative	28% of students are advanced	50% of students will be advanced
3rd - 5th grade 18 - 19 SBAC MATH Summative - EL Sub Group	11.7% met standard (2/17 students) 18-19 Summative	33.3% will meet standard (6/18 EL Students) 19-20 Summative

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

During Friday PD Bank Time teachers will collaborate during Data Team time, PD time, and Staff Meeting time to analyze school-wide and grade level student data (Universal Screening Tools and Common Formative Assessments), share best practices for implementation of strategies called for in Deep Learning, ELD, Benchmark, My Math, CGI, Closed reading, Academic Vocabulary, Words Their Way (WTW), Handwriting Without Tears (HWT), Phonemic Awareness resources, Lexia, DreamBox, and materials to develop a long-range plan to support al students in ELA and Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7137	District Funded 5800: Professional/Consulting Services And Operating Expenditures Responsive Classroom Trainings and Observations
7863	District Funded 5800: Professional/Consulting Services And Operating Expenditures Write from the Beginning and Beyond
0.00	District Funded 1000-1999: Certificated Personnel Salaries CGI-Math Trainings and Observations (see Goal 2)
0.00	District Funded 1000-1999: Certificated Personnel Salaries ELD Trainings and Observations
0.00	District Funded 1000-1999: Certificated Personnel Salaries Early Foundational Literacy Instructional Strategies
800	Parent-Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures DreamBox

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

Data Teams: Data Team time objectives will focus on the top learning target identified by the teams by grade level. Teachers will collaborate to discuss what students need to know and be able to do (#1) and share strategies to differentiate instruction to meet the diverse needs of students. Discussions to include suggestions for inclusion, modifications, adaptations, and addressing the Social Emotional Needs to ensure student engagement and access to the core for special education, special needs, at-risk and/or ELL students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	All regular ed teachers

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

Responsive Classroom:
Teachers will be trained and implement the Responsive Classroom Morning Meeting to create:
1. Respectful and engaged learning in a climate of trust
2. Build and enhance connections among students and between students and teachers.
3. Merge academics, social, and emotional learning.
4. Motivate students by addressing the human need to feel a sense of significance and belonging, and to have fun
5. Through repetition of many ordinary moments of respectful interaction, enables some extraordinary moments.

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)
7,137	District Funded 5800: Professional/Consulting Services And Operating Expenditures

	Professional Development

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Responsive Classroom: Teachers will implement all four components (Greeting, Sharing, Group Activity and Morning Message) of the Morning Meeting daily, and with fidelity, adding a higher risk level/intensity the second half of the year and merging into the academic content reinforcement. All staff will participate in the daily Morning Meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,137	District Funded 5800: Professional/Consulting Services And Operating Expenditures Online Courses

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Write from the Beginning and Beyond: Teachers will learn and master Write from the Beginning and Beyond Strategies

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)
7,863	District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional Development
0.00	District Funded PD during Banked Fridays
0.00	District Funded 1000-1999: Certificated Personnel Salaries

	Learning Walks Release Time

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students & EL and Special Education Students

Strategy/Activity

CGI: Learn and master CGI-Math strategies over the next three years, focus will be on Representing and Interpreting Data. Students will solve problems together to create meaning. Sentence frames, advance organizers, and vocabulary front loading are specific equity strategies to support EL students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures PD Conferences
0	District Funded 1000-1999: Certificated Personnel Salaries Learning Rounds Release Time
0	

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All 1st through 2nd graders

Strategy/Activity

Early Foundational Reading Skills: 1st and 2nd grade teachers will learn and master Early Foundational Reading Instructional Strategies

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)
0	District Funded 2000-2999: Classified Personnel Salaries Learning Walks Release Time

7000	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Lexia

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

EL Students - See goal 2

Strategy/Activity

see goal 2

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)
0.00	

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Deep Learning: All staff will learn and master Deep Learning Strategies over the next three years. Students will engage in project-based, multidisciplinary, service-learning, long-term projects that will lead to deep learning and high-connectivity to school. Students will showcase their long-term marine science advocacy projects in an end-of -year art and science fair. If MES is not granted the extra $3,000 for deep learning, we will tap our Stretch Grant as it has an extra $5000 that had been allocated for an aid we have been unable to hire.

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)
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional Development

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Use DreamBox with fidelity

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)
9000	Parent-Teacher Association (PTA) 5000-5999: Services And Other Operating Expenditures Software
800	Parent-Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures Master the dashboard and assigning activities

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Coaching

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)
0.00	District Funded 1000-1999: Certificated Personnel Salaries Literacy Coach to monitor, guide and provide ongoing PD
0.00	District Funded 1000-1999: Certificated Personnel Salaries Math Coaches to monitor, guide and provide ongoing PD.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Leading from the middle

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)
0.00	District Funded 1000-1999: Certificated Personnel Salaries PD Leader to assist with plan
0.00	District Funded 1000-1999: Certificated Personnel Salaries SLT meetings and PD time
0.00	None Specified Monthly SLT Meetings
0.00	District Funded 1000-1999: Certificated Personnel Salaries Summer Meeting with SLT

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

In progress for 19-20 for input 2021 SY: MES has implemented every strategy/activity we said we would do. We had two Data Team Cycles, thus developing staff capacity. All teachers had at least basic RC training and morning meetings are now universal. All teachers had at least basic WFBB training and the 8 maps are posted in every room. We had PD around ELs and CGI. MES set more teachers than any other school to the EdServices two-day training. We dedicated our Academic coach to supporting early foundational literacy skills for our 1st graders. The 1st graders essentially had two teachers.* Lastly, we implemented the Deep Learning Initiative, even though we were never granted the additional $3,000. In regards to Deep Learning, one teacher said, "I have never before seen such passion and dedication in the student's work." According to our pre/post rubric students who can demonstrate mastery for genuine concern for marine biomes increased from 4% to 50%.

*The effectiveness of our strategies/activities are difficult to quantify as the State suspended the Summative CAASPP and our final 1st grade FastBridge ARead was not given due to school closures/COVID-19. However our January results for Aread were
38% were proficient or advanced on the Early Reading test which includes: reading fluency, sight words, phonological awareness and Consonant-Vowel-Consonant (CVC) word reading. All are under timed conditions with the exception of phonological awareness.
Early Reading scores for first grade fell as follows:
9% Advanced, 39% Proficient, 12% some risk, 50% high risk

Overall greatest strengths – phonological awareness

Overall greatest weaknesses – sight words, fluency (i.e., speed or rate) in all testing measures

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

In progress for 19-20 for input 2021 SY: MES stuck with this plan. We did not adjust.

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.

In progress for 19-20 for input 2021 SY: These goals will remain for the 20-21 school year. We have already brought 3 PDMSS teachers advanced RS training. ($2,200) We have two PDMSS teachers left. Unfortunately our SLT PD fund was reduced from $20K to $15K. Unfortunately a $7,200 invoice for WFBB was not paid in 19-20 and had to be paid out of our 20-21 fund. This leaves $9,400 for the remainder of the 20-21 school year. The SLT will need to help allocate this remainder for the above activities. There will be 3 Data Team cycles in 20-21.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

Goal 2

Priority 1.1 All teachers are credentialed for the subject(s) they teach OR are on a path to obtaining the appropriate credential., 1. 2 All students have access to standards-aligned textbooks. , Priority 4.1 Increase the percentage of students in grades 3 through 8 and grade 11 who are classified at Level 3 (Standard Met) or Level 4 (Standard Exceeded) on the CAASPP ELA test. (Spring 2015 CAASPP baseline data) Pupil Achievement

Identified Need

During the 2020 - 2021 school year EL student achievement will increase in Math. Teachers will implement designated and imbedded ELD as evidenced by at least a 20% gain on the SBAC Math exams.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC 18-19 Math Summative	11.7% of EL students met standard (2/17 EL Students) 18-19 Summative	33.3% will meet standard (6/18 EL Students) 20-21 Summative

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 EL Students

Strategy/Activity

Teachers will use designated and imbedded ELD strategies that explicitly focus on front-loading academic math vocabulary and academic sentence frames. Students will interact in meaningful ways, receive gradual release scaffolding through techniques such as Thinking Maps, develop academic math language proficiency through front loading, and learn academic sentence frames to support academic discourse.

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)
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures ELD Courses and observations

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All EL Students

Strategy/Activity

CGI-Math

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures Staff Development on CGI. CGI-math strategies will be learned and master by the teachers over the next three years.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, but especially EL

Strategy/Activity

EL students will be encouraged to use DreamBox Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9000	Parent-Teacher Association (PTA) 5000-5999: Services And Other Operating Expenditures Promote DreamBox for EL students
800	Parent-Teacher Association (PTA)

	5800: Professional/Consulting Services And Operating Expenditures Friday Bank Time Staff Meeting PD

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All EL Students

Strategy/Activity

Instructional Coach and Principal will provide training to ELL parents to support Literacy development at home, including DreamBox Math, and Lexia.

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)
0	Parent Education Events
0	Parent engagement opportunities at ELAC

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All EL Students

Strategy/Activity

Instructional Coach and Principal will work with each teacher individually at beginning of school year to analyze data. Together as a team, will look at the teacher's data from the prior year to determine "what worked" and develop goals for coming year. Next look at the current class and fall data to develop learning goals and instructional strategies.
Instructional Coach will set-up a Winter and Spring Data meeting with teachers to determine student progress and develop with teachers instructional strategies to meet ELL student needs.
Weekly ELD training will be offered to teachers onWednesday mornings.
Staff will be reacquainted with the "Academic Vocabulary Tool Kit", by Kate Kinsella.

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)
0	

Strategy/Activity 6

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

All EL Students

Strategy/Activity

EL students will participate in Deep Learning Heterogeneous groups. Groups will learn about marine science and environmental challenges and develop stewardship projects in the Marine Science program and PS Arts studio, and participate in complementary activities in the homeroom. Students will show their projects in an end-of-year Art and Science Fair. Teachers will develop plans for students through monthly meetings during Friday Faculty Meetings. Environmental assemblies with emphasis on stewardship and the local marine biome will be scheduled for at least three times. Students will weekly collaborate in the Marine Science program and Art class on their projects. Our Curriculum Coach is attending district sponsored trainings on Deep Learning and the Deep Learning Leadership team will attend 1 day of trainings provided by Ed Services. Evidence of student progress will be gathered by learning rounds.

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)
9,000	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Aquarium Fund
500	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Marine Science Classroom Budget

Strategy/Activity 7

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

All EL Students who qualify for Tier 3 Interventions

Strategy/Activity

Tier III intervention class for 2nd-5th grade students provided to support at-risk students with academic vocabulary

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)
0	Other 1000-1999: Certificated Personnel Salaries Determine groups after assessments
0	Intervention Class Schedule
0	Implement Class and Progress Monitor

Strategy/Activity 8

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

All EL Students who qualify for Tier 3 Interventions

Strategy/Activity

Develop and Implement English 3D classes for 4th and 5th grade EL students - Introduce Academic Sentence Frames

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)
0	Other 1000-1999: Certificated Personnel Salaries Determine who qualifies after assessments
0	Create a schedule with staff
0	Implement the English 3D class
0	Progress Monitor and Meet regularly with teachers

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All EL Students

Strategy/Activity

Teachers will develop daily schedules that provide specific times for addressing the needs of ELL students through direct instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Other 1000-1999: Certificated Personnel Salaries Develop teachers' skills with implementing ELD strategies during PD Friday bank Time

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

In progress for 19-20 for input 2021 SY: MS did what we said we would do. Teachers used designated and embedded ELD strategies that explicitly focus on front-loading academic math vocabulary and academic sentence frames. Students did interact in meaningful ways, received gradual release scaffolding through techniques such as Thinking Maps, developed academic math language proficiency through front loading, and learned academic sentence frames to support academic discourse. 10/13 MES teachers attended the EL CGI 2-day workshop. All teachers promoted CreamBox for all students, esp. EL students. The Curriculum Coach and Principal provided training to ELL parents to support Literacy development at home, including DreamBox Math and Lexia. The Curriculum Coach did set-up a Fall, Winter and Spring Data meeting with teachers to determine student progress and develop with teachers instructional strategies to meet ELL student needs. EL students received Marine Science instruction in Heterogeneous Groups. The LLI teacher did this: Tier III intervention class for 2nd-5th grade students provided to support at-risk students with academic vocabulary. The LLI teachers did this: Develop and Implement English 3D classes for 4th and 5th grade EL students - Introduce Academic Sentence Frames

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

In progress for 19-20 for input 2021 SY: We stuck to this plan. We did not adjust.

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.

In progress for 19-20 for input 2021 SY: MES no longer has AR. In 20-21 we are holding two workshops on best DreamBox practices. We are now offer weekly ELD PD to teachers before school. Our Marine Science program will now have two Deep Learning Student Showcases, not one. These changes will be reflected in the 20-21 SPSA.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

Goal 3

Implement Responsive Classroom, Mindfulness, and Olweus positive school environment programs. Develop a School Vision, a Positive Discipline Plan, a Parent Handbook, and a Staff Handbook. Our school is new. We have two founding schools whose populations created 99% of our population. Our founding schools had effective signature programs that must be masted by both the Pt. Dume and the Cabrillo faculties. Our new school needs direction and pragmatic positive environment strategies are are universally known and championed. Since when we opened had no Vision, no Discipline Plan, and no Handbooks, we knew we had to create them rapidly and strategically. We created our Positive Discipline Plan first to help us have a consistent experience for students. By January draft Handbooks will be published. By February a Vision Statement will be agreed to by leadership and parent groups. By March our Handbooks will be finalized.

All k-5 MES teachers will administer the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) three times this school year to gather baseline data (Lead), mid-year data, and end-of-year (Lag). All 5th grade MES teachers will administer the California Healthy Kids Survey (CHKS) at the end of the year to gather data for improvement for 2020-2021 and to contrast with end-of-year SAEBRS data. All k-5 MES teachers will administer the Olweus Survey to gauge connectedness and sense of safety and inclusion. Olweus training will be held mid-November. At that time we will set a detailed time line of Olweus activities. The SAEBRS is a brief and efficient tool for universal screening of student risk for social-emotional. Olweus is specifically designed to help us mitigate bully behaviors and develop upstander behaviors in peers.

Identified Need

Students need to feel welcomed, safe, and included at school. Parents need to know what is happening at school and how they can help from home. Parents need to feel proud that their child attends MES. Staff need to a refresher in Olweus strategies. Staff from founding school Pt. Dume need training on Responsive Classroom strategies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SAEBRS - January 2020 Social, Academic, and Emotional Behavior Risk Screener	38/180students or 13.7% of our students are at risk.	10% decrease from lead data as measured by the January 2021 Screener

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS - California Healthy Kids Survey	TBD	10% increase from pending lead data as contrasted between 19-20 and 20-21.
Olweus - Bully Mitigation Survey	TBD	10% increase from pending lead data as measured by the spring survey

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide staff development in administering the SAEBRS, Implementing Responsive Classroom, Implementing Mindfulness, and Implementing Olweus Bully Prevention strategies throughout the year to ensure all staff have the necessary skills to meet the needs of the whole child. Develop a Positive Discipline Plan for MES. The Positive Discipline Plan will be the foundation of our new Parent Handbook and our new Faculty Handbook. Develop a School Vision through collaboration of the School Leadership Team that segues to the SSC. The Vision Statement will be foundation of two Handbooks.

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)
7,137	District Funded 5800: Professional/Consulting Services And Operating Expenditures Responsive Classroom PD Fridays, Conferences, and Release Time
0	Olweus Staff Meeting Fridays
0	Mindfulness Friday Mornings and Staff Meeting Fridays
0	MES Positive Discipline Plan

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

Olweus: Staff, students and parents will have a clear definition of what bullying is and isn't. Bully-mitigation monthly meetings and school wide trimester interactive assemblies will be held.

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)
0	Olweus Training, class monthly meetings, and quartlery assemblies
0	Staff Meeting Fridays PD
0	Olweus Surveys

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

Mindfulness: Mindfulness strategies will be reviewed by teachers on Friday Morning Mindfulness Sessions and Staff Meeting Fridays. Students will participate in Mindfulness activities in class daily and at an optional lunch-time club.

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)
0	Friday Morning Mindfulness Sessions
0	

	Staff Meeting Fridays
0	Student classroom and club activities
0	PD from District during a Independent Planning Time Friday

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Responsive Classroom: Teachers will use interactive modeling to establish the rules and teach discipline in their classrooms, specialists classes, PE, the expectations for school-wide behavior to set the tone for learning and academic skills and routines and logical consequences for responding to behaviors. Morning meetings will happen daily.

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)
7,137	District Funded 1000-1999: Certificated Personnel Salaries Training
0	School-wide expectations for behavior will be shared with the students through assemblies and parents via the newsletter and handbook.
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures Teachers will implement interactive modeling to introduce and practice new rules and expectations.
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures Teachers/staff will implement respectful, related and realistic consequences (Break it-fix it, Time-out & Loss of priviledge.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Develop a school wide Positive Discipline Plan, a School Vision, and a Parent Handbooks & Staff Handbook. Positive recognition programs will be detailed (such as the caught Doing Good Program), constructive due process techniques (such the implementation of Student Statements) will be internalized by the community, and education about our plan will be ongoing (such as in weekly Newsletter and Bulletin and at Faculty Meetings and SSC Meetings).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Develop, disseminate, and implement a Positive Discipline Plan

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

In progress for 19-20 for input 2012 SY: MES did what we said we do except finalizing handbooks. We merged our founding schools. We maintained and grew their best practices. We have a vision, a mascot, a song, a cheer, and a Positive Discipline Plan. We also have a Safe School Plan that was written for our campus. We implemented the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) twice (not 3 times due to the pandemic shut down). MES implemented Responsive Classroom, Mindfulness, and Olweus positive school environment programs. We offered the CHKS survey but nearly all 5th grade parents opted out. Unfortunately we do not have end-of-year data from Olweus, SAEBRS, nor CHKS. The pandemic and low participation rates have left us without data. However, discipline issues were nearly nonexistent.

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

In progress for 19-20 for input 2012 SY: We utilized our SLT PD budget as planned.

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

In progress for 19-20 for input 2012 SY: MES will be doing all of our surveys remotely due to Distance Learning. We have already brought 3 more PDMMS teachers through the RS advanced training in August. We have $9,400 left in our SLT PD fund to accomplish all the training in our 3 goals. Getting our last two PDMSS teachers and our specialty teachers through the Advanced RS training is a goal and will be in the 20-21 SPSA.

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	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$88,311.00

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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
District Funded	$51,411.00
Other	$0.00
Parent-Teacher Association (PTA)	$36,900.00

Subtotal of state or local funds included for this school: $88,311.00

Total of federal, state, and/or local funds for this school: $88,311.00

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
Chris Hertz	Principal
Nancy Levi	Classroom Teacher
Tammy Mackey	Classroom Teacher
Jaime Hammack	Classroom Teacher
Diane Sullivan	Other School Staff
Anne Russell Shurgot	Parent or Community Member
Kelly Okimura	Parent or Community Member
Tara Buran	Parent or Community Member
Jude Brown	Parent or Community Member
Roui Israel	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 October 8, 2020.

Attested:

	Principal, Chris Hertz on 10-8-20
	SSC Chairperson, Anne Russell Shurgot on 10-8-20

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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