

School Year: **2019-20**

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
Quail Lake Environmental Charter School	10-62414-6117865	November 6, 2018	December 11, 2018

Purpose and Description

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

Schoolwide Program

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

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).

Parent surveys are distributed at the end of each school year. The top three parent comments from the 2016-17 school year were in regards to teachers, staff, administration, climate and academics. Areas for improvement were parking/traffic, communication, and perception of student learning..

Classroom Observations

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

Classroom teachers are formally observed 2-4 times per year, and formal evaluations are 1-2 times. Teachers receive ongoing support by administration and Instructional Support Providers in the form of focus walks, peer observations, and coaching. All of these items incorporate immediate feedback. Teachers frequently meet within their grade level Professional Learning Community, with Instructional Support Providers and administration for input on daily instruction, lesson development and best practices. Three times per year, PLCs meet with administration to discuss goals and best practices.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At Quail Lake Environmental Charter School we use state data to analyze grade level student performance in math, language arts and science. Teachers review data as part of a comprehensive plan to form intervention and enrichment groups, plan instruction and support student needs at an individual level. This data allows teachers to focus their curriculum around the claims and targets which guide their year long instruction.

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

At Quail Lake Environmental Charter School ongoing progress monitoring is done in a variety of ways. Teachers utilize common formative and summative assessments, pre-assessments and district monitoring tools to ensure that our students are accessing curriculum and meeting the expectations of the integrated CCSS units being taught. Students are assessed at the end of each unit or trimester through common summative assessments or district progress assessment. These assessments provide teachers, administration, as well as district administration, with data in each of the CCSS claims as well as a snapshot of grade level proficiency. Teachers use this data to guide instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Quail Lake Environmental Charter School is staffed with highly qualified teachers. Currently most teachers are highly qualified.

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

All teachers at Quail Lake Environmental Charter School are given multiple opportunities by the school and the district for professional development. Various opportunities are given throughout the year for development in current math and ELA common core standards as well as instructional strategies for English Learners and special populations.

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

The Sanger Unified School District provides professional development opportunities that are based on the needs of teachers to fully engage in Common Core. Professional development is directly aligned to grade level standards in each subject area and instructional strategies based on teacher request. Teachers are also able to attend professional development conferences and seminars when requested.

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

All teachers are given instructional support by two Quail Lake Instructional Support Providers and have access to their assistance on a daily basis. On staff we have a full time RSP teacher, a part time RSP aide, psychologist, counselor and speech pathologist. In addition, we have a full time Literacy Specialist Teacher to work with all staff to develop balanced literacy in the classroom.

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

Quail Lake Environmental Charter School teachers engage in collaborative professional learning communities on a weekly basis. These grade level partnerships allow for teachers to come together to discuss instructional strategies, common assessments and student performance. These conversations are centered around student success and help to lead teachers to make impactful, data driven changes to improve best practices and student achievement.

Teaching and Learning

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

Grade level Professional Learning Communities meet to vertically and horizontally align curriculum across grade levels and core content. All curriculum is adopted or created with district level input to ensure adherence to common core standards. All unit design is coordinated at the district and site level.

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

Teachers adhere to a master schedule provided at the beginning of the year by the principal. The master schedule meets the minimum instructional minutes for both English Language Arts and Mathematics.

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

Quail Lake's teachers adhere to a master schedule which provides time for intervention and English Language Development and programs designed to meet the specific needs of our students.

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

Standards-based instructional materials are purchased and distributed by the district. Materials are used in all classrooms and available to all students.

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

Each classroom and student has access to adopted curriculum assigned to them for core subjects, RTI and ELD.

Opportunity and Equal Educational Access

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

At Quail Lake Environmental Charter School, students are provided with immediate Tier 1 intervention when needed. As part of our regular day, students are also provided with additional intervention and supports, language development, and literacy instruction.

Evidence-based educational practices to raise student achievement

Students not performing at grade level in reading receive researched based small group instruction based on student needs. Progress is tracked weekly through various assessment and discussed in RTI teams on a regular basis.

Parental Engagement

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

Quail Lake offers the Learning Enrichment Activity Program (LEAP) which provides tutoring and homework assistant for students. In addition, parents have access to a wide variety of help from both the school and district in terms of supports. Enrichment opportunities and interventions are available at varying times throughout the year.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents can be a part of Quail Lake Environmental Charter School in a variety of ways. ELAC and School Site Council contributes to the school by making decisions based on concerns from the community. Our Parent-Teacher Organization offers parents the opportunity to support our school as well as give input to the activities we offer. Parents are also able to contribute their input from an annual survey and their emails, phone conversations and meetings with the principal.

Funding

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

Fiscal support (EPC)

Careful attention is placed on funding and to ensuring equitable access is given to all. The school/district's general and categorical funds are coordinated, prioritized, and allocated to ensure we are providing support to student needs.

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

Quail Lake Environmental Charter School acknowledges the importance with shared decision making with all stakeholders. As part of our planning process, administration solicited input from parents, community members, teachers and students to formulate annual plans. Informational meetings begin at the end of each year during our last School Site Council/ELAC meeting when we review progress and plan for improvement for the upcoming year. Teachers provide feedback and

predict needs during this same timeframe and parent surveys give us a tremendous amount of direction for the coming months. Throughout the year, the site leadership team, SSC/ELAC, and the community are asked to review our efforts via meetings and surveys and we make adjustments as needed according to the feedback.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.2%	0%	1	1	0
African American	1.4%	0.5%	0.52%	8	3	3
Asian	10.0%	11.5%	12.59%	56	64	72
Filipino	2.1%	1.4%	1.22%	12	8	7
Hispanic/Latino	24.4%	26.4%	25.52%	137	147	146
Pacific Islander	0.2%	0.2%	0.17%	1	1	1
White	52.9%	50.0%	50.70%	297	278	290
Multiple/No Response	5.5%	4.0%	3.67%	31	22	21
Total Enrollment				561	556	572

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	75	72	75
Grade 1	73	75	75
Grade 2	75	73	70
Grade 3	74	71	70
Grade 4	64	64	70
Grade 5	60	64	63
Grade 6	62	60	63
Grade 7	44	41	50
Grade 8	34	36	36
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
Total Enrollment	561	556	572

Conclusions based on this data:

1. Quail Lake Environmental Charter School continues to reflect and evaluate practices in 7th and 8th grade to ensure students remain in Sanger Unified School District upon completion of their 6th grade promotion. We need to be

cognizant of neighboring communities and schools and the choices available to our students. Overall excellence in academics, behavior and activities will keep our students here.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	45	42	23	8.0%	7.6%	4.0%
Fluent English Proficient (FEP)	24	30	44	4.3%	5.4%	7.7%
Reclassified Fluent English Proficient (RFEP)	1	5	18	3.0%	11.1%	42.9%

Conclusions based on this data:

1. EL students are being reclassified as a progressively faster rate. Data indicates that the number of Fluent English Proficient students is increasing within our subgroups.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	74	70	70	68	70	67	68	70	67	91.9	100	95.7
Grade 4	63	64	68	62	61	67	62	61	67	98.4	95.3	98.5
Grade 5	58	64	61	54	64	59	54	64	59	93.1	100	96.7
Grade 6	62	60	62	58	59	60	58	59	60	93.5	98.3	96.8
Grade 7	41	38	47	39	37	46	39	37	46	95.1	97.4	97.9
Grade 8	33	35	36	33	35	33	33	35	33	100	100	91.7
All Grades	331	331	344	314	326	332	314	326	332	94.9	98.5	96.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2455.	2473.	2492.	37	41.43	56.72	26	34.29	22.39	26	17.14	14.93	10	7.14	5.97
Grade 4	2539.	2498.	2520.	60	36.07	43.28	19	36.07	31.34	16	9.84	13.43	5	18.03	11.94
Grade 5	2555.	2561.	2548.	43	45.31	37.29	31	29.69	37.29	19	20.31	10.17	7	4.69	15.25
Grade 6	2565.	2577.	2589.	28	25.42	35.00	41	52.54	38.33	21	15.25	23.33	10	6.78	3.33
Grade 7	2627.	2598.	2619.	46	24.32	34.78	41	45.95	50.00	5	21.62	6.52	8	8.11	8.70
Grade 8	2652.	2634.	2608.	45	37.14	21.21	39	31.43	42.42	15	25.71	27.27	0	5.71	9.09
All Grades	N/A	N/A	N/A	43	35.89	40.06	32	38.04	35.54	18	17.48	15.36	7	8.59	9.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	28	38.57	44.78	54	48.57	44.78	18	12.86	10.45
Grade 4	56	32.79	37.31	37	47.54	50.75	6	19.67	11.94
Grade 5	44	43.75	44.07	44	50.00	38.98	11	6.25	16.95
Grade 6	17	28.81	45.00	64	57.63	40.00	19	13.56	15.00
Grade 7	56	37.84	50.00	36	43.24	43.48	8	18.92	6.52
Grade 8	64	42.86	33.33	27	48.57	57.58	9	8.57	9.09
All Grades	42	37.12	42.77	46	49.69	45.18	12	13.19	12.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	28	41.43	55.22	60	48.57	35.82	12	10.00	8.96
Grade 4	55	36.07	43.28	37	50.82	44.78	8	13.11	11.94
Grade 5	46	59.38	47.46	46	35.94	37.29	7	4.69	15.25
Grade 6	50	49.15	50.00	36	42.37	48.33	14	8.47	1.67
Grade 7	56	35.14	58.70	41	62.16	36.96	3	2.70	4.35
Grade 8	52	51.43	33.33	48	45.71	57.58	0	2.86	9.09
All Grades	46	45.71	48.80	45	46.63	42.47	8	7.67	8.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	32.86	41.79	69	58.57	53.73	6	8.57	4.48
Grade 4	39	26.23	37.31	58	55.74	59.70	3	18.03	2.99
Grade 5	28	32.81	37.29	67	64.06	55.93	6	3.13	6.78
Grade 6	16	18.64	26.67	79	77.97	66.67	5	3.39	6.67
Grade 7	46	29.73	15.22	49	64.86	78.26	5	5.41	6.52
Grade 8	36	28.57	27.27	61	68.57	66.67	3	2.86	6.06
All Grades	30	28.22	32.23	65	64.42	62.35	5	7.36	5.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	38	50.00	53.73	50	42.86	41.79	12	7.14	4.48
Grade 4	55	39.34	44.78	44	45.90	47.76	2	14.75	7.46
Grade 5	52	50.00	55.93	43	39.06	27.12	6	10.94	16.95
Grade 6	31	47.46	60.00	64	47.46	38.33	5	5.08	1.67
Grade 7	56	37.84	60.87	41	54.05	32.61	3	8.11	6.52
Grade 8	64	51.43	48.48	33	37.14	36.36	3	11.43	15.15
All Grades	47	46.32	53.92	47	44.17	37.95	5	9.51	8.13

Conclusions based on this data:

1. In ELA, approximately 75% of students are meeting or exceeding standards.
2. Build rigor within literacy units 4th-8th to ensure grade level and above students continue to grow and to decrease % of nearly met students. Continue vertical articulation so that teachers understand the rigors of adjoining grade levels and enduring standards (GVC). Incorporate in PLC schedule and on Staff PD schedule 1st Wednesday of the month.
3. Focus on listening skills and allowing students to response to verbal prompts in to increase listening target exceeding. Continue to provide rigorous reading and writing opportunities at all grade levels.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	74	70	70	68	70	67	68	70	67	91.9	100	95.7
Grade 4	63	64	68	62	61	67	62	61	67	98.4	95.3	98.5
Grade 5	58	64	61	57	64	59	57	64	59	98.3	100	96.7
Grade 6	62	60	62	58	59	60	58	59	60	93.5	98.3	96.8
Grade 7	41	38	47	40	37	46	40	37	46	97.6	97.4	97.9
Grade 8	33	35	36	33	35	33	33	35	33	100	100	91.7
All Grades	331	331	344	318	326	332	318	326	332	96.1	98.5	96.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2496.	2489.	2503.	50	45.71	49.25	35	32.86	38.81	10	15.71	7.46	4	5.71	4.48
Grade 4	2541.	2511.	2540.	50	34.43	49.25	31	36.07	26.87	18	16.39	17.91	2	13.11	5.97
Grade 5	2553.	2557.	2547.	32	32.81	35.59	28	34.38	30.51	33	29.69	20.34	7	3.13	13.56
Grade 6	2577.	2592.	2595.	29	32.20	45.00	34	44.07	28.33	29	18.64	18.33	7	5.08	8.33
Grade 7	2639.	2592.	2601.	53	24.32	41.30	28	45.95	23.91	13	21.62	23.91	8	8.11	10.87
Grade 8	2664.	2657.	2623.	64	60.00	42.42	18	8.57	21.21	9	17.14	27.27	9	14.29	9.09
All Grades	N/A	N/A	N/A	45	37.73	44.28	30	34.66	29.22	19	19.94	18.07	6	7.67	8.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	68	68.57	71.64	25	20.00	25.37	7	11.43	2.99
Grade 4	66	49.18	64.18	27	29.51	23.88	6	21.31	11.94
Grade 5	46	48.44	45.76	37	46.88	35.59	18	4.69	18.64
Grade 6	40	47.46	61.67	48	40.68	25.00	12	11.86	13.33
Grade 7	70	48.65	52.17	20	32.43	30.43	10	18.92	17.39
Grade 8	70	62.86	48.48	21	20.00	39.39	9	17.14	12.12
All Grades	59	54.29	58.73	31	32.21	28.92	10	13.50	12.35

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	63	51.43	59.70	31	38.57	31.34	6	10.00	8.96
Grade 4	55	31.15	52.24	39	50.82	37.31	6	18.03	10.45
Grade 5	26	32.81	32.20	63	54.69	47.46	11	12.50	20.34
Grade 6	24	30.51	45.00	62	57.63	43.33	14	11.86	11.67
Grade 7	60	24.32	39.13	33	64.86	45.65	8	10.81	15.22
Grade 8	64	51.43	39.39	24	42.86	48.48	12	5.71	12.12
All Grades	47	37.12	45.78	43	50.92	41.27	9	11.96	12.95

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	59	52.86	58.21	35	38.57	34.33	6	8.57	7.46
Grade 4	55	52.46	53.73	40	32.79	38.81	5	14.75	7.46
Grade 5	33	35.94	38.98	54	48.44	47.46	12	15.63	13.56
Grade 6	28	42.37	43.33	57	49.15	43.33	16	8.47	13.33
Grade 7	55	24.32	41.30	43	64.86	47.83	3	10.81	10.87
Grade 8	52	51.43	39.39	45	45.71	45.45	3	2.86	15.15
All Grades	47	44.17	46.99	46	45.09	42.17	8	10.74	10.84

Conclusions based on this data:

1. In Math, approximately 73% of students are meeting or exceeding grade level standards..
2. Focus math Tier 1 interventions and Flex Days to support those students who are meeting or nearly meeting standards. Monitor tier 1 interventions and Flex Days for effectiveness. Review data consistently to ensure instruction is based on student results.
3. Continue to focus on mathematical practices #2 and #6 to allow students more interaction with high demand cognitive tasks and ensure rigor of all assessments.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
Grade 7	*	*	*	*
All Grades				21

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*							*
Grade 2	*	*	*	*					*
Grade 3			*	*					*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*					*
Grade 6			*	*					*
Grade 7	*	*							*
All Grades	11	52.38	*	*	*	*			21

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*							*
Grade 2	*	*	*	*					*
Grade 3			*	*					*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*					*
Grade 6			*	*					*
Grade 7	*	*							*
All Grades	11	52.38	*	*	*	*			21

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*			*	*			*
Grade 1	*	*							*
Grade 2	*	*	*	*					*
Grade 3					*	*			*
Grade 4	*	*			*	*			*
Grade 5	*	*	*	*					*
Grade 6					*	*			*
Grade 7			*	*					*
All Grades	11	52.38	*	*	*	*			21

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*					*
Grade 1	*	*					*
Grade 2	*	*	*	*			*
Grade 3			*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*					*
Grade 7	*	*					*
All Grades	16	76.19	*	*			21

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*					*
Grade 2	*	*	*	*			*
Grade 3			*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6			*	*			*
Grade 7	*	*					*
All Grades	11	52.38	*	*	*	*	21

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*					*
Grade 2	*	*	*	*			*
Grade 3			*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6					*	*	*
Grade 7			*	*			*
All Grades	*	*	*	*	*	*	21

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3			*	*			*
Grade 4			*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*					*
Grade 7	*	*					*
All Grades	12	57.14	*	*	*	*	21

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
572	22.2%	4.0%	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	23	4.0%
Socioeconomically Disadvantaged	127	22.2%
Students with Disabilities	25	4.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5%
Asian	72	12.6%
Filipino	7	1.2%
Hispanic	146	25.5%
Two or More Races	32	5.6%
Pacific Islander	1	0.2%
White	290	50.7%






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="305 506 360 533">Blue</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="782 506 837 533">Blue</p>	<p data-bbox="1177 426 1404 457">Suspension Rate</p>  <p data-bbox="1263 506 1318 533">Blue</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="305 703 360 730">Blue</p>		
<p data-bbox="154 821 511 852">English Learner Progress</p>  <p data-bbox="203 905 462 932">No Performance Color</p>		

Conclusions based on this data:

1. State indicators validate the systems and practices implemented at Quail Lake Environmental Charter School. We need to continue to refine practices and supports to ensure all students grow in scale scores each year.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 54 points above standard Increased 7.5 points 331 students	<p>English Learners</p>  Yellow 5.9 points above standard Maintained 2 points 30 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Green 16.9 points above standard Declined -7.3 points 78 students	<p>Students with Disabilities</p>  No Performance Color 52.4 points below standard Maintained -0.8 points 21 students

2018 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 1 students	 No Performance Color 0 Students	 Green 37 points above standard Maintained -2.8 points 45 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 35.2 points above standard Increased 11.8 points 78 students	 No Performance Color 53.6 points above standard Increased 9.6 points 20 students	 No Performance Color 0 Students	 Blue 65.1 points above standard Increased 9.4 points 177 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 9 students	31.2 points above standard Maintained 1.3 points 21 students	58.3 points above standard Increased 7.3 points 288 students

Conclusions based on this data:

- While students at Quail Lake Environmental Charter School continue to perform at the highest levels, the overall DF3 is showing a slight decline. Continue to monitor all student growth to ensue students are meeting and exceeding standards. Response to Intervention, combined with Tier 1 intervention will allow for continued monitoring and adjustment to student learning.
- English Learners continue to increase on all levels. Reflect on practices to continue growth.

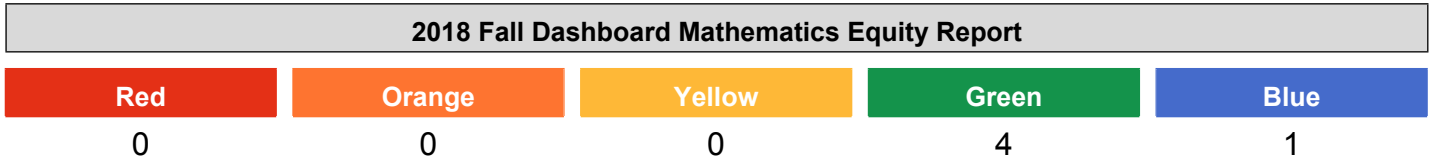
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 45 points above standard Increased 4.6 points 331 students	<p>English Learners</p>  Green 1.3 points above standard Maintained -0.5 points 30 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Green 13 points above standard Maintained 1 points 78 students	<p>Students with Disabilities</p>  No Performance Color 62.7 points below standard Declined -11.5 points 21 students

2018 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 1 students	 No Performance Color 0 Students	 Green 25.6 points above standard Declined -16.3 points 45 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 26.8 points above standard Increased 11.5 points 78 students	 No Performance Color 40.7 points above standard Increased 23.6 points 20 students	 No Performance Color 0 Students	 Blue 55.7 points above standard Increased 4.5 points 177 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 9 students	28.7 points above standard Increased 9.2 points 21 students	49.4 points above standard Increased 5.6 points 288 students

Conclusions based on this data:

- While students at Quail Lake Environmental Charter School continue to perform at the highest levels, the overall DF3 is showing a slight decline. Continue to monitor all student growth to ensure students are meeting and exceeding standards. Response to Intervention, combined with Tier 1 intervention and math flex days will allow for continued monitoring and adjustment to student learning to increase results.
- Ensure evaluation of common formative assessments and summative assessment to adjust pacing and instructional practices to ensure students are growing from baseline abilities.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
21	52.4%	38.1%	9.5%	

Conclusions based on this data:

1. ELD and EL supports are effective for our students.
2. ELA results show increases in overall proficiency, and DF3. Continue to evaluate practices and ensure success.
3. Mathematics results show that support for individual needs is still ongoing. We need to find ways to differentiate to meet the individual needs of students. Outcomes continue to be high.

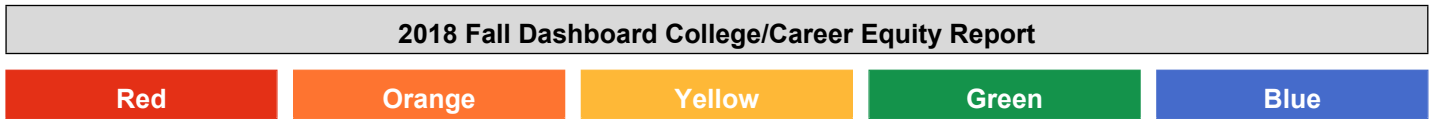
School and Student Performance Data

Academic Performance College/Career

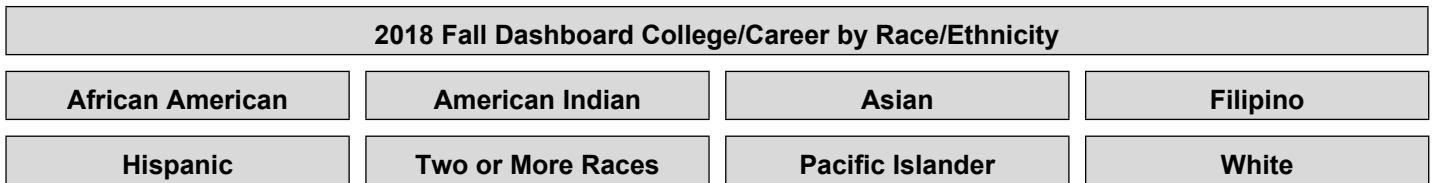
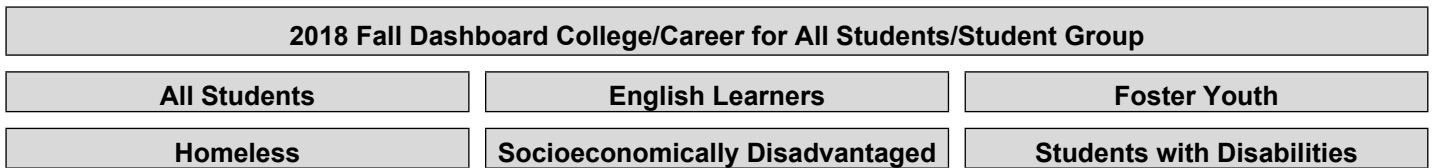
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

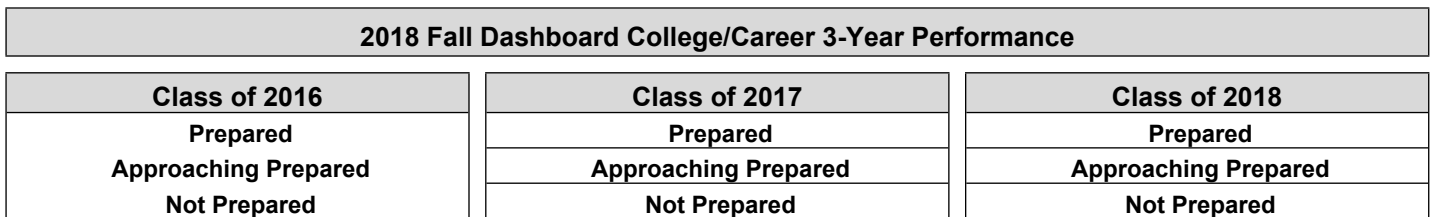
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

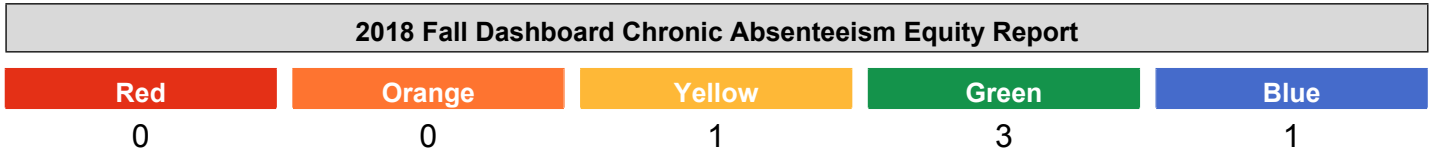
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Blue 2.4% chronically absent Maintained 0.3% 573 students	<p>English Learners</p>  No Performance Color 0% chronically absent Declined 2.5% 22 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<p>Socioeconomically Disadvantaged</p>  Green 3% chronically absent Maintained 0% 135 students	<p>Students with Disabilities</p>  No Performance Color 3.7% chronically absent Declined 2.4% 27 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Blue 1.4% chronically absent Maintained 0.2% 71 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.7% chronically absent Declined 1.9% 147 students	 Green 2% chronically absent Increased 2% 51 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 2.7% chronically absent Increased 1.3% 293 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

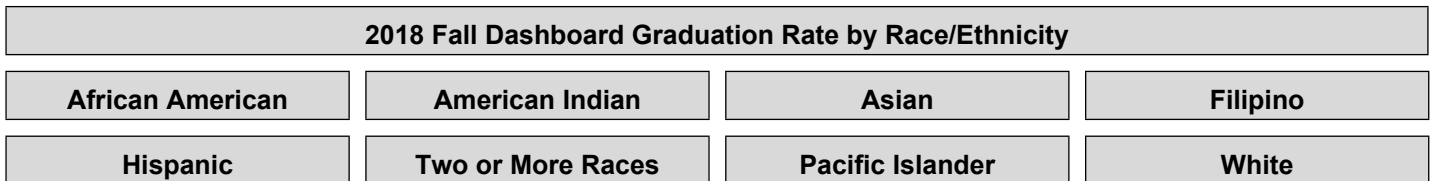
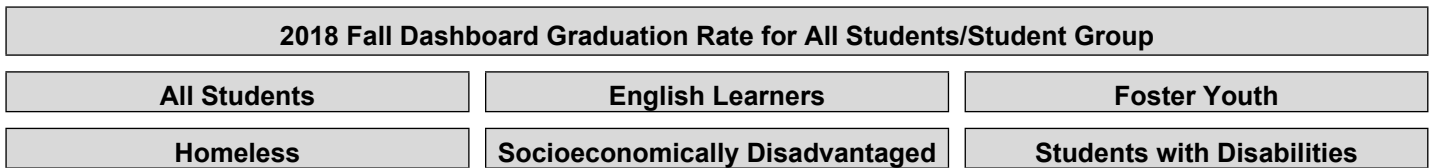
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

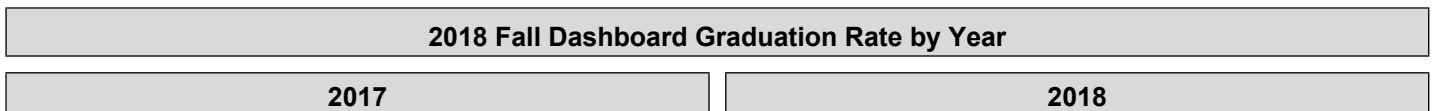
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

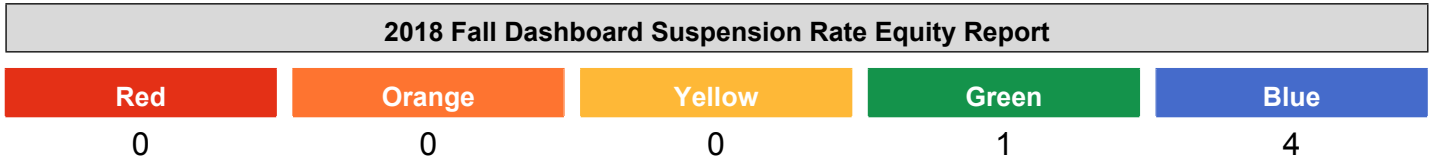
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.3% suspended at least once Maintained -0.2% 575 students	<p>English Learners</p>  No Performance Color 0% suspended at least once Maintained 0% 22 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Blue 0% suspended at least once Maintained 0% 135 students	<p>Students with Disabilities</p>  No Performance Color 0% suspended at least once Maintained 0% 27 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Maintained 0% 71 students	 No Performance Color Less than 11 Students - Data 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 149 students	 Blue 0% suspended at least once Maintained 0% 51 students	 No Performance Color Less than 11 Students - Data 1 students	 Green 0.7% suspended at least once Declined -0.4% 293 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.4% suspended at least once	0.5% suspended at least once	0.3% suspended at least once

Conclusions based on this data:

1. Quail Lake Environmental Charter School successfully uses Positive Behavior Intervention and Supports to create behavior expectations.

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

The district will provide a high quality educational system to raise the academic achievement of ALL students.

Goal 1

SMART Goal ELA:

For the 2018-19 school year, Quail Lake Environmental Charter School will improve by 5 scale score points to remain Blue on the ELA CAASPP as evidenced by the CA Dashboard.

SMART Goal Math:

For the 2018-19 school year, Quail Lake Environmental will improve by 5 scale score points to remain Blue on the Math CAASPP as evidenced by the CA Dashboard.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	CAASPP ELA Percent Proficient 76% DF3 54	CAASPP ELA Percent Proficient 78% DF3 59
CAASPP Math	CAASPP Math Percent Proficient 74% DF3 44	CAASPP Math Percent Proficient 75% DF3 49

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Provide Professional Development for teacher in NGSS and ELA/Math.

We will continue to refine the Guiding Reading System for Early Literacy in K-3 by providing Professional Development in Literacy framework for Daily 5 and differentiation within reading strategies for exceeding students using CAFE

We will provide professional development for K-5 teachers in NGSS from FCOE

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)

25,000

LCAP Additional Site Allocation

15,000

LCAP Additional Site Allocation

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

2. Continue a system of formative and summative assessment that informs instruction throughout the school.

Continue to offer balanced literacy choice within coaching cycles. LST to provide modeling and co-teaching opportunities

Build rigor within literacy units 4th-8th to ensure grade level and above students continue to grow and to decrease % of nearly met students.

Ensure that students are being given exemplars and teachers are modeling expectations for learning while maintaining UDL focus and group/collaborative learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,616	LCAP Enrichment K-8
	LCFF - Supplemental

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

3. Provide aligned/integrated curriculum materials and support for all classrooms.

Refine integrated units to make them more efficient using the GVC and keep up with teacher capacity

Continue vertical articulation so that teachers understand the rigors of adjoining grade levels and enduring standards (GVC). Incorporate in PLC schedule and on Staff PD schedule 1st Wednesday of the month.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCAP Additional Site Allocation
	LCAP Additional Site Allocation
1,000	LCAP Additional Site Allocation
3,000	LCAP Additional Site Allocation
2,000	LCAP Additional Site Allocation

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

4. Meet the needs of students requiring intervention.

Continue school wide intervention program that is appropriate for all students not meeting standards.

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)
12,038	LCAP Additional Site Allocation
2831	LCAP Intervention and Support
1,000	LCAP Additional Site Allocation
	LCFF - Supplemental
	LCFF - Supplemental
	LCFF - Supplemental

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

5. Meet the needs of students requiring enrichment/extension.

Provide opportunities for electives before school, and enrichment activities throughout the day

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,824	LCAP Additional Site Allocation
5,000	LCAP Additional Site Allocation
5,000	LCAP Additional Site Allocation
	LCFF - Supplemental

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

The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.

Goal 2

SMART Goal ELA:
 For the 2018-19 school year, Quail Lake Environmental Charter School's Socioeconomically Disadvantaged will improve by 5 scale score points on the ELA CAASPP as evidenced by the CA Dashboard.
 For the 2018-19 school year, Quail Lake Environmental Charter School's English Learners will improve by 5 scale score points on the ELA CAASPP as evidenced by the CA Dashboard.
 For the 2018-19 school year, Quail Lake Environmental Charter School's SWD will improve by 5 scale score points on the ELA CAASPP as evidenced by the CA Dashboard.

SMART Goal Math:
 For the 2018-19 school year, Quail Lake Environmental Charter School's Socioeconomically Disadvantaged will improve by 5 scale score points on the Math CAASPP as evidenced by the CA Dashboard.
 For the 2018-19 school year, Quail Lake Environmental Charter School's English Learners will improve by 5 scale score points on the Math CAASPP as evidenced by the CA Dashboard.
 For the 2018-19 school year, Quail Lake Environmental Charter School's SWD will improve by 5 scale score points on the Math CAASPP as evidenced by the CA Dashboard.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math CAASPP	EL's 11% Met or Exceeded DF3 -63 SWD 13% Met or Exceeded DF3 -70 Socio-Economic 0% Met or Exceeded DF3 -106	EL DF3 -58 SWD DF3 -65 Socio-Economic -101
ELA CAASPP	EL's 22% Met or Exceeded DF3 -53 SWD 20% Met or Exceeded	EL DF3 -48 SWD DF3 -48

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	DF3 -53	Socio-Economic -63
	Socio-Economic 0% Met or Exceeded	
	DF3 -68	

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 options for students through Universal Design For Learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	LCAP Additional Site Allocation
	LCAP Additional Site Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learner Student

Strategy/Activity

Develop and implement Individual Language Plans for long term English Language Learners based on their need within the language domains. The individual language goals set are reviewed every 6-8 weeks. Members present are the teacher, student, and EL Site Contact.

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)

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

The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.

Goal 3

School Environment: Create a school environment where all participants feel valued, respected and safe.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	<p>Overall Quality of our school 94.2%</p> <p>Safe School Environment 89.3%</p>	<p>Increase in the number of parents who rate our school with an above average score for Quality of School will increase to 96%</p> <p>Increase in the number of parents who rate our school with an above average score for Safe School Environment will increase to 91%</p>

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, focusing on SPED

Strategy/Activity

1. Implement programs to support students.

SAP groups

SPED Team

Implement Second Step Curriculum at all grade levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2. Implement Positive Behavior Interventions and Supports

Falcon B.E.S.T. Store

Monthly PBIS Team Meetings

Professional Development for teachers, as needed

Provide options and opportunities for extracurricular activities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCAP Additional Site Allocation
1,000	LCAP Additional Site Allocation
3,000	LCAP Additional Site Allocation
5,000	LCAP Additional Site Allocation

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

3. Create system of attendance incentives

3.1 Continue "BEST Attendance" winners for grade levels

3.2 Monitor attendance trends through web based tracking system and SARB process.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCAP Additional Site Allocation

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

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

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

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

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

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
- 2 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Kim Labosky	Principal
Gina Vincenti	Other School Staff
Heather Bridger	Other School Staff
Beverly Johnson	Classroom Teacher
Sheryl Holder	Classroom Teacher
Emily Berg	Parent or Community Member
Tim Jeans	Parent or Community Member
Jim Damico	Parent or Community Member
Carlos Obregon	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 2, 2017.

Attested:

Principal, Kim Labosky on

SSC Chairperson, Kim Labosky on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019