School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mill Street School	11754816007488	May 11, 2020	OUSD Board of Directors

Purpose and Description

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

Schoolwide Program

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

The Orland Unified School District has applied a transformational leadership approach when it comes to the involvement of all stakeholders and the ESSA policy implementation process, specifically the LCAP. OUSD believes that we should become a unified team, which will establish a sense of purpose and accountability, which will ultimately drive the district's vision and mission. Over the past year, our district has made significant gains towards the implementation of ESSA in alignment with the LCAP and other federal, state, and local programs. Each school site is aware of the district LCAP goals, California School Dashboards, and has a plan in place to meet the needs of all students. Through collaborative conversations, district/site committees, strategic planning, and

data analysis, we as a district/school site have the tools in place to meet the individual needs of all students and ensure we are moving forward towards continuous school improvement. Through our district process, it is evident that all stakeholders are on the same page with the district plan, accountability, and can recognize that our school site plan and district LCAP encompasses all students.

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Mill Street administered both the California School Staff Survey as well as the California School Parent Survey from WestEd. The CA School Staff Survey revealed the further need for developing positive school culture and climate. To collect social and emotional learning needs we have surveyed and collected data on students' (K-2) SEL needs. This data came back with a need to address a "growth mindset" as well as "how to regulate oneself." To support this, our SEL coach presented targeted classroom lessons around "resilience" and "the power of yet" as well as coaching students on multiple breathing techniques. During ELAC/DELAC we collect feedback from participating parents to help with our improvement process and made adjustments to our ELAC/DELAC meetings based on this data.

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

Classrooms are monitored by a formal and informal evaluation process. Tenured teachers are evaluated on a 5-year cycle, or on an every other year cycle (as negotiated by the Orland Teachers Association). Probationary I & II teachers are evaluated annually. During an evaluation year, formal observations are conducted in the areas of ELA, ELD and/or math. Informal observations or walk-throughs are also part of the school culture and are part of the everyday routine of the administrator.

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)

Mill Street has established assessment tools and processes to help evaluate the effectiveness of our programs. We use our assessment data to monitor the progress of each class and target specific groups including Title 1, special education students, foster youth, and English learners. These assessments assist in the evaluation and effectiveness of intervention strategies for individual groups. Students are assessed every trimester. Teachers are provided assessment results for their students using multiple curriculum-based measures and results for target-based assessments. Grade levels use assessments as a collaborative tool to monitor student progress toward state standards and district standards by reviewing results, modifying instructional practices, and modifying emphasis of the curriculum to meet students' needs.

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

In addition to assessment data as described in #1, we look at attendance, truancy, school climate and parent perception data to analyze and improve our instructional program.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of Mill Street's teachers and classified staff are compliant with NCLB's requirements for being highly qualified.

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

All of the credentialed teachers will have received training and professional development on the ELA and math curriculum.

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

The staff development is aligned to our school plan goals in English Language Arts, Math, ELD, SEL, and school safety.

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

All teachers had the opportunity to attend three full days of professional development in August before school started. The first day was SEL-related with Heather Forbes presenting concepts from her book, Help for Billy. Over the next two days, teachers chose sessions based on their needs, interest, and grade span. Breakout sessions included Social Emotional Learning (and support) like Trauma-Informed and Restorative Practices. There were also sessions on technology, UDL, data review, and processes, as well as best instructional practices to support all students, including English Learners. In addition to those, there were sessions conducted by our teachers on CAASPP targets and claims, Google Classroom, and ELD Lesson designs.

OUSD has 7 "banking" days throughout the school year to continue to provide learning opportunities for teachers. The district banking days will focus on data and processes to review that data. The District Site Leadership Team will learn the processes and then take these back to their sites to practice. The goal is to have uniform processes for reviewing data throughout the District. As a site, we will focus our site banking days on UDL, Designated ELD, and math games and design.

Teachers had the opportunity to write mini-grants to support their learning and growth. This process allowed for individuals or teams of teachers to choose professional learning opportunities and create plans regarding timing and desired benefits. Examples included UDL, BE GLAD, ELD Design, Math, and Classroom 180.

OUSD has multiple focus-team groups in the District and several groups plan to attend conferences to deepen their knowledge to gain useful strategies to share with their school sites. In addition to these teams, we have 4 Instructional coaches available to teachers to support in Math, Technology, and SEL practices.

The District will continue to support and encourage teachers to attend course-specific professional development. This year, the hurdle is the lack of substitute teachers, so sites may have to be creative.

At the site level, new teachers have received training in iReady, iStation, Flipgrid, and My World Social Science. In addition, teachers have been trained on Footsteps to Brilliance and support F2B with parent outreach.

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

Mill Street teachers collaborate on a weekly basis during our PLC (Professional Learning Community) time. During collaboration, teachers evaluate data, instruction, assessments, and curriculum. Other collaboration meetings may include identifying essential standards, creating and revising curricular pacing guides, creating common assessments, analyzing data from various assessments, forming and revising intervention groups, and sharing effective teaching strategies.

Teaching and Learning

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

All SBE-adopted curriculum and materials used in the classrooms are aligned with the California state standards. Instruction and assessment in all content areas emphasizes mastery of grade-level determined essential performance standards.

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

Teachers in grades 1 and 2 teach 150 minutes of reading/language arts and 60-75 minutes of mathematics daily.

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

Grade levels have year-long pacing guides created and adhered to in English Language Arts, English Language Development, and math standards.

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

Mill Street uses the CA state adopted and standards-based Math, English Language Arts, Spanish Language Arts, Social Studies, Science, and ELD curriculum. There is an ample supply of texts to fully meet student needs as evidenced by compliance with the yearly William's Act updates. There is an ample supply and access to technology, such as Chromebooks. The school library has an expansive collection of books and videos in English and we are currently building up the Spanish selections.

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

Materials that are used to achieve standards-based instructional goals are:

Language Arts:
Benchmark Advance (English language)
Benchmark Adelante (Spanish language)
Bartons Levels 1-4
Foundations in Sounds
Accelerated Reader
iReady Reading
iStation (Dual Immersion Program: Spanish)

Math:
Go Math! (English language)
Go Math! (Spanish language)
iReady Math (English language)
iReady Math (Spanish language)

Opportunity and Equal Educational Access

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

Mill Street's instructional program is based on the RTI (Response to Intervention) model. All students get the core material in the general education classroom. The general education classroom teacher is responsible to differentiate and remediate in the classroom. Students also have access to level 2 strategic interventions for reading and some in math. Students are leveled into groups and then get specific instruction in areas of need. 1st and 2nd grade students have access to an intensive, small group, level 3 intervention.

Evidence-based educational practices to raise student achievement

All strategic and intensive interventions are research-based and are standards-aligned. Research-based instruction strategies include the following:

Language Arts:
Benchmark Advance (English language)
Benchmark Adelante (Spanish language)
Bartons Levels 1-4
Foundations in Sounds
Accelerated Reader
iReady Reading
iStation (Dual Immersion Program: Spanish)

Math:
Go Math! (English language)
Go Math! (Spanish language)
iReady Math (English language)
iReady Math (Spanish language)

Parental Engagement

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

Mill Street school uses a variety of strategies to encourage parental and community involvement, such as Kinder FACTTS, Coffee with the Principal, SEL Learning Night, Back to School Night, Open House, Literacy morning, etc. The school has access to local resources that assist it in meeting state and federal student achievement goals. The local community provides parent education programs, adult school programs, mental health resources, 4-H, Boy and Girl Scouting, and Head Start programs.

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 are given multiple opportunities to participte in the planning and evaluation of categorical programs through a variety of avenues. Parents participate on the School Site Council, English Learner Advisory Committee, and the District English Learner Advisory Committee. Parents learn about the Title I program during parent conferences and the Annual Title I Parent Meeting. Parents are surveyed by the school and/or district on a variety of issues including the effectiveness of the Title I parent Involvement program and the academic program.

Funding

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

Services provided by categorical funds include one Intervention teacher, and one ELD coordinator, and one district educational technology coach. Small literacy groups are formed for students identified as below grade level in reading/language arts. These students are identified and reassessed on an ongoing basis. In addition, the Intervention teachers support English Language Learners through direct, levelized instruction.

Fiscal support (EPC)

The school's general and categorical funds are coordinated and allocated to support the implementation of the specified school goals as stated in the School Plan and the district LCAP. The SPSA expenditures detail the implementation of the school goals which are in alignment with the Essential Program Components. The school's general and categorical budgets and SPSA demonstrate an ongoing commitment to improving student achievement and school reform.

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 following stakeholder groups were involved in the Needs Assessment, planning, and monitoring of the SPSA: School Site Council, ELAC, Staff, Parents

Mill Street School has a very active School Site Council which consists of 10 members. Half of the membership consists of parents and the other half consists of classified and certificated staff, as well as the principal. The SSC meets monthly to approve funding and monitor federally funded programs. Each month, the SSC reviews the SPSA goals and discussed implementation as well as possible modifications based on a current needs assessment and analysis of data.

Our ELAC is made up of parents and staff. The ELAC meets four times each year and provides input on English Learner programs. During regularly scheduled ELAC meetings in October, December, and February, ELAC members were provided an opportunity to provide feedback on school programs through a parent survey. During our April meeting, the ELAC committee reviewed the final survey results and the updated SPSA.

Parents were invited to participate in the process of school beautification where they gave input, helped design, and help paint Mill Street School's south blacktop playground area with interactive

lettering, signs, and vocabulary (English and Spanish) that help promote both learning and physical fitness.

Parents are invited to participate in the process of school beautification where they gave input, helped design, and helped construct a Mill Street School garden. Teachers along with parents helped to build and plant 4 garden boxes to be used in conjunction with Mill Street School's ELA and science curriculum.

Parents were invited to participate in our reading literacy mornings where they were encouraged to come to the library to read a story with their attending Mill Street student. Parents were encouraged to bring their favorite book from home, and our librarian would help support parents in partnering them with a grade-level appropriate book (English or Spanish) upon request. These dates were held once a trimester for a total of three family literacy mornings.

Parents are invited to come and engage with the Principal during Coffee with the Principal. These "coffees" fall within the first week of each month.

The principal shares newsletters, upcoming events, Home to School Connection information. Parents were invited to celebrate the success and learning of their Mill Street students during our PBIS/SEL Assemblies for kindness, safety, responsibility, and being a problem solver. Parents were also invited to celebrate perfect attendance during our trimester ADA assemblies. Additionally, parents were invited to celebrate collaboration during our "Collaborative Kid Award" assembly These dates fell between the months of September through June.

Resource Inequities

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

Through our needs assessment, site, and districtwide data we have found these resource inequities:

Although students are showing growth, there remain a large number of students who are one to two years below grade level on multiple measures that fall outside of the capacities to be served by our current intervention team. If resources allow, we would expand the intervention program to allow us to serve more students.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	227	189	198
Grade 1	144	159	145
Grade 2	140	139	162
Total Enrollment	511	487	505

Conclusions based on this data:

1. Student enrollment by subgroup: Hispanic/latino population maintained around 70% from 2017/2018 to 2018/2019.

2. Student enrollment by subgroup: White population declined 5.7 percent from 2016/2017 to 2017/2018 and another 2% in 2018/2019.

3. Total student enrollment has been steady and grade-level enrollment has been stable.

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**	**17-18**	**18-19**
English Learners	209	197	41.0%	38.6%
Fluent English Proficient (FEP)	3	14	0.6%	2.7%
Reclassified Fluent English Proficient (RFEP)	6	2	3.0%	1.0%

Conclusions based on this data:

1. Student enrollment: Mill Street School's EL enrollment has remained close to double that of the state average of 19.3%.

2. 6 students were reclassified in 2017/2018 compared to 0 in 2016/2017, and 2 in 2019/2020.

3. Mill Street's EL population was reduced by 2.9% from 20/18/2019 to 2019/2020.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades	N/A	N/A	N/A												

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. NA

2. NA

3. NA

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades	N/A	N/A	N/A												

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. NA

2. NA

3. NA

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1400.0	1411.6	1401.9	1413.3	1429.9	1425.0	1368.8	1368.6	1347.6	70	77	67
1	1440.0	1439.0	1426.9	1453.1	1463.9	1453.1	1426.5	1413.6	1400.3	62	54	45
2	1470.7	1468.3	1444.4	1480.6	1482.5	1458.3	1460.4	1453.6	1429.8	76	62	56
All Grades										208	193	168

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.19	2.99	20.00	42.86	22.39	32.86	38.96	50.75	34.29	12.99	23.88	70	77	67
1	*	0.00	0.00	40.32	31.48	13.33	29.03	51.85	71.11	17.74	16.67	15.56	62	54	45
2	28.95	1.61	5.36	44.74	50.00	26.79	21.05	38.71	39.29	*	9.68	28.57	76	62	56
All Grades	18.75	2.59	2.98	35.10	41.97	21.43	27.40	42.49	52.38	18.75	12.95	23.21	208	193	168

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	12.99	11.94	27.14	49.35	28.36	35.71	28.57	50.75	22.86	9.09	8.96	70	77	67
1	46.77	20.37	11.11	30.65	42.59	42.22	*	33.33	35.56	*	3.70	11.11	62	54	45
2	50.00	35.48	14.29	32.89	29.03	32.14	17.11	29.03	35.71		6.45	17.86	76	62	56
All Grades	37.02	22.28	12.50	30.29	40.93	33.33	22.12	30.05	41.67	10.58	6.74	12.50	208	193	168

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	2.60	0.00	*	19.48	8.96	44.29	54.55	38.81	37.14	23.38	52.24	70	77	67
1	*	0.00	0.00	*	9.26	8.89	37.10	40.74	31.11	41.94	50.00	60.00	62	54	45
2	15.79	1.61	1.79	35.53	20.97	8.93	17.11	46.77	35.71	31.58	30.65	53.57	76	62	56
All Grades	11.54	1.55	0.60	19.71	17.10	8.93	32.21	48.19	35.71	36.54	33.16	54.76	208	193	168

Written Language
Percentage of Students at Each Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	48.57	19.48	8.96	42.86	68.83	88.06	*	11.69	2.99	70	77	67
1	72.58	51.85	28.89	20.97	42.59	64.44	*	5.56	6.67	62	54	45
2	59.21	37.10	21.43	38.16	53.23	57.14	*	9.68	21.43	76	62	56
All Grades	59.62	34.20	18.45	34.62	56.48	71.43	5.77	9.33	10.12	208	193	168

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	24.68	11.94	48.57	59.74	62.69	44.29	15.58	25.37	70	77	67
1	29.03	3.70	4.44	56.45	88.89	82.22	*	7.41	13.33	62	54	45
2	57.89	24.19	18.52	39.47	69.35	62.96	*	6.45	18.52	76	62	54
All Grades	32.21	18.65	12.05	47.60	70.98	68.07	20.19	10.36	19.88	208	193	166

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	0.00	62.86	79.22	70.15	32.86	20.78	29.85	70	77	67
1	*	7.41	0.00	53.23	42.59	40.00	38.71	50.00	60.00	62	54	45
2	17.11	1.61	1.79	39.47	64.52	37.50	43.42	33.87	60.71	76	62	56
All Grades	10.10	2.59	0.60	51.44	64.25	51.19	38.46	33.16	48.21	208	193	168

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	18.57	15.58	7.46	44.29	46.75	34.33	37.14	37.66	58.21	70	77	67
1	*	0.00	0.00	48.39	53.70	37.78	41.94	46.30	62.22	62	54	45
2	32.89	0.00	3.57	53.95	67.74	41.07	*	32.26	55.36	76	62	56
All Grades	21.15	6.22	4.17	49.04	55.44	37.50	29.81	38.34	58.33	208	193	168

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. On average, there are more students scoring in the "well-developed" performance level in the oral language and speaking/listening domains than they are in the reading and writing domains. (2018/2019 SPSA)

2. 17.1% of students were well-developed in the reading domain in 2nd-grade as compared to 26.7% for the same grade-level across Glenn County. (2018/2019 SPSA)

3. UPDATE: Due to school closures in response. to the COVID-19, k-2 students did not take the ELPAC test for the 2019/2020 school year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
505	**85.9**	**34.1**	**0.6**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	172	34.1
Foster Youth	3	0.6
Homeless	12	2.4
Socioeconomically Disadvantaged	434	85.9
Students with Disabilities	56	11.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian or Alaska Native	6	1.2
Asian	8	1.6
Filipino	1	0.2
Hispanic	353	69.9
Two or More Races	10	2.0
Native Hawaiian or Pacific Islander		
White	126	25.0

Conclusions based on this data:

1. Mill Street School serves 38.6.0% English Language Learners which is about double the state average.

2. Socioeconomically Disadvantaged is our largest subgroup at 80.2%.

3. Mill Street serves 70.6 hispanic population.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall performance for all students indicates one orange, one yellow, and two greens.

2. Chronic Absenteeism and suspension rate are in the green.

3. All indicators (except math) on the dashboard showed improvements/gains from previous year.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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 English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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**
Orange	No Performance Color	No Performance Color
49.9 points below standard	0 Students	0 Students
Declined -9.8 points		
140		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	0 Students	0 Students

Conclusions based on this data:

1. This data is based on 140 reporting third-graders taking the CAASPP.

2. Students are performing on average 49.9 points below standard which was a drop of -9.8 points.

3. Dashboard data is in the orange performance level.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.
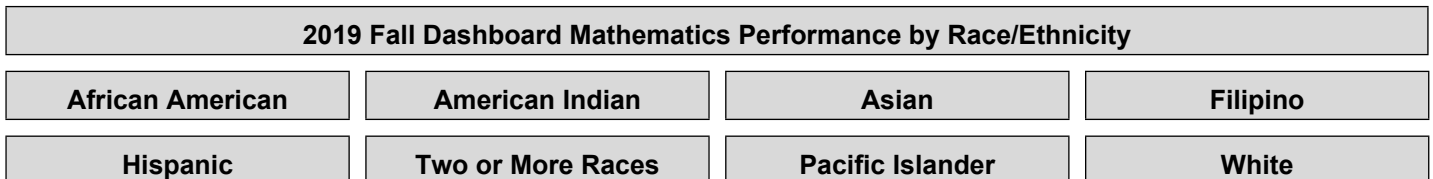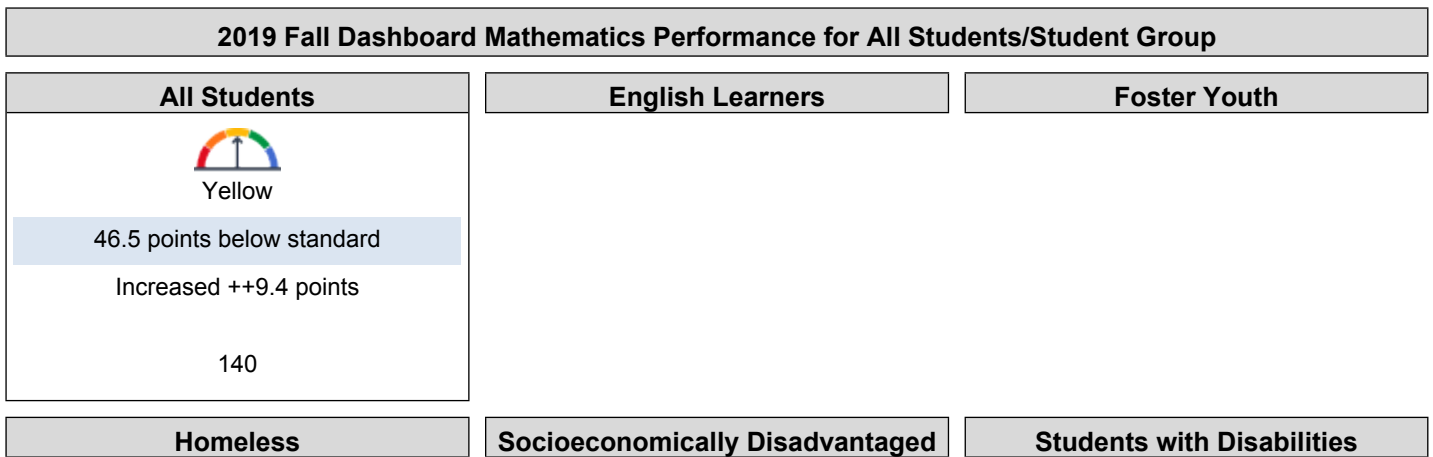
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue

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 46.5 points below standard Increased ++9.4 points 140		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

Conclusions based on this data:

1. Students are on average 46.5 points below standard.

2. Students showed an increase of 9.4 points.

3. Dashboard data is in the yellow, up from orange the previous year.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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
45 making progress towards English language proficiency
Number of EL Students: 111
Performance Level: Medium
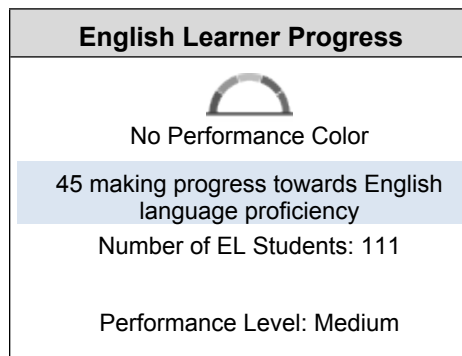
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.3	30.6		45.0

Conclusions based on this data:

1. The site-level performance data shows 61 students maintained or decreased one ELPI level.

2. The performance data shows that we had 50 students progress at leas one ELPI level.

3. The performance data shows 45% students making progress towards EL proficiency out of 111.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. NA

2. NA

3. NA

School and Student Performance Data
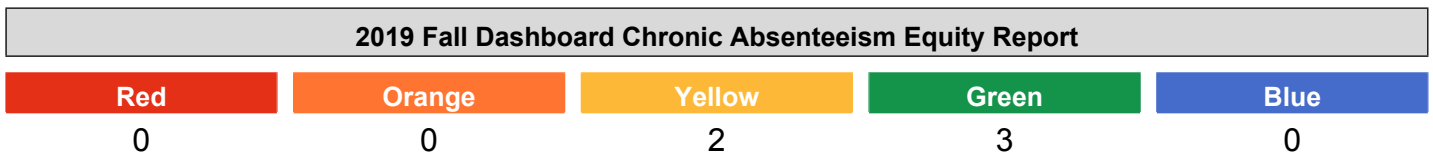
Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	3	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**
Green	Green	No Performance Color
9.6	7.4	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -6.5	Declined Significantly -4.8	10
530	203	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Green
36.4	10.7	4.8
Increased +21	Declined Significantly -7.1	Declined -13.9
11	431	62

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	0	Less than 11 Students - Data Not Displayed for Privacy
3	9	Maintained 0	3
		12	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Yellow
8.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	12.7
Declined Significantly -6.6	2	0	Declined -6.5
367			134

Conclusions based on this data:

1. All five of the student subgroups showed a significant decrease in chronic absenteeism from the previous year.

2. Mill Street's student subgroup with the largest decrease in chronic absenteeism is in Students with Disabilities.

3. Mill Street's performance indicator went from red in the previous year to green in the reporting year of 2019 (with a significant degrees by 6.5 percent)

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. NA

2. NA

3. NA

School and Student Performance Data

Conditions & Climate
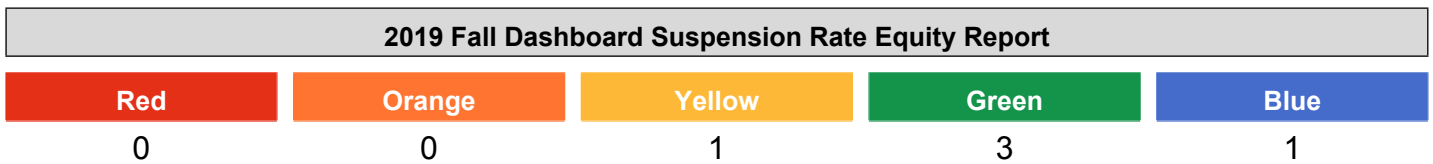## Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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	1	3	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
1.5	1	18.2
Declined Significantly -3.2	Declined Significantly -1.7	Increased +6.4
547	207	11
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
0	1.6	3.1
Declined -7.4	Declined Significantly -3.5	Declined -1.6
14	442	65

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 3	Less than 11 Students - Data 10	0	Less than 11 Students - Data 3
		Maintained 0 12	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color		Green
1.6	Less than 11 Students - Data 2		1.4
Declined Significantly -2.1 379			Declined -5.9 138

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.7	1.5

Conclusions based on this data:

1. Mill Street's suspension rate dropped from 4.7% to 1.5% in 2019.

2. Mill Street's suspension rate dropped significantly from 2018 to 2019 in all sub groups except Foster Youth.

3. Mill Street's performance indicator went from red to green in the current reporting year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

LCAP Goal 1: Increase knowledge, application, and implementation of best practices for instruction which maximizes learning for All student populations.

Goal 1

Increase overall student growth in English Language Arts.

Identified Need

Focused growth model for student achievement in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	2021 CAASPP Data 3rd Grade: 13.4% met or exceed standards PLEASE NOTE: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.	Increase the percentage of students who meet or exceed standards by 3% All Students: From 13.4 to 16.4% PLEASE NOTE: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.
State Priority 4: Pupil Achievement Local Benchmarks (iReady ELA)	Annual typical growth goal set by iReady based on students' iReady ELA diagnostic 1 (August).	50% of students will meet their "annual typical growth" goal based on iReady ELA diagnostic 1 (August) to iReady ELA diagnostic 3 (May).
State Priority 4: Pupil Achievement Local Benchmarks (iStation SLA)	Instructional grouping category "on level" set by iStation based on students' iStation SLA diagnostic 1 (August).	50% of students will reach Tier 1 (on grade-level) status based on iStation SLA diagnostic 1 (August) to iReady SLA diagnostic 3 (May).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement Local Benchmarks (District Writing Assessment)	DWA: Percentage of Students Showing Mastery of Writing Standards: K - 24.3%, 1st - 13.9%, 2nd - 14.9%	Increase the percentage of students showing mastery of the K-2 writing standards by 5% to reach: K - 29.3%, 1st - 18.9%, and 2nd - 19.9% as measured by the DWA.

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 Eligible

Strategy/Activity

Provide intervention support: Title 1 teacher and Support Staff will provide additional help to meet tier 2 and tier 3 needs

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

Amount(s)	Source(s)
47,737	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 1.0 FTE intervention teacher
24,362	Title I Part A: Allocation 3000-3999: Employee Benefits 1.0 FTE intervention teacher

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Purchase intervention curriculum and supplemental material to support 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)
500	Title I Part A: Allocation 4000-4999: Books And Supplies Materials needed to support interventions

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Support for Curriculum Development: Teacher release time to collaborate to help promote student achievement.

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)
3,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Support for Curriculum Development: Teacher release time to collaborate to help promote student achievement.

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

Continue to provide professional development to implement a CCSS aligned ELA/ELD curriculum in all classrooms.

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)
550	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Continue to provide professional development to implement a CCSS aligned ELA/ELD curriculum in all classrooms.
0	District Funded 1000-1999: Certificated Personnel Salaries If Title 1 monies come in higher than projected we can allocate more funds to to support strategy/activity 4.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Technology needs with additional educational technology supports.

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

Amount(s)	Source(s)
700	Title I Part A: Allocation 4000-4999: Books And Supplies Any stakeholder determined needs to keep technology implementation moving forward for classroom and intervention support.
0	District Funded None Specified Technology needs with additional educational technology supports.

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Bi-lingual Services

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 Parents will receive information through the student's home language, about academic proficiency levels, grade-level standards, assessment results, and available assistance for students. Communication methods include: Back to School Night, Open House, School Site Council, District and site English Learner Advisory Committees, report cards, progress reports, parent/teacher conferences, school newsletter, classroom newsletters, school web site, Title 1 informational meetings, parent training, and School Board meetings.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

Provide intervention support: Title 1 teacher and Support Staff will provide additional help to meet tier 2 and tier 3 needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Before school, after school, or in-school interventions
0	District Funded None Specified

Strategy/Activity 8

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

All Students Eligible

Strategy/Activity

Supporting Certificated Staff for Release Time to Create Standards-Aligned Pacing Guides to Increase Student Outcomes.

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

Amount(s)	Source(s)
1000	Other 4000-4999: Books And Supplies Supporting staff in finding resources to increase student achievement.

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Extra-Curricular Academic Experiences (as funding allows)

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 5000-5999: Services And Other Operating Expenditures Educational field trips off-campus or speaker/program to come on-campus to provide an added enrichment for students.

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

District Ed-Tech Coach Supports Teachers in the Use of Technology for the Benefit of Student Achievement.

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 1000-1999: Certificated Personnel Salaries District Ed-Tech Coach supports teachers in the use of technology for the benefit of student achievement.

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible.

Strategy/Activity

To continue using iReady ELA to monitor and support student growth, determine interventions, and celebrate 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)
0	District Funded 4000-4999: Books And Supplies To continue using iReady to monitor and support student growth, determine interventions, and celebrate learning.

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Targeted professional development for stakeholders around student growth in ELA.

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 4000-4999: Books And Supplies Targeted professional development for stakeholders around student growth in ELA.

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students Enrolled in the Dual Language Immersion Program at Mill Street School. (Approximately 1/3 of our school population)

Strategy/Activity

Implement iStation SLA (Spanish Language Arts) adaptive technology language program to monitor and support student growth, determine interventions, and celebrate 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)
0	District Funded 4000-4999: Books And Supplies To continue using iStation to monitor and support student growth, determine interventions, and celebrate learning.

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible.

Strategy/Activity

Implement Step Up to Writing program.

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

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies Use of the DWA to monitor growth and effectiveness of the Step Up to Writing program.

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

SPARK After School Program

Strategy/Activity

OUSD district-run after school program mitigates learning loss and develops social and emotional learning through multi tiered supports and interventions.

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)

0

Source(s)

District Funded
None Specified

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

SPARK After School Program Aide Supports

Strategy/Activity

To help mitigate learning loss, the OUSD run SPARK program have extended the hours of aide supports and added an additional 8 hours of aide support during the school 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)

0

Source(s)

District Funded
None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The implementation of strategies/activities were completed to fidelity, however due COVID-19, school closures, re-openings, distance learning, and subsequent school interruptions during the 2020/2021 school year our growth data was not completed to full fidelity. When reporting on the

incomplete data set for iReady ELA that we were able to collect before school closures, 14% "meet" their annual/typical growth goal.

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

Site and Title 1 monies were allocated fully to support strategies and activities 1-13 as proposed in goal 1.

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.

To create more equitable and report-ready use of our iReady data, we will continue to set goals around student growth using the tiered proficiency bands and "annual typical growth" measurements. The iReady diagnostic 1 to diagnostic 3 will reflect student growth over time and progress from Tier 3 (below grade level) to Tier 1 (at/above grade level). Our small group intervention instruction will focus on pre-reading/phonemic awareness skills using the Bartons and Foundations In Sounds programs. To continue to support this, we will hire two full-time intervention teachers. In addition to the use of iReady adaptive learning technology for ELA, we will also be implementing iStation adaptive learning technology (SLA) for students who are in our dual immersion language program. Our Dual Language Program will be piloting a newly revamped iStation to further develop language skills. If safety protocols allow, all teachers will receive training with digital curriculum in the adopted ELA/SLA curriculum. We will also be resourcing strategically by using our bi-lingual services aide and bi-lingual ed-specialist aide to further support language learning in the classroom through a push-in support model. Additionally, we will have extended the hours of our afterschool SPARK program to allow additional student support and aide services to be used as a push-in model to support student ELA/SLA growth.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP Goal 1: Increase knowledge, application, and implementation of best practices for instruction which maximizes learning for All student populations.

Goal 2

Increase overall growth in mathematics.

Identified Need

Focused growth model for student achievement in mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	2020/2021 CAASPP Data: Students that meet or exceeded standards: 3rd Grade: 14.4% (This is down from 19% in 2018/2019) PLEASE NOTE: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.	Increase the percentage of students who meet or exceed standards by 3% 3rd Grade: 17.4% PLEASE NOTE: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.
State Priority 4: Pupil Achievement CAASPP	(2020/2021 not available due to COVID-19 closures) Below is our most recent data point: 2019 Data: Dashboard Indicator is Orange The dashboard indicates this is 46.5 points below the standard The dashboard reflects an increase of 9.4 points.	(2020/2021 not available due to COVID-19 closures) Below is our most recent data point: 2019 Data: Dashboard Indicator is Orange Overall students will increase by 10.6 points, to 35.9 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	PLEASE NOTE: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.	PLEASE NOTE: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.
State Priority 4: Pupil Achievement Local Benchmarks (iReady)	Annual typical growth goal set by iReady based on students' iReady Math diagnostic 1 (August).	50% of students will meet their annual typical growth goal based on iReady Math diagnostic 1 (August) to iReady Math diagnostic 3 (May).
State Priority 4: Pupil Achievement Local Benchmarks (District Math Assessment)	2020/2021 DMA Data (Percentage of standards mastered): K: 36.1% mastered, 1st-grade: 55.2% mastered, 2nd-grade: 60.3% mastererd. (2021/2022 not available until after administration of the DMA in May)	Increase the percentage of students who mastered standards on the DMA by 3% in 2021/2022 (May 2022)

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 Eligible

Strategy/Activity

Math Intervention: Title 1 support staff.

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	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Duplicate Expenditure-See Goal #1 Strategy/Activity 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

Purchase intervention curriculum and supplemental material to support 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)
250	Title I Part A: Allocation 4000-4999: Books And Supplies Math intervention curriculum and supplemental materials as needed.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

Use state and district adopted materials to help promote student achievement in mathematics.

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 4000-4999: Books And Supplies Use state and district adopted materials to help promote student achievement in mathematics.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

Continue to provide professional development to implement a CCSS aligned math curriculum in all classrooms.

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	None Specified None Specified Duplicate expenditure-See Goal #1 Strategy/Activity 4

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible.

Strategy/Activity

To continue using iReady Math to monitor and support student growth, determine interventions, and celebrate 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)
0	District Funded 4000-4999: Books And Supplies To continue using iReady Math to monitor and support student growth, determine interventions, and celebrate learning.

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Support for Curriculum Development: Teacher release time to collaborate to help promote student achievement.

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	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

| | Duplicate expenditure-See Goal #1 Strategy/Activity 3 |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

SPARK After School Program

Strategy/Activity

OUSD district-run after school program mitigates learning loss and develops social and emotional learning through multi tiered supports and interventions.

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 None Specified |

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

SPARK After School Program Aide Support

Strategy/Activity

To help mitigate learning loss, the OUSD run SPARK program have extended the hours of aide supports and added an additional 8 hours of aide support during the school 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)

| 0 | District Funded None Specified |

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

District Math Coach

Strategy/Activity

Math expert to support student growth in mathematics by supporting teachers and students with math coaching, modeling, and planning.

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 None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The implementation of strategies/activities were completed to fidelity, however due COVID-19, school closures, re-openings, distance learning, and subsequent school interruptions during the 2020/2021 school year our growth data was not completed to full fidelity. When reporting on the incomplete data set for iReady ELA that we were able to collect before school closures, 15% "meet" their annual/typical growth goal.

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

District, Site, and Title 1 monies were allocated fully to support strategies and activities 1-6 as proposed in goal 2.

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.

To create more equitable and report-ready use of our iReady data, we will begin to set goals around student growth using the tiered proficiency bands and "annual typical growth" measurements. The iReady diagnostic 1 to diagnostic 3 will reflect student growth over time and progress from Tier 3 (below grade level) to Tier 1 (at/above grade level). We will build in small group math intervention time into the schedule for both 1st and 2nd grade. If safety protocols allow, all teachers will continue to receive math professional development to support our common core alignment and support of our district-adopted curriculum. In addition to in-person professional learning, all teachers will receive training with a digital curriculum in the adopted math curriculum and iReady PD. To further address student math needs, we plan to hire two full-time intervention teachers who will support student growth through targeted math intervention as well as a full-time

math "coach" who will be supporting student needs by pushing into the classroom to develop teachers and their instruction. Additionally, we plan to extend the hours of our afterschool SPARK program to allow additional student support and aide services to be used as a push-in model to support student math growth.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

LCAP Goal 1: Increase knowledge, application, and implementation of best practices for instruction which maximizes learning for All student populations.

Goal 3

All English Language Learners will improve their acquisition of the English language as evidenced by an increase of one level on the ELPAC
exam or being reclassified.

Identified Need

Focused growth model for student achievement in the sub-category of English Language Development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 4: Pupil Achievement: Language Proficiency.	UPDATE: For the Dashboard, the CDE will only have two years of ELPAC SA results from the spring 2018 and 2019 test administrations. As a result, the CDE will report ELPI Status only in the 2019 Dashboard. ELPI data from 2020-2021 *NOTE: Some students only had one year of data to compare, which would affect the "decrease" and "increase" data. Baseline/Actual Outcome Below is our most recent data point: In 2021, our ELPAC were as follows: Out of 114 students Decreased one ELPI level: 2 or 1% Maintained ELPI Level: 1L, 1H, 2L, 2H, 3H, 3L, or 3H: 103 or 96%	UPDATE: For the Dashboard, the CDE will only have two years of ELPAC SA results from the spring 2018 and 2019 test administrations. As a result, the CDE will report ELPI Status only in the 2019 Dashboard. ELPI data goals for 2021/2022 *NOTE: Some students only had one year of data to compare, which would affect the "decrease" and "increase" data. The percentage of students who progressed at least one ELPI Level grow by 5%. Decrease the number of students who decreased one ELPI level by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Maintained ELPI Level 4: 2 or 1% Progressed at least one ELPI Level: 5 or 2% (ELPI Data from 2018/2019) In 2019, our ELPAC were as follows: Out of 111 students Decreased one ELPI level: 27 or 24% Maintained ELPI Level 1, 2L, 2H, 3H, 3L, or 3H: 34 or 30% Maintained ELPI Level 4: 0 or 0% Progressed at least one ELPI Level: 50 or 45%	(ELPI level goals from 2020/2021) The percentage of students who progressed at least one ELPI Level grow by 5%. Decrease the number of students who decreased one ELPI level by 5%.
Priority 4: Pupil Achievement: Language Proficiency.	Summative ELPAC 2020/2021 Outcomes: K-2 English Language Proficiencies for "Well Developed": 2.98%	The percentage of students who scored in the category of "Well Developed" on the ELPAC will increase by 2% to 4.98% as a school, K-2.

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

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

English Learners

Strategy/Activity

Use state and district adopted English Language Development materials to meet the needs of English Language learners.

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

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies Use state and district adopted English Language Development materials to meet the needs of English Language learners.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Supplemental Needs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300	Other 4000-4999: Books And Supplies ELD Curriculum/resources, other supplemental resources

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Train staff and/or entire staff on ELA/ELD framework to fully implement Designated and Integrated ELD instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures ELPAC training, district office, district adopted ELD training, PD

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

ELD coordinator

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 1000-1999: Certificated Personnel Salaries ELD coordinator to support english learners and other intervention needs.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Bilingual Services Aide

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 Bilingual Services Aide to support with translation of communication documents, SST, IEPs, and parent conferences.

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners who are Level 1 (Based on ELPAC scores)

Strategy/Activity

Rosetta Stone Language Program

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

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies Rosetta Stone Language Program.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Targeted professional development through the district funded and supported ELAC committee focused around student growth in English language proficiencies.

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 4000-4999: Books And Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

SPARK After School Program

Strategy/Activity

OUSD district-run after school program mitigates learning loss and develops social and emotional learning through multi tiered supports and interventions.

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 None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The implementation of strategies/activities were completed to fidelity. All students required to take ELPAC were assessed. However, due to COVID-19 school closures, re-openings, distance learning, and subsequent school interruptions during the 2020/2021 school year, our student growth data did not reflect the true measure of student English proficiencies.

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

Site and Title 1 monies were allocated fully to support strategies and activities 1-6 for goal 3.

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

We will use our bilingual services aide strategically by having her "push-in" to support in classrooms during designated ELD time. Our designated ELD time will maintain 180 minutes a week for the first and second grades. Our EL coordinator will create "catch-up" plans to support students at risk of being LTELS. ELPAC student-group data will be used to identify where the specific need is for each EL and this data will be used to create and inform our strategic designated ELD groupings. We will add a language program called "Footsteps to Brilliance" that addresses language acquisition in both Spanish and English and early literacy. As an SSC team, we will look at our proposed expected outcome for goal 3 and make the necessary adjustments to better reflect appropriate growth goals.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Community Involvement

LEA/LCAP Goal

LCAP Goal 3: Increase parent and community partnership through consistent communication to build support and participation for our families, students and community members.

Goal 4

State Priority 3: Increase opportunities for parent involvement and engagement.

Identified Need

Focused growth model for student achievement in the category of parent involement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 3: Parent Involvement	Mill Street uses Aeires as our district-adopted SIS parent communication portal for use as our classroom and site parent/guardian communications. (Email, messages, and phone calls).	Continued and maintained parent communication and feedback cycle.
State Priority 3: Parent Involvement	Data from 2021/2022 Increase agree/strongly agree from 85% in the "School encourages parents to be an active partner with the school in educating my child" category from the CA Parent Survey (WestEd). (Data from 2020/2021) Increase agree/strongly agree from 84% in the "School encourages parents to be an active partner with the school in educating my child" category from the CA Parent Survey (WestEd).	Increase agree/strongly agree by 5% (for a total of 90%) in the "School Welcomes Parents Contributions" category from the CA Parent Survey (WestEd) (Goal from 2020/2021) Increase agree/strongly agree by 6% in the "School Welcomes Parents Contributions" category from the CA Parent Survey (WestEd) *Data increased by 1% t0 85%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 3: Parent Involvement	Data from 2021/2022 Increase agree/strongly agree from 80% in the "Parents feel welcomed to participate at this school" category from the CA Parent Survey (WestEd). (Data from 2020/2021) Increase agree/strongly agree from 85% in the "Parents feel welcomed to participate at this school" category from the CA Parent Survey (WestEd).	Increase agree/strongly agree by 6% (for a total of 86%) in the "Parents feel welcomed to participate at this school" category from the CA Parent Survey (WestEd). (Goal from 2020/2021) Increase agree/strongly agree by 5% in the "Parents feel welcomed to participate at this school" category from the CA Parent Survey (WestEd). *Data decreased by 5% to 80%.

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 Eligible

Strategy/Activity

Title 1 Parent Night

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)
100	Other 4000-4999: Books And Supplies Water and Snacks

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Provide training on the tools available to parents to support our curriculum and classroom 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)
250	Other 4000-4999: Books And Supplies Extra duty rate for staff to provide training on tools available for parents.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Family BBQ and Soccer Night

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)
200	Other 4000-4999: Books And Supplies Water, Snacks, Food

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Social Media Communication

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	None Specified None Specified Social Media Communication: Mill Street Facebook account, Mill Street district webpage, Mill Street Twitter account.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

Open House

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)
500	Other 4000-4999: Books And Supplies Water, snacks

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

Family Literacy Morning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300	Other 4000-4999: Books And Supplies Water, snacks

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

Back to School Night

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)
100	Other 4000-4999: Books And Supplies Water, snacks

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Coffee with the Principal

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

Amount(s)	Source(s)
100	Other 4000-4999: Books And Supplies Coffee

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Social and Emotional Learning Night

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	None Specified None Specified Social and Emotional Learning Night

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Families and Students of all Incoming Kinder and TK Students Eligible

Strategy/Activity

Kinder FACTTS

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 4000-4999: Books And Supplies Kinder FACTTS

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students and Families Eligible

Strategy/Activity

Movie Night

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)
200	None Specified None Specified Water, snacks, food

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students and Families Eligible

Strategy/Activity

Mill Street "Meet and Greet"

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	None Specified None Specified Meet and Greet

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The implementation of strategies/activities were completed to fidelity and the goal was met, However, due to COVID-19 school closures, re-openings, distance learning, and subsequent school interruptions during the 2020/2021 school year, data may not reflect a true measurable outcome.

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

Site and Title 1 monies were allocated fully to support strategies and activities 1-11 for goal 4.

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.

Changes or updates to Goal 4: Increase opportunities for parent involvement and engagement are listed in the following strategies/activities: Provide training on the tools available to parents to support our curriculum and classroom instruction, "Footsteps to Brilliance" training, Home to School Connection Resource Materials, Social Media Communication, Family Literacy Morning, Coffee with the Principal, Mill Street Carnival, Open House, Back-to-School Night, SEL Parent Information Night, Mill Street TWIGS community garden, and Jog-a-thon for community engagement. Through our SSC we developed a plan to add two additional parent engagement nights to our calendar. Those events will be a "Family BBQ and Soccer Night" and "Movie Night." The metrics will be measured through the CA School/Climate Parent Survey to be administered during the 2021/2022 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Centered School Culture and Climate

LEA/LCAP Goal

LCAP Goal 2: Increase knowledge, application, and implementation for social and emotional learning strategies and promote positive school cultures and student adaptive skills.
LCAP Goal 4: OUSD will maintain or improve current levels of performance in all other areas identified as State Priorities.

Goal 5

State Priority 5, 6, 7: All students will have a safe and supportive school culture, climate and learning environment that encourages physical, mental and emotional health.

Identified Need

Focused growth model for student achievement in the sub-category of developing a safe and supportive school culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 1: Basic Facilities in good repair.	Facilities Inspection Tool (FIT) indicates "Good" for overall rating.	Maintain Facilities Inspection Tool (FIT) indicates "Good" for overall rating.
Priority 5: Pupil Engagement Attendance Rate as indicated from OUSD information system.	UPDATE: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.

Below is our most recent data point:
The attendance rate for the 2019 school year was 95% as indicated by our school information system. | UPDATE: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.

Maintain attendance rate above 95% as indicated from OUSD information system. |
| Priority 5: Pupil Engagement Chronic Absenteeism Rate as indicated from the California Dashboard. | UPDATE: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. | UPDATE: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. |

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Below is our most recent data point: The chronic absentee rate as indicated from the California Dashboard for 2019 was 9.6%	Maintain or reduce the current site chronic absentee rate or stay below the 10.1% CA State Average as indicated from the California Dashboard.
Priority 6: School Climate Suspension Rate as indicated from the California Dashboard.	UPDATE: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Below is our most recent data point: The suspension rate as indicated from the California Dashboard for 2019 was 1.5%	UPDATE: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Maintain or reduce the current site suspension rate or stay below the 3.4% CA State Average as indicated from the California Dashboard.
Priority 6: School Climate Parent Survey.	The number of parents completing the WestEd Parent Survey was 121 participants. (Data from 2021/2022 - 121 survived) Pre-/Transitional Kindergarten 10 Kindergarten 26 1st grade 29 2nd grade 30	The number of parents completing the survey will increase by 5% to 127. (Data from 2021/2022 - 121 survived) Pre-/Transitional Kindergarten 10 Kindergarten 26 1st grade 29 2nd grade 30

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 Eligible

Strategy/Activity

PBIS and Social and Emotional Learning Development: Bi-monthly SEL push-in lessons, SEL Parent Night, SEL Assemblies, PBIS Assemblies, Character Education (PBIS)

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)
900	Other 4000-4999: Books And Supplies PBIS and Social and Emotional Learning: Assemblies, certificates, materials, informational nights (snacks, water)

Strategy/Activity 2

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

All Students Eligible

Strategy/Activity

ADA Incentive Initiative: Daily, weekly, monthly, trimester, and yearly incentives for students to raise their ADA.

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)
150	Other 4000-4999: Books And Supplies Lunch with the principal, positive communication/certificates, games

Strategy/Activity 3

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

All Students Eligible

Strategy/Activity

Positive Office Referrals: Positive phone call home, a certificate, and a selfie photograph with the principal.

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

Amount(s)	Source(s)
150	Other 4000-4999: Books And Supplies

	Photo paper, certificates

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students and Stakeholders Eligible

Strategy/Activity

Social and Emotional Learning Professional Development and Supports

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

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies Social and Emotional Learning Professional Development and Supports

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The implementation of strategies/activities were completed to fidelity, however, due to COVID-19 school closures, re-openings, distance learning, and subsequent school interruptions during the 2020/2021 school year, data may not reflect a true measurable outcome.

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

Site and Title 1 monies were allocated fully to support strategies and activities 1-4 for goal 5.

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.

Due to COVID-19 and student safety, we will suspend some of the following action steps but will look to bring these back in the future.
ADA Committee will suspend initiatives to incentivize and increase student attendance, such as a weekly "Pizza with the Principal" ADA incentive, which incentivizes students to come to school

every day, will not be put in place in fear that it would encourage students to come to school with symptoms. Home visits were completed by the principal and other stakeholders as needed to support students and families. PBIS and SEL goals were created to support the whole child and create a culture of restorative practices that helped to reduce our suspension rate. Goals to be reviewed with SSC and ADA committee and modified as needed based on dashboard data.

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	$82,099
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$86,349.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$82,099.00

Subtotal of additional federal funds included for this school: $82,099.00

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

State or Local Programs	Allocation ($)
District Funded	$0.00
None Specified	$200.00
Other	$4,050.00

Subtotal of state or local funds included for this school: $4,250.00

Total of federal, state, and/or local funds for this school: $86,349.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	82,099	0.00
Other	4,350	300.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
None Specified	200.00
Other	4,050.00
Title I Part A: Allocation	82,099.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	55,737.00
2000-2999: Classified Personnel Salaries	0.00
3000-3999: Employee Benefits	24,362.00
4000-4999: Books And Supplies	5,500.00
5000-5999: Services And Other Operating Expenditures	550.00
5800: Professional/Consulting Services And Operating Expenditures	0.00
None Specified	200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00

2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
None Specified	None Specified	200.00
4000-4999: Books And Supplies	Other	4,050.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	55,737.00
3000-3999: Employee Benefits	Title I Part A: Allocation	24,362.00
4000-4999: Books And Supplies	Title I Part A: Allocation	1,450.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	550.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	82,849.00
Goal 2	250.00
Goal 3	300.00
Goal 4	1,750.00
Goal 5	1,200.00

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
Samuel M. Hess	Principal
Guille Alfaro	Classroom Teacher
Linnzi Walsh	Classroom Teacher
Melissa Raburn	Classroom Teacher
Elsa Martinez	Other School Staff
Carolina Ruiz	Parent or Community Member
Patricia Villicana	Parent or Community Member
Tiffany Martin	Parent or Community Member
Marlene Gutierrez	Parent or Community Member
Jessica Medina Sanchez	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
	Other: District Site Leadership Team

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 April 24, 2018.

Attested:

	Principal, Samuel M. Hess on 5/11/2020
	SSC Chairperson, Jessica Medina-Sanchez on 5/11/2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

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

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

Requirements for Development of the Plan
    I. The development of the SPSA shall include both of the following actions:

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan
    II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019