

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Tenaya Elementary
Address	19177 Highway 120 Groveland, CA 95321-1397
County-District-School (CDS) Code	55 75184 6054837
Principal	Wynette Hilton
District Name	Big Oak Flat-Groveland Unified
SPSA Revision Date	4-25-22
Schoolsite Council (SSC) Approval Date	4-28-22
Local Board Approval Date	5-11-22

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

MISSION

THE MISSION OF OUR DISTRICT IS TO PROVIDE EACH STUDENT A QUALITY EDUCATION IN A SAFE AND HEALTHFUL LEARNING ENVIRONMENT

VISION

TO ACHIEVE OUR MISSION WE WILL

- Make Decisions and Policies that Support our Mission
- Instill Dignity, Respect, Responsibility, and Tolerance While Educating the Whole Child
- Maintain a Safe and Healthful Environment
- Be Fiscally Responsible
- Be Supportive of Staff and Students
- Provide the Structure and Support for K-12 Articulated Programs that Meet or Exceed State Standards
- Recruit and Retain Quality Staff
- Maintain and Update Campus Facilities
- Cultivate and Maintain Partnerships with Students, Parents, Staff and Communities

School Profile

Tenaya Elementary is the only elementary school in the Big Oak Flat-Groveland Unified School District (BOFG). Its configuration is Transitional Kindergarten through eighth grade. The BOFG district is a small rural district that also operates two necessary small high schools. Total district enrollment is approximately 309 students of which 190 attend Tenaya Elementary School. The district follows the Tuolumne River from the Northern entrance to Yosemite National Park down to the Lake Don Pedro area, a distance of over 60 miles and encompassing 678 square miles. Tenaya Elementary School is located in the southern part of Tuolumne County. The school serves the communities of Groveland, Big Oak Flat, Moccasin, and part of the Don Pedro area.

Like many other schools in Tuolumne County, Tenaya has faced declining enrollment over the last decade. The COVID-19 pandemic has caused a dramatic fluctuation in our District enrollment, students moving to private schools or learning pods for in-person instruction, or families moving out of the area because there was no employment during the "shelter in place". This area depends heavily on the tourist trade as there is no substantial industry here; many families had to relocate to find employment. At the beginning of the 2021-22 school year, Tenaya Elementary started with 193 students. The school has provided full "in-person" learning thus far for the 2021-22 school year. We have enrolled several new families who have relocated from urban areas due to remote work and in-person instruction. Approximately 77% of the student population is White (not of Hispanic Origin), 17% Hispanic or Latino, 3% Black or African American, and 1% Asian. Approximately 53% of the total student body qualifies for the Free or Reduced Price Breakfast and Lunch Program. Special Education services include combined Resource and Special Day Classes. The services of a Speech Pathologist, School Psychologist and a School Crisis Counselor are also available on a limited basis. Tenaya Elementary Staff is composed of 10 full time certificated classroom teachers, 2 full time certificated special education teachers, 1 part time certificated teachers, 1 full time P.E. teacher, a Superintendent- Principal, a full time school secretary, a full time principal's secretary, 5 part time classroom/campus aides, 3 part time special education aides, 2 Title 1 aides, 1 full time and 1 part time custodian, 2 full time and 1 part time cafeteria workers. Facilities include 21 classrooms housed in 5 permanent and 2 single class portable buildings. An additional separate structure has a full gymnasium with attached room for library, which is accessible to all students. The school follows a traditional school calendar, and either meets or exceeds requirements for instructional minutes. Instructional minutes were modified during

the COVID-19 pandemic, and method of instruction included Distance Learning, Hybrid Learning, In-Person Learning and Independent Study.

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 Tenaya Site Council meets once a month to review and update each section of the SPSA, in May or June the plan is finalized and presented to the Board for approval. The School Site Council consists of the site administrator, classified staff, certificated staff, parents and community members. Additionally parent survey using ThoughtExchange and Google Surveys have been given to parents to gather their input.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.51%	2%	3.0%	1	4	5
African American	3.54%	3.5%	3.0%	7	7	5
Asian	1.01%	1.5%	1.2%	2	3	2
Filipino	0.51%	0.5%	%	1	1	
Hispanic/Latino	17.17%	17.5%	17.3%	34	35	29
Pacific Islander	%	0%	%		0	
White	76.77%	75%	75.6%	152	150	127
Multiple/No Response	%	0%	%		0	
Total Enrollment				198	200	168

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	20	23	18
Grade 1	20	23	22
Grade 2	23	16	23
Grade3	18	23	13
Grade 4	31	19	18
Grade 5	16	33	16
Grade 6	18	16	25
Grade 7	30	20	11
Grade 8	22	27	22
Total Enrollment	198	200	168

Conclusions based on this data:

1. The total enrollment dipped dramatically at the beginning of the 20-21 school year due to the pandemic and alternative learning environments.
2. Class size is disproportionate, from 11 in 7th grade to 25 in 6th grade.
3. Ethnic diversity has had little change the last three years at Tenaya, the white population has dipped slightly from 76.77 in 18-19 to 75.6 in 20-21.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	7	7	4	3.5%	3.5%	2.4%
Fluent English Proficient (FEP)	5	4	0	2.5%	2.0%	0.0%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

1. The number of ELL students decreased in 20-21 by three students.
2. Less than 3% of Tenaya Elementary students are classified as ELL.
3. There were not any students who were reclassified as Fluent English Proficient in 20-21.

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
Grade 3	30	18	14	29	18	14	29	18	14	96.7	100	100.0
Grade 4	18	31	23	17	31	23	17	31	23	94.4	100	100.0
Grade 5	17	16	15	17	16	15	17	16	15	100	100	100.0
Grade 6	26	18	28	25	18	28	25	18	28	96.2	100	100.0
Grade 7	24	30	12	24	29	12	24	29	12	100	96.7	100.0
Grade 8	19	21	21	18	21	20	18	21	20	94.7	100	95.2
All Grades	134	134	113	130	133	112	130	133	112	97	99.3	99.1

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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
Grade 3	2398.	2409.	2354.	13.79	16.67	0.00	20.69	27.78	21.43	27.59	11.11	21.43	37.93	44.44	57.14
Grade 4	2405.	2449.	2428.	5.88	19.35	0.00	11.76	22.58	26.09	23.53	25.81	34.78	58.82	32.26	39.13
Grade 5	2482.	2455.	2470.	5.88	0.00	6.67	29.41	31.25	33.33	35.29	18.75	13.33	29.41	50.00	46.67
Grade 6	2520.	2527.	2453.	8.00	22.22	0.00	40.00	33.33	28.57	32.00	16.67	25.00	20.00	27.78	46.43
Grade 7	2507.	2529.	2472.	4.17	6.90	0.00	29.17	31.03	16.67	29.17	34.48	41.67	37.50	27.59	41.67
Grade 8	2527.	2539.	2532.	0.00	9.52	5.00	44.44	28.57	35.00	27.78	42.86	35.00	27.78	19.05	25.00
All Grades	N/A	N/A	N/A	6.92	12.78	1.79	29.23	28.57	27.68	29.23	26.32	28.57	34.62	32.33	41.96

2019-20 Data:

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

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
Grade 3	17.24	27.78	*	51.72	33.33	*	31.03	38.89	*
Grade 4	5.88	9.68	*	35.29	58.06	*	58.82	32.26	*
Grade 5	11.76	6.25	*	58.82	75.00	*	29.41	18.75	*
Grade 6	28.00	27.78	*	32.00	44.44	*	40.00	27.78	*
Grade 7	20.83	10.34	*	41.67	62.07	*	37.50	27.59	*
Grade 8	22.22	23.81	*	44.44	47.62	*	33.33	28.57	*
All Grades	18.46	16.54	8.93	43.85	54.14	60.71	37.69	29.32	30.36

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
Grade 3	17.24	11.11	*	37.93	44.44	*	44.83	44.44	*
Grade 4	5.88	19.35	*	47.06	41.94	*	47.06	38.71	*
Grade 5	11.76	0.00	*	47.06	50.00	*	41.18	50.00	*
Grade 6	8.00	16.67	*	52.00	44.44	*	40.00	38.89	*
Grade 7	4.17	3.45	*	62.50	55.17	*	33.33	41.38	*
Grade 8	5.56	4.76	*	55.56	61.90	*	38.89	33.33	*
All Grades	9.23	9.77	1.79	50.00	49.62	49.11	40.77	40.60	49.11

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
Grade 3	3.45	16.67	*	79.31	72.22	*	17.24	11.11	*
Grade 4	5.88	6.45	*	64.71	77.42	*	29.41	16.13	*
Grade 5	17.65	25.00	*	64.71	43.75	*	17.65	31.25	*
Grade 6	8.00	22.22	*	80.00	72.22	*	12.00	5.56	*
Grade 7	8.33	3.45	*	75.00	82.76	*	16.67	13.79	*
Grade 8	5.56	9.52	*	72.22	71.43	*	22.22	19.05	*
All Grades	7.69	12.03	9.82	73.85	72.18	74.11	18.46	15.79	16.07

2019-20 Data:

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

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
Grade 3	13.79	5.56	*	55.17	61.11	*	31.03	33.33	*
Grade 4	11.76	12.90	*	52.94	67.74	*	35.29	19.35	*
Grade 5	11.76	12.50	*	70.59	37.50	*	17.65	50.00	*
Grade 6	44.00	22.22	*	48.00	61.11	*	8.00	16.67	*
Grade 7	8.33	17.24	*	41.67	58.62	*	50.00	24.14	*
Grade 8	27.78	23.81	*	50.00	47.62	*	22.22	28.57	*
All Grades	20.00	15.79	5.36	52.31	57.14	73.21	27.69	27.07	21.43

2019-20 Data:

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

Conclusions based on this data:

1. There was a slight increase in the percentage of students below standard , however this was an expected outcome of the pandemic and distance learning.
2. 99% of students in grades 3-8 participated in the CAASPP, meeting the state required participation rate.
3. There was a decrease in students below standard Research/Inquiry subtest.

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
Grade 3	30	18	14	29	18	14	29	18	14	96.7	100	100.0
Grade 4	18	31	23	17	31	23	17	31	23	94.4	100	100.0
Grade 5	17	16	15	17	16	15	17	16	15	100	100	100.0
Grade 6	26	18	28	25	18	28	25	18	28	96.2	100	100.0
Grade 7	24	30	12	24	29	12	24	29	12	100	96.7	100.0
Grade 8	19	21	22	18	21	21	18	21	21	94.7	100	95.5
All Grades	134	134	114	130	133	113	130	133	113	97	99.3	99.1

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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
Grade 3	2379.	2397.	2356.	3.45	0.00	0.00	20.69	44.44	7.14	31.03	22.22	28.57	44.83	33.33	64.29
Grade 4	2407.	2428.	2436.	5.88	0.00	8.70	5.88	22.58	17.39	41.18	48.39	39.13	47.06	29.03	34.78
Grade 5	2477.	2441.	2421.	5.88	6.25	0.00	23.53	6.25	0.00	29.41	31.25	26.67	41.18	56.25	73.33
Grade 6	2506.	2467.	2435.	4.00	0.00	0.00	24.00	16.67	10.71	40.00	33.33	28.57	32.00	50.00	60.71
Grade 7	2453.	2471.	2439.	0.00	6.90	0.00	20.83	10.34	8.33	12.50	31.03	41.67	66.67	51.72	50.00
Grade 8	2451.	2471.	2454.	0.00	0.00	0.00	5.56	14.29	14.29	22.22	23.81	19.05	72.22	61.90	66.67
All Grades	N/A	N/A	N/A	3.08	2.26	1.77	17.69	18.80	10.62	29.23	33.08	30.09	50.00	45.86	57.52

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
Grade 3	13.79	11.11	*	34.48	38.89	*	51.72	50.00	*
Grade 4	5.88	9.68	*	23.53	48.39	*	70.59	41.94	*
Grade 5	11.76	0.00	*	41.18	31.25	*	47.06	68.75	*
Grade 6	4.00	5.56	*	52.00	22.22	*	44.00	72.22	*
Grade 7	0.00	3.45	*	33.33	41.38	*	66.67	55.17	*
Grade 8	0.00	0.00	*	16.67	33.33	*	83.33	66.67	*
All Grades	6.15	5.26	1.77	34.62	37.59	36.28	59.23	57.14	61.95

2019-20 Data:

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

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
Grade 3	10.34	22.22	*	51.72	44.44	*	37.93	33.33	*
Grade 4	5.88	9.68	*	41.18	41.94	*	52.94	48.39	*
Grade 5	0.00	12.50	*	58.82	31.25	*	41.18	56.25	*
Grade 6	12.00	0.00	*	56.00	50.00	*	32.00	50.00	*
Grade 7	4.17	6.90	*	33.33	41.38	*	62.50	51.72	*
Grade 8	0.00	4.76	*	38.89	47.62	*	61.11	47.62	*
All Grades	6.15	9.02	2.65	46.92	42.86	46.02	46.92	48.12	51.33

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
Grade 3	6.90	11.11	*	41.38	55.56	*	51.72	33.33	*
Grade 4	5.88	12.90	*	35.29	48.39	*	58.82	38.71	*
Grade 5	5.88	6.25	*	58.82	18.75	*	35.29	75.00	*
Grade 6	8.00	0.00	*	52.00	33.33	*	40.00	66.67	*
Grade 7	8.33	10.34	*	45.83	55.17	*	45.83	34.48	*
Grade 8	0.00	4.76	*	44.44	42.86	*	55.56	52.38	*
All Grades	6.15	8.27	4.42	46.15	44.36	68.14	47.69	47.37	27.43

2019-20 Data:

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

Conclusions based on this data:

1. There is no aggregated data by grade level for CAASPP data for 19-20 or 20-21 due to the COVID-19 pandemic.
2. The percentage of students below standard in Communicating Reasoning declined from 47.37% to 27.43 %. This was a significant decrease from years past.
3. The percentage of students who participated in the CAASPP was 99%, meet the required participation rates,

School and Student Performance Data

CELDT Results Initial Assessment 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
All Grades										*	*	*

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
All Grades	*	*	*		*	*	*	*	*		*	*	*	*	*

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
All Grades	*	*	*		*	*		*	*		*	*	*	*	*

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
All Grades	*	*	*	*	*	*		*	*	*	*	*

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
All Grades	*	*	*	*	*	*		*	*	*	*	*

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
All Grades	*	*	*		*	*	*	*	*	*	*	*

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
All Grades	*	*	*		*	*	*	*	*	*	*	*

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. There is no ELPAC data for 19-20 or 20-21 due to the COVID-19 pandemic.
2. Five students participated in the ELPAC in 2018-19.

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
168	56.5	2.4	3.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	2.4
Foster Youth	5	3.0
Homeless	11	6.5
Socioeconomically Disadvantaged	95	56.5
Students with Disabilities	25	14.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	3.0
American Indian or Alaska Native	5	3.0
Asian	2	1.2
Filipino		
Hispanic	29	17.3
Two or More Races		
Native Hawaiian or Pacific Islander		
White	127	75.6

Conclusions based on this data:

- Our biggest subgroup is Socioeconomically disadvantaged with 56.5% of students, this is a slight decrease from last year. There is no CAASPP data for 19-20 or 20-21 due to the COVID-19 pandemic.

2. The ELL population remains low at 2.4%.
3. White students make up 75.6% of the enrollment by race, Hispanic students are second with 17.3 %.





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  Yellow	Chronic Absenteeism  Red	Suspension Rate  Red
Mathematics  Orange		

Conclusions based on this data:

1. The suspension rate has increased significantly and Tenaya is now in the red zone. There is no CAASPP data for 19-20 or 20-21 due to the COVID-19 pandemic.
2. English Language Arts is yellow, while mathematics remains in orange.
3. Chronic absenteeism is a significant concern, with a score of red, this increased from last year. .

School and Student Performance Data

Academic Performance English Language Arts

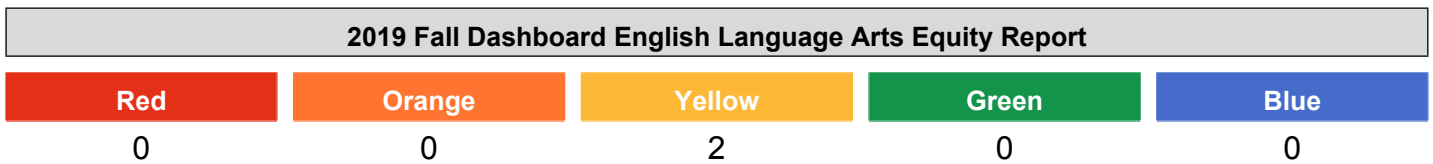
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 26.2 points below standard Increased ++5.3 points 123	<p>English Learners</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Yellow 38.8 points below standard Increased ++3.5 points 65	<p>Students with Disabilities</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 47.2 points below standard Declined Significantly -33 points 19	 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 26.2 points below standard Increased ++7.1 points 99

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
Less than 11 Students - Data Not Displayed for Privacy 4	Less than 11 Students - Data Not Displayed for Privacy 2	25.6 points below standard Increased ++8.9 points 114

Conclusions based on this data:

- There is no data for 19-20 or 20-21 school years due to the COVID-19 pandemic. While Socioeconomically disadvantaged students are on average 39.1 points below standard, this group increased by 3.2 points over the previous year.
- Hispanic students had the biggest decrease in score overall , with an average of 33 points, this was the opposite of last year where they had the biggest increase.
- White students increased their score by 6.8 points with of an average of 26.5 points below standard.

School and Student Performance Data

Academic Performance Mathematics

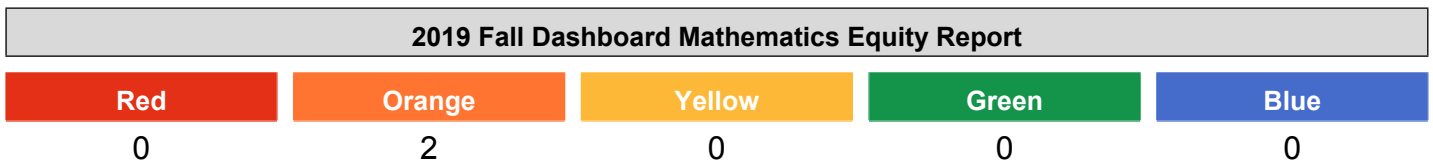
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 78.8 points below standard Declined -4.5 points 123	<p>English Learners</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Orange 84.6 points below standard Maintained -1.2 points 65	<p>Students with Disabilities</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 95.6 points below standard Declined Significantly -26 points 19			 Orange 77.4 points below standard Declined -4.8 points 99

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
Less than 11 Students - Data Not Displayed for Privacy 4	Less than 11 Students - Data Not Displayed for Privacy 2	78.1 points below standard Declined -3.8 points 114

Conclusions based on this data:

1. There is no data for the 19-20 or 20-21 school years due to the COVID-19 pandemic. The scores of Hispanic students decreased an average of 26 points, this is significantly lower than last year.
2. Socioeconomically Disadvantaged students, the biggest subgroup, maintained their scores at 84.6 points below standard .
3. Overall the students decreased an average of 4.5 points.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

1. There is no data for the 19-20 or 20-21 school years due to the COVID-19 pandemic. There is not a statistically significant amount of English Learners to report a color on the Dashboard.

3. .

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. This data is not applicable to an elementary school.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

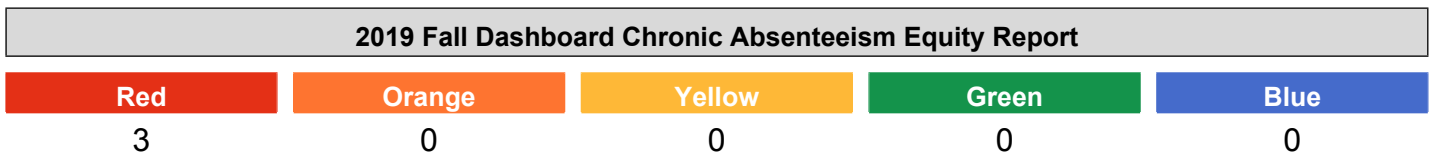
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Red 23.1 Increased +0.6 212	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color 63.6 11
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Red 33.3 Increased +4.8 129	No Performance Color 50 Increased +8.3 12

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 35 Increased +7.2 40	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Red 21.9 Maintained +0.2 160

Conclusions based on this data:

1. There is no data for the 19-20 or 20-21 school year due to the COVID-19 pandemic. Hispanic students had a chronic absenteeism rate at 35%, this was an increase of 7.2% over the previous year.
2. Foster Youth had the highest chronic absenteeism rate at 63.6 %. This information is skewed because several foster youth were transferred mid year, and were marked absent until we received the cum request.
3. Students with disabilities had a high absenteeism rate with 50%, this is an increase of 8.3 % over last year.

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. This is not applicable to elementary school.

School and Student Performance Data

Conditions & Climate Suspension Rate

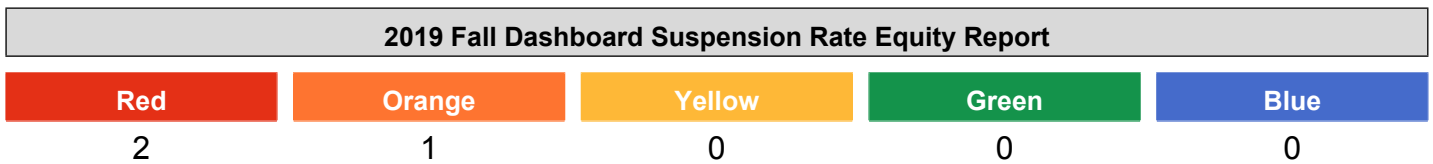
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>6.5</p> <p>Increased Significantly +4.1</p> <p>217</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>16.7</p> <p>12</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>9.8</p> <p>Increased +5.9</p> <p>133</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>23.1</p> <p>Increased +14.7</p> <p>13</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">5</div> Increased +5 40	 No Performance Color Less than 11 Students - Data 1	<div style="background-color: #e6f2ff; padding: 5px; text-align: center;">7.3</div> Increased Significantly +4.3 165	 Red <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">7.3</div> Increased Significantly +4.3 165

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.3	6.5

Conclusions based on this data:

1. There is no data for the 19-20 or 20-21 school years due to the COVID-19 pandemic. Suspension rate increased last year, and the score has moved to red.
2. Students with disabilities have the highest suspension rate with 23.1% suspended at least once, this increased by 14.7%.
3. Hispanic students have the lowest rate of suspension.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Attendance

Goal Statement

Attendance will increase to an average daily attendance of 95% or better.

LCAP Goal

Goal #2 Provide social emotional well-being support to increase student attendance.

Basis for this Goal

Our chronic absenteeism rate continues to rate in the "red" on the California Dashboard, it is currently over 25%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance rate will increase/ chronic absenteeism will decrease.	92.7% attendance	95% attendance

Planned Strategies/Activities

Strategy/Activity 1

Provide social emotional support for all students in trauma to increase attendance, through counseling, social emotional well being center and SEL lessons. Offer rewards and incentives for attendance and student engagement. Implement Positive Behavior Supports and Restorative Justice, to decrease suspension rates.

Students to be Served by this Strategy/Activity

Foster youth, homeless, EL Learners, low socioeconomic students and those students who have experienced trauma.

Timeline

Each Trimester

Person(s) Responsible

Principal/ Crisis Counselor/ SEL Coordinator

Proposed Expenditures for this Strategy/Activity

Amount

14180.00

Source	Extended Learning Opportunity
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Hire a classified person part-time to implement SEL lessons weekly in grades K-12, and purchase social emotional curriculum, supplies and snacks.
Amount	52302.33
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Crisis counseling services are made available to students in need; Foster Youth, ELL, and socioeconomically disadvantaged students are prioritized. The district will hire an additional part-time counselor in addition to the current full-time crisis counselor, as one counselor among three schools is not sufficient.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

All students will meet or exceed California State Standards, in mathematics.

LCAP Goal

Goal #1 Increase academic rigor and raise Student Proficiency in ELA, Math and science.

Basis for this Goal

This goal was continued from the previous year, due to the CAASPP not being administered because of the pandemic, and school closures. Over 70% of our students scored below standard on the 2019 CAASPP test in math and 40 in ELA.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teachers will review Benchmark Assessments, Freckle, CAASPP Results, and summative and formative assessment data regularly to monitor progress. Additionally, they will compare and contrast data collected, develop individual student action/intervention plans, differentiate instruction and review curriculum daily	Overall students scores landed in the orange on the California Dashboard., with 73% over all students below standard,	We expect the scores to increase by at least 30 points overall.

Planned Strategies/Activities

Strategy/Activity 1

Tenaya Elementary will use Renaissance Learning and Freckle to monitor student progress three times a year in grades K-8. In addition common core materials will be available for all students.

Students to be Served by this Strategy/Activity

All students, including Title I identified students, socioeconomically disadvantaged students , foster youth, homeless and EL students.

Timeline

August 2022

Person(s) Responsible

Principal/Superintendent,

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Purchase Common Core aligned consumable materials, supplementary instructional materials and benchmark assessments.
Amount	11,570
Source	Title I Part A: Targeted Assistance Program
Budget Reference	4000-4999: Books And Supplies
Description	Renaissance Learning/Freckle Math Subscription

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Language Arts

Goal Statement

All students will meet or exceed California State Standards, in English Language Arts.

LCAP Goal

Goal #1 Increase academic rigor and raise Student Proficiency in ELA, Math and science.

Basis for this Goal

This goal was continued from the previous year, due to the CAASPP not being administered because of the pandemic, and school closures. CAASPP testing results from Spring of 2019 were reviewed for grades 3- 8 In English Language Arts, the scores ranged from 10% of students who met or exceeded standards in third grade to 58.5% in eighth grade. The number of students who “nearly met standard” rose significantly in ELA.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP scores, Freckle benchmarks, formative and summative assessments.	Current CAASPP scores show 27.69% of students are below standard.	CAASPP scores in ELA will increase by 25 points.

Planned Strategies/Activities

Strategy/Activity 1

During 2021-22 the school will continue to focus on a school-wide reading and writing intervention program to address the reading fluency needs of struggling readers and English learners as measured by district benchmark assessments (weekly, monthly, quarterly, -annually).

Students to be Served by this Strategy/Activity

All students including foster youth, homeless, EL Learners, and those socioeconomically disadvantaged.

Timeline

September 2022

Person(s) Responsible

Principal, Classroom teachers, Title I Aide, SIPPS Aide

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Purchase Common Core aligned consumable materials, supplementary instructional materials and benchmark assessments.
Amount	68073.22
Source	Title I Part A: Targeted Assistance Program
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for two part-time Title 1 Aides.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

EL Learners

Goal Statement

All EL identified students will gain a level of overall language proficiency

LCAP Goal

Goal 1 increase academic rigor and student proficiency in ELA, Math and science.

Basis for this Goal

English Language Learners need to increase proficiency in ELA and math.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC Scores	We have one EL student at level 3 or 4.	Students will increase by one level one the ELPAC.

Planned Strategies/Activities

Strategy/Activity 1

Additional support will be provided in the Title 1 lab for EL students, 30 minute per day.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

Review test scores in August 2022.

Person(s) Responsible

Title 1 aides , classroom teacher and principal.

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I Part A: Allocation

Budget Reference

2000-2999: Classified Personnel Salaries

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

Attendance will increase to an average daily attendance of 95% or better.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance rate will increase/ chronic absenteeism will decrease.	95% attendance	

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide social emotional support for all students in trauma to increase attendance, through counseling, SEL lessons, and Art Therapy. Offer rewards and incentives for attendance and student engagement. Implement Positive Behavior Supports and Restorative Justice, to decrease suspension rates.	The crisis counselor provided services two days per week. SEL lessons were provided once a week to students in grades 1-8. PBIS rewards and incentives were utilized and suspension rates decreased.	<p>Counselor Salary 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 28448.28</p> <p>Art Instruction 1000-1999: Certificated Personnel Salaries General Fund 37681.76</p>	<p>Counselor Salary 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 28448.28</p> <p>Art Instruction 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 37681.76</p>

Analysis

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

The 20-21 school year began with Distance Learning, so counseling was limited. When students returned to hybrid learning counseling services were utilized, but unfortunately not to the fullest extent.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Attendance was highly effected by the pandemic and distance learning, the data is not an accurate measurement of the strategies in place.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Budgeted funds were spent on the crisis counselor and art teacher.

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

We will continue this goal to increase attendance, adding an additional crisis counselor to assist with students in trauma.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

All students will meet or exceed California State Standards, in mathematics.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Teachers will review Benchmark Assessments, Freckle, CAASPP Results, and summative and formative assessment data regularly to monitor progress. Additionally, they will compare and contrast data collected, develop individual student action/intervention plans, differentiate instruction and review curriculum daily</p>	<p>We expect the scores to increase by at least 30 points overall.</p>	<p>CAASPP scores increased in a few areas, however due to distance learning, there was significant learning loss and overall scores decreased in math,</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>The District will use Freckle to monitor student progress three times a year in grades K-8. In addition common core materials will be available for all students.</p>		<p>Purchase Common Core aligned consumable materials, supplementary instructional materials and benchmark assessments. 4000-4999: Books And Supplies Lottery: Instructional Materials 15,000</p>	<p>Purchase Common Core aligned consumable materials, supplementary instructional materials and benchmark assessments. 4000-4999: Books And Supplies Lottery: Instructional Materials 15,000</p>
		<p>Freckle Math Subscription 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 2,000</p>	<p>Renaissance Learning (Freckle) 4000-4999: Books And Supplies CARES Act 9925</p>

Analysis

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

During distance learning students took Freckle and AR tests at home, and the data was not necessarily reflective of their skills. Some students scored much higher than previous years, which staff assumed they received some assistance at home. Benchmark tests were given second trimester and third trimester when students returned to in-person learning. Growth was shown by the majority of students when comparing second and third trimester Freckle math scores.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies were effective in increasing scores, when students were present in school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

All purchases were made as budgeted. Common Core instructional materials and annual Renaissance Learning (Freckle) subscriptions were purchased and renewed.

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 will not be made to this goal, however the benchmarks will be administered three times for the 21-22 school year.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

All students will meet or exceed California State Standards, in English Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP scores, Freckle benchmarks, formative and summative assessments.	CAASPP scores in ELA will increase by 25 points.	Due to distance learning, and learning loss, CAASPP scores in ELA decreased in most areas.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
During 2021-22 the school will continue to focus on a school-wide reading and writing intervention program to address the reading fluency needs of struggling readers and English learners as measured by district benchmark assessments (weekly, monthly, quarterly, -annually).	The school will focused on school-wide reading and writing intervention program to address the reading fluency needs of struggling readers and English learners as measured by district benchmark assessments (weekly, monthly, quarterly, -annually).	<p>Purchase Common Core aligned consumable materials, supplementary instructional materials and benchmark assessments. 4000-4999: Books And Supplies Lottery: Instructional Materials 15,000</p> <p>Salary for two part-time Title 1 Aides. 2000-2999: Classified Personnel Salaries Title I Part A: Targeted Assistance Program 68073.22</p>	<p>Purchase Common Core aligned consumable materials, supplementary instructional materials and benchmark assessments. 4000-4999: Books And Supplies Lottery: Instructional Materials 15,000</p> <p>Salary for four part-time Title 1 Aides. 2000-2999: Classified Personnel Salaries Title I Part A: Targeted Assistance Program 68073.22</p>

Analysis

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

During distance learning students took Freckle and AR tests at home, and the data was not necessarily reflective of their skills. Some students scored much higher than previous years, which staff assumed they received some assistance at home. Benchmark tests were given second trimester and third trimester when students returned to in-person learning. Growth was shown by the majority of students when comparing second and third trimester Freckle and Accelerated Reading scores.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to reduced in-person learning hours, because of distance learning, hybrid learning and minimum day schedules growth was not as predicted.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The district spent all the monies budgeted for materials and Title 1 intervention.

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

The district will continue to implement these services for the 21-22 school year as we were not able to fully implement all of the interventions because of Distance Learning.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

All EL identified students will gain a level of overall language proficiency

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Scores	Students will increase by one level one the ELPAC.	Due to distance learning, we did not have any students fully complete the ELPAC.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Additional support will be provided in the Title 1 lab for EL students, 30 minute per day.	Title 1 support was provided to students when they attended in-person learning.	Title 1 Aide 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 10,000	Title 1 Aide 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 10,000

Analysis

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

Title 1 support was offered 30 minutes per day when students attended in-person learning. In addition, tutoring services were offered virtually by the credentialed teacher.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Since the ELPAC wasn't completed due to distance learning, there are no measurable metrics to determine if this goal was met.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The service from a Title 1 aide were implemented as budgeted.

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

The goal will continue as described in order to have a full year of support.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	103,963
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	181,125.55

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Extended Learning Opportunity	14,180.00
LCFF - Supplemental	52,302.33
Lottery: Instructional Materials	25,000.00
Title I Part A: Allocation	10,000.00
Title I Part A: Targeted Assistance Program	79,643.22

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	52,302.33
2000-2999: Classified Personnel Salaries	92,253.22
4000-4999: Books And Supplies	36,570.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Extended Learning Opportunity	14,180.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	52,302.33
4000-4999: Books And Supplies	Lottery: Instructional Materials	25,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	10,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	68,073.22
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	11,570.00

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
- 4 Parent or Community Members

Name of Members	Role
Wynette Hilton	Principal
Britney Barsotti	Classroom Teacher
Jodi Richey	Classroom Teacher
Pamela Reimera	Other School Staff
Rebecca England	Parent or Community Member
Jessica Grota	Parent or Community Member
Melissa Pratt	Parent or Community Member
Christopher Elliot	Classroom Teacher
Petra Hendersen	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:

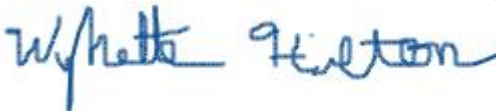

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 28, 2022.

Attested:

	Principal, Wynette Hilton on 4-28-22
	SSC Chairperson, Jessica Grota on 4-28-22

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program