



# 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
	N/A		

## 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.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Classroom Observations

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

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

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

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

## Teaching and Learning

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

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

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

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

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

## Opportunity and Equal Educational Access

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

Evidence-based educational practices to raise student achievement

## Parental Engagement

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

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)

## Funding

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

Fiscal support (EPC)

## 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

## Resource Inequities

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



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	N/A%	N/A%	1%	N/A	N/A	N/A
African American	N/A%	N/A%	1%	N/A	N/A	N/A
Asian	N/A%	N/A%	0%	N/A	N/A	N/A
Filipino	N/A%	N/A%	0%	N/A	N/A	N/A
Hispanic/Latino	N/A%	N/A%	93%	N/A	N/A	N/A
Pacific Islander	N/A%	N/A%	0%	N/A	N/A	N/A
White	N/A%	N/A%	4%	N/A	N/A	N/A
Multiple/No Response	N/A%	N/A%	0%	N/A	N/A	N/A
<b>Total Enrollment</b>				N/A	N/A	230

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	N/A	N/A	16
Grade 1	N/A	N/A	19
Grade 2	N/A	N/A	27
Grade 3	N/A	N/A	23
Grade 4	N/A	N/A	17
Grade 5	N/A	N/A	24
Grade 6	N/A	N/A	45
Grade 7	N/A	N/A	26
Grade 8	N/A	N/A	33
Grade 9	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A
<b>Total Enrollment</b>	N/A	N/A	230

### Conclusions based on this data:

During the 2021-22 school year, districts throughout the state of California were required to offer Independent Study to families as a result of the COVID-19 Pandemic. This was the first year the Oxnard School District offered Independent Study to families. Ethnicity data was not collected during the 2021-22 school year. For the 2022-23

school year, districts are no longer required to provide Independent Study to families. At the start of the current school year, the program opened with approximately 50 students and has since grown to 72 students by mid-October. Currently, 93% of the student population is identified as Hispanic, 4% White, 1% African American, and 1% American Indian/Alaska Native.

# 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	N/A	N/A	N/A	N/A	N/A	N/A
Fluent English Proficient (FEP)	N/A	N/A	N/A	N/A	N/A	N/A
Reclassified Fluent English Proficient (RFEP)	N/A	N/A	N/A	N/A	N/A	N/A

### Conclusions based on this data:

The Independent Study Program was not created until the 2021-22 school year, hence, there is no data to report in this table. Based on current student enrollment for the 2022-23 school year, 33% of students are classified as English Learners, 0% Fluent English Proficient, and 18% of students are designated as Reclassified Fluent English Proficient. Independent Study Program teachers provide English Language Development to support English Learners' progress in Reading, Writing, Listening and Speaking, while monitoring RFEP students' academic progress during core instruction.

# School and Student Performance Data

## Star Early Literacy

		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score

**Conclusions based on this data:**

# School and Student Performance Data

## Star Reading

		Less than Proficient				Proficient					
		Level 1		Level 2		Level 3		Level 4		Star Reading Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score

### Conclusions based on this data:

Tests results have been provided using school/district benchmarks. Based on Star 360 Reading formative assessment data, the percentage of students scoring at (Level 3) or above (Level 4) benchmark across all grade levels ranges is 40%. Based on Star 360 Math data, the percentage of students scoring at or above benchmark across all grade levels is 22%. These results support the need for literacy and math intervention and support across all grade levels in order to improve students' language proficiency and math reasoning skills. By analyzing Star 360 for their grade level spans, Independent Study teachers, working collaboratively with their peers and program staff within a PLC setting, will continue to identify students' skill deficits in the area of language arts and math so that they may strategically provide students opportunities during synchronous instruction to address their specific literacy and math needs. Throughout the school year, teachers will progress monitor student achievement to inform instruction and to ensure students receive the appropriate levels of scaffolding and support to successfully access grade-level content standards. Students not meeting grade-level standards will be referred to the SST process. To further support students' needs in the area of literacy, teachers will also continue to promote students' participation and engagement with Lexia, which serves as an additional individualized intervention program for targeting and building students' literacy skills. In the area of math, teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program as well as continue to promote students' participation and engagement with ST Math, which serves as an additional instructional resource for building students' mathematical reasoning skills.

# School and Student Performance Data

## Star Math

		Less than Proficient				Proficient					
		Level 1		Level 2		Level 3		Level 4		Star Math Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score

**Conclusions based on this data:**

# 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	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	12	18	5	12	18	4	12	18	4	100%	100%	80%
Grade 4	N/A	12	6	N/A	12	4	N/A	12	4	N/A	100%	67%
Grade 5	N/A	N/A	10	N/A	N/A	9	N/A	N/A	9	N/A	N/A	90%
Grade 6	N/A	N/A	16	N/A	N/A	15	N/A	N/A	15	N/A	N/A	94%
Grade 7	N/A	N/A	12	N/A	N/A	12	N/A	N/A	12	N/A	N/A	100%
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	12	30	49	12	30	44	12	30	44	100%	100%	90%

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.

### 2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	N/A	*	*	N/A	*	*	N/A	*	*	N/A	*	*	N/A	*	*
Grade 5	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 11	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
All Grades	N/A	N/A	N/A	8%	0%	0%	17%	23%	32%	17%	33%	23%	58%	43%	45%

### 2019-20 Data:

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### 2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	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.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	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.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	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.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	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.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

**Conclusions based on this data:**

CAASPP ELA data is based on the current 2022-23 student cohort. Due to small sample sizes, CAASPP data was not statistically significant to provide grade-level percentages for overall achievement. Due to the shortened SBAC assessment administered during the 2021-22 school year, data at the domain level was not available for analysis. As mentioned previously, as a result of there being 32% of students who have met/exceeded benchmark in ELA, Independent Study Program teachers and staff will continue to work collaboratively to identify and implement research-based strategies during synchronous, standards-based instruction to improve students' proficiency in the area of literacy. Academic writing will serve as an area of focus, while encouraging students to meet their trimester

Accelerated Reader goals. Daily engagement in Lexia will also be required as part of asynchronous instructional minutes.

# 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	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	12	17	5	12	17	4	12	17	4	100%	94%	80%
Grade 4	N/A	12	6	N/A	12	4	N/A	12	4	N/A	100%	67%
Grade 5	N/A	N/A	10	N/A	N/A	9	N/A	N/A	9	N/A	N/A	90%
Grade 6	N/A	N/A	16	N/A	N/A	15	N/A	N/A	15	N/A	N/A	94%
Grade 7	N/A	N/A	12	N/A	N/A	12	N/A	N/A	12	N/A	N/A	100%
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	12	29	49	12	29	44	12	29	44	100%	97%	90%

\* 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.

### 2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	N/A	*	*	N/A	*	*	N/A	*	*	N/A	*	*	N/A	*	*
Grade 5	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 11	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
All Grades	N/A	N/A	N/A	0%	0%	0%	17%	17%	5%	25%	17%	23%	58%	66%	72%

### 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.

### 2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>21-22</b>	<b>17-18</b>	<b>18-19</b>	<b>21-22</b>	<b>17-18</b>	<b>18-19</b>	<b>21-22</b>
<b>Grade 3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Grade 11</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>All Grades</b>	N/A	N/A	N/A	N/A	N/A	N/A	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.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>21-22</b>	<b>17-18</b>	<b>18-19</b>	<b>21-22</b>	<b>17-18</b>	<b>18-19</b>	<b>21-22</b>
<b>Grade 3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Grade 11</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>All Grades</b>	N/A	N/A	N/A	N/A	N/A	N/A	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.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	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.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

**Conclusions based on this data:**

CAASPP Math data is based on the current 2022-23 student cohort. Due to small sample sizes, CAASPP data was not statistically significant to provide grade-level percentages for overall achievement. Due to the shortened SBAC assessment administered during the 2021-22 school year, data at the domain level was not available for analysis. As a result of there being only 5% of students who have met/exceeded benchmark in ELA, Independent Study Program has identified Math as a top priority for instruction. Teachers and staff will work collaboratively to identify and implement research-based strategies during synchronous, standards-based instruction to improve students' proficiency in the area of literacy. Implementation of Mathematical Mindset strategies will serve as an area of focus to supplement district adopted curriculum, while requiring students to engage daily in ST Math as part of their asynchronous instructional minutes.

# 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
<b>K</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	4	N/A	1
<b>1</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	4	1
<b>2</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	5	0
<b>3</b>	N/A	*	*	N/A	*	*	N/A	*	*	5	5	3
<b>4</b>	*	*	*	*	*	*	*	*	*	N/A	5	3
<b>5</b>	*	*	*	*	*	*	*	*	*	N/A	N/A	3
<b>6</b>	*	*	*	*	*	*	*	*	*	N/A	N/A	4
<b>7</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>8</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>9</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>10</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>11</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>12</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>All Grades</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	19	19	15

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
<b>K</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	4	N/A	1
<b>1</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	4	1
<b>2</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	5	0
<b>3</b>	N/A	*	*	N/A	*	*	N/A	*	*	N/A	*	*	5	5	3
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	N/A	5	3
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	N/A	N/A	3
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	N/A	N/A	4
<b>7</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>8</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>9</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>10</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>11</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>12</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>All Grades</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	19	19	15

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
<b>K</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	4	N/A	1
<b>1</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	4	1
<b>2</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	5	0
<b>3</b>	N/A	*	*	N/A	*	*	N/A	*	*	N/A	*	*	5	5	3
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	N/A	5	3
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	N/A	N/A	3
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	N/A	N/A	4
<b>7</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>8</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>9</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>10</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>11</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>12</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>All Grades</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	19	19	15

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.



Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	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
<b>K</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	4	N/A	1
<b>1</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	4	1
<b>2</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	5	0
<b>3</b>	N/A	*	*	N/A	*	*	N/A	*	*	N/A	*	*	5	5	3
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	N/A	5	3
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	N/A	N/A	3
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	N/A	N/A	4
<b>7</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>8</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>9</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>10</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>11</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>12</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>All Grades</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	19	19	15

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
<b>K</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	4	N/A	1
<b>1</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	4	1
<b>2</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	5	0
<b>3</b>	N/A	*	*	N/A	*	*	N/A	*	*	5	5	3
<b>4</b>	*	*	*	*	*	*	*	*	*	N/A	5	3
<b>5</b>	*	*	*	*	*	*	*	*	*	N/A	N/A	3
<b>6</b>	*	*	*	*	*	*	*	*	*	N/A	N/A	4
<b>7</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>8</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>9</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>10</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>11</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>12</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>All Grades</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	19	19	15

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
<b>K</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	4	N/A	1
<b>1</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	4	1
<b>2</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	5	0
<b>3</b>	N/A	*	*	N/A	*	*	N/A	*	*	5	5	3
<b>4</b>	*	*	*	*	*	*	*	*	*	N/A	5	3
<b>5</b>	*	*	*	*	*	*	*	*	*	N/A	N/A	3
<b>6</b>	*	*	*	*	*	*	*	*	*	N/A	N/A	4
<b>7</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>8</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>9</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>10</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>11</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>12</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>All Grades</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	19	19	15

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
<b>K</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	4	N/A	1
<b>1</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	4	1
<b>2</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	5	0
<b>3</b>	N/A	*	*	N/A	*	*	N/A	*	*	5	5	3
<b>4</b>	*	*	*	*	*	*	*	*	*	N/A	5	3
<b>5</b>	*	*	*	*	*	*	*	*	*	N/A	N/A	3
<b>6</b>	*	*	*	*	*	*	*	*	*	N/A	N/A	4
<b>7</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>8</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>9</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>10</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>11</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>12</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>All Grades</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	19	19	15

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
<b>K</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	4	N/A	1
<b>1</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	4	1
<b>2</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	5	0
<b>3</b>	N/A	*	*	N/A	*	*	N/A	*	*	5	5	3
<b>4</b>	*	*	*	*	*	*	*	*	*	N/A	5	3
<b>5</b>	*	*	*	*	*	*	*	*	*	N/A	N/A	3
<b>6</b>	*	*	*	*	*	*	*	*	*	N/A	N/A	4
<b>7</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>8</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>9</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>10</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>11</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>12</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
<b>All Grades</b>	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	19	19	15

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:**

ELPAC data is based on the current 2022-23 student cohort. Due to small sample sizes, ELPAC data was not statistically significant to provide percentages and mean scale scores at the grade level and for all grades. Based on data for our current English Learners, Independent Study Program teachers will provide English Language Development to increase English Learners' skills in the areas of Reading, Writing, Listening, and Speaking. Teachers will also scaffold daily/weekly synchronous instruction to increase English Learners' access to grade-level standards. Students will be encouraged to practice their oral speaking skills during synchronous lessons, while teachers model academic vocabulary and sentence structure.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
Total Number of Students enrolled in .	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>		
<b>American Indian</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Two or More Races</b>		
<b>Pacific Islander</b>		
<b>White</b>		

### Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

**2022 Fall Dashboard Overall Performance for All Students**

<b>Academic Performance</b>	<b>Academic Engagement</b>	<b>Conditions &amp; Climate</b>
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**Conclusions based on this data:**

**1.**

# School and Student Performance Data

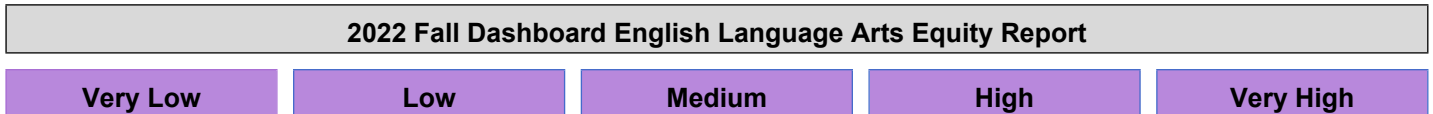
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

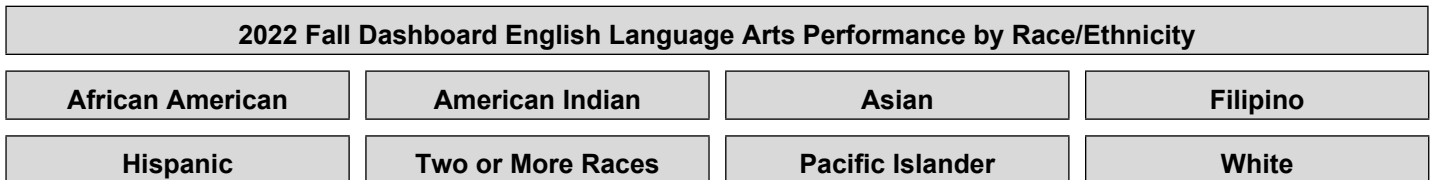
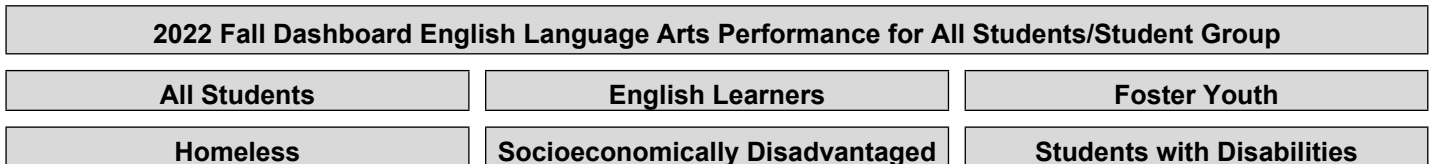
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

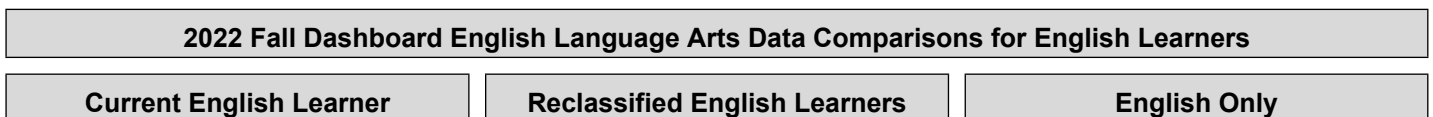
This section provides number of student groups in each level.



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



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



### Conclusions based on this data:

- 1.





# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

- 1.





# 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

Language Arts and Math

## LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

## Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

## Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction  
 To provide equipment, materials and technology resources that support high quality first instruction  
 To provide opportunities for teachers through focused collaborate to improve teaching and learning

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2021-22 CAASPP Data (All Students): Met/Exceeded: 32% Nearly Met: 23% Not Met: 45%	2022-23 CAASPP Expected Outcomes (All Students): Met/Exceeded: 40% Nearly Met: 25% Not Met: 35%
CAASPP Math	2021-22 CAASPP Data (All Students): Met/Exceeded: 5% Nearly Met: 23% Not Met: 72%	2022-23 CAASPP Expected Outcomes (All Students): Met/Exceeded: 15% Nearly Met: 25% Not Met: 60%
ELPAC	Based on 2021-22 ELPAC Data (All Students): 0% of students scored at Level 1 (Beginning Stage) 43% of students scored at Level 2 (Somewhat Developed) 36% of students scored at Level 3 (Moderately Developed) 21% of students scored at Level 4 (Well Developed)	2021-22 ELPAC Expected Outcomes (All Students for Overall Language): Decrease combined percentage of students scoring at Levels 1 and 2 to 35%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Reading	Based on Fall, 2022 STAR 360 Data (All Students): Level 1 (Below Benchmark): 30% Level 2 (Approaching Benchmark): 30% Level 3 (At Benchmark): 25% Level 4 (Above Benchmark): 15%	2022-23 STAR 360 Reading Expected Outcomes (All Students): Level 1 (Below Benchmark): 20% Level 2 (Approaching Benchmark): 20% Level 3 (At Benchmark): 35% Level 4 (Above Benchmark): 25%
STAR 360 Math	Based on Fall, 2022 STAR 360 Data (All Students): Level 1 (Below Benchmark): 51% Level 2 (Approaching Benchmark): 27% Level 3 (At Benchmark): 15% Level 4 (Above Benchmark): 7%	2022-23 STAR 360 Reading Expected Outcomes (All Students): Level 1 (Below Benchmark): 41% Level 2 (Approaching Benchmark): 17% Level 3 (At Benchmark): 25% Level 4 (Above Benchmark): 17%

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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Independent Study will provide staff with the necessary materials, supplies, and professional development to support teacher collaboration and instruction of common core standards within an online learning environment.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Independent Study will provide teachers with access to a learning management system offering an online, all-inclusive core curriculum program to enable teachers to focus on planning, instruction, assessment, grading, attendance, intervention, and enrichment.

**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)

75,000.00

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The Independent Study Program will provide teachers with supplemental instructional resources to enrich core curriculum including, but not limited to, class sets of literature and science lab materials for synchronous/asynchronous instruction and, when possible, in-person learning activities.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

5,000.00

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The Independent Study Program will provide teachers with academic intervention instructional resources to support students who are identified as being below grade level in English Language Arts and/or Math.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

5,000.00

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The Independent Study Program will support transportation and registration fee expenses related to grade-level field trips that are aligned to Common Core State Standards.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

5,000.00

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

CAASPP Interim Assessment Blocks, curriculum-based unit assessments, and other formative assessments (STAR 360, ELA, Math, ELD) will be utilized to assess and progress monitor all students in Reading, Writing, Math, and ELD throughout the school year, in addition to the annual summative CAASPP and ELPAC assessments.

### **Proposed Expenditures for this Strategy/Activity**



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

Amount(s) Source(s)

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the Accelerated Reader Program and MyON programs for all Independent Study students.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

The Independent Study Program staff, which includes an Resource Specialist Teacher, a Speech and Language Pathologist, a School Psychologist, and a Special Education Program Manager, will monitor progress targeted to special needs on annual goals and objectives, provide support services within identified areas of need (ELA, Math, ELD, Language/Communication, Motor Skills Development, and/or Social/Emotional), determine free and appropriate public education, and make evidence-based decisions on students' least restrictive environment.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will provide English Learners English Language Development instruction using effective instructional strategies and district adopted curriculum.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The Independent Study Program will continue the implementation of a systematic writing process (K-8) based on the California Common Core Writing Standards.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Independent Study Program staff will recognize students for their academic progress and achievement through the use of rewards and incentives, including 8th grade promotion.

**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)

500.00

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

2022-23 is the first year for developing a plan for student achievement for the Independent Study Program. As a result, this year will serve as a baseline year for measuring the effectiveness of the overall implementation of this plan in order to make improvements to the program in coming years.

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

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.

# 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

Social Emotional Support and School Climate

## LEA/LCAP Goal

The social-emotional, health and well-being of students will be met in a learning environment that is safe, drug-free and conducive to learning.

## Goal 2

The social-emotional, health and well-being of students will be met in a learning environment that is safe, drug-free and conducive to learning.

## Identified Need

Develop, support and enforce school-wide expectations  
 Encourage Positive Behavior  
 Provide wrap-around services to ensure students come to school ready to learn

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Attendance	No baseline data recorded to date.	Improve student attendance based on engagement in synchronous and asynchronous instruction.
Social/Emotional Wellbeing	No Panorama baseline data has been collected to date.	2022-23 Expected Outcomes: Increase Panorama Survey Results by 5% for K-2, 3-5 and 6-8 grade clusters.

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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Student attendance rates, based on student engagement in synchronous and asynchronous instruction, will be monitored by Independent Study Program staff (teachers, counselor, principal, support staff). For students who are not making satisfactory educational progress (e.g., not

meeting criteria identified within the Independent Study Master Agreement), Independent Study Program staff will hold Re-Engagement and Evaluation meetings with students and parents to improve student engagement.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

#### Strategy/Activity

The program counselor will provide ongoing Social Emotional Learning lessons to students as a Tier I instructional strategy, along with individualized and/or small group counselling support services in order to address students' social, and emotional needs. Students whose needs require more long-term services will be referred to outside agencies for additional support.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

#### Strategy/Activity

Independent Study Teachers will utilize daily/weekly synchronous instruction to engage students in standards-based instruction with their peers in ways that promote students' social skills.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

### **Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

**Strategy/Activity**

Independent Study Teachers and staff will promote positive relationships and foster open communication with students and families in order to build relational trust and better identify students' needs and needed supports/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)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

**Strategy/Activity**

Students, staff, and parents will participate in the district-wide Panorama Survey for data collection related to social-emotional health in order to improve systems of supports and 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)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

**Strategy/Activity**

Continue implementing the MTSS model using the SST process in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral 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)

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

All staff will participate in mandatory trainings including: Mandated Reporting, Active Assailant, Bullying Prevention, and Threat Assessment training.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The Independent Study Program will purchase an attendance accountability system in order to more efficiently track student engagement during synchronous and asynchronous instruction to identify students in need of academic/social/emotional support, as well as students meeting criteria for the Re-Engagement and Evaluation process to determine if Independent Study is an appropriate placement.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

20,000.00

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Independent Study Program staff will recognize students for their positive attendance and engagement through the use of rewards and incentives.

**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)

500.00

## Annual Review

**SPSA Year Reviewed: 2021-22**

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

### ANALYSIS

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

2022-23 is the first year for developing a plan for student achievement for the Independent Study Program. As a result, this year will serve as a baseline year for measuring the effectiveness of the overall implementation of this plan in order to make improvements to the program in coming years.

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

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.



# 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 Family Engagement

## LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

## Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

## Identified Need

To increase communication through School and District websites and social media so parents and community members are informed about district and school instructional programs and activities  
To facilitate parent involvement in the educational and social-emotional well-being of their children

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement	Baseline data to be collected during the 2022-23 school year.	Increased parent involvement in students' educational learning program.

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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

The Independent Study Program will host Back to School Night and, when possible, Parent Nights to increase parent involvement in students' educational programs.

### 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)

500.00

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Independent Study Program staff (e.g., counselor, principal) will conduct home visits for the purposes of performing a wellness check, verifying residency, and delivering curriculum and/or instructional materials.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Independent Study Program Staff will conduct outreach to parents to inform them of their child's attendance, engagement, and academic progress to ensure parents are providing the necessary supports at home for students to experience success in the program. Parents will be encouraged to monitor their own child's attendance and progress. Progress reports and trimester report cards will be mailed home throughout the school year.

#### 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)

250.00

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Independent Study Program staff will facilitate orientations during the enrollment process to review with parents and students the Independent Study Master Agreement, the program's goals and objectives, discuss expectations and responsibilities to ensure successful outcomes, and identify any academic/social/emotional needs that require specific supports/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)

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

2022-23 is the first year for developing a plan for student achievement for the Independent Study Program. As a result, this year will serve as a baseline year for measuring the effectiveness of the overall implementation of this plan in order to make improvements to the program in coming years.

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

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

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$111,750.00

## 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	Amount (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Amount (\$)
	\$111,750.00

Subtotal of state or local funds included for this school: \$111,750.00

Total of federal, state, and/or local funds for this school: \$111,750.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
	111,750.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		111,750.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	90,500.00
Goal 2	20,500.00
Goal 3	750.00

# 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:

School Principal

Classroom Teachers

## **Name of Members**

## **Role**

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**

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 .

Attested:

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019