

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
Canyon View Elementary School	37682966106520	October 24, 2019	November 14, 2019

School Vision and Mission

Vision Statement:

To create an inclusive, fun and innovative world class learning community for each and every child, staff member and family member to empower our learners to be global thinkers, creative problem solvers and kind citizens.

Mission Statement:

To always be Learner Centered & Future Ready by believing and supporting each and every learner, each and every day, whatever it takes!

School Profile

As a learning community, we are dedicated to the education of “Every learner, Every day, whatever it takes.” We strive to meet the needs of each and every child through the collaborative efforts of teachers, parents, students, and support staff to create cultures and conditions for a world class learning environment. Canyon View represents a highly diverse community which serves TK-5 learners, as well as the Autism spectrum Disorder program preschool-5th grade. We are in our initial implementation year of a flexible STEAM based learning space for our learners.

Learners walking onto campus feel the energy and enthusiasm that supports their social emotional and academic well-being. The principal greets our families and learners each day in front of our schools with high fives, hugs and a smile. Our staff is composed of teachers with diverse interests that benefit our students with a wide variety of teaching experiences and classified personnel who work diligently to support the education of our future ready learners. Extended Student Services (ESS) provides on site childcare from 6:30 a.m. until 6:00 p.m. for approximately 125 students. Our TEAM Canyon View has over 375 members who log more than 10,000 volunteer hours per year.

Communication and collaboration thrives at Canyon View. Teacher newsletters, our monthly Catching Up With the Coyotes, our Canyon View website, PTO and Foundation websites, teacher MyConnect sites and/or websites, Connect5 messages, frequent flyers, our increased presence on

social media and our marquee represent the partnership that exists between parents, teachers and students. Learning doesn't happen in isolation, it is a result of all stakeholders working together. Our school is extraordinary because we are a hardworking, dedicated school community that has come together holding one vision – we are LEARNER CENTERED & FUTURE READY!

We are dedicated to making Canyon View a place where each and every child will be a lifelong learner. We encourage each and every to reach their full potential by exploring their strengths, aspirations and dreams. We strive to create the conditions and culture which build world class learners. In conjunction with our PUSD core values, we work to establish a foundation for our students to be successful and prepared for college and career level thinking, problem solving and creativity. We are engaged in multi-year professional learning and collaboration around the following areas:

1. Response to Intervention and Instructions, specifically research based first based instruction
2. K-5 Implementation of our ELA curriculum, Benchmark Universe
3. Creating the conditions and culture for world class learning, for staff and students
4. Continuing our learning and implementation of Next Generation Science Standards and our Innovation Space
5. Always being student centered and future ready, with the mantra of every student, every day, whatever it takes (From Jimmy Casas', Culturize)

Students receive instruction and participate in learning activities in a variety of curriculum and subject areas. There is an emphasis at all grade levels on developing skills in literacy, writing, communication, math computation and problem solving with a special concentration on aligning our educational practices to the California State Standards. We strive to meet the needs of each child through the collaborative efforts of parents, teachers, support staff and students. There are no invisible children at Canyon View. Together, we are NO Place for Hate! school that focuses on the whole child.

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

Each year our teacher team conducts a Needs Assessment to help determine plans for the next school year to best meet the needs of our learners. This information is also discussed at School Site Council meetings to ensure all stakeholder voices are heard. Our Needs Assessment plan includes the following: reviewing a variety of data (e.g. CAASPP, Common Assessments, California Healthy Kids (CHKS), other parent and/or student surveys, Thrively, ThoughtExchange, Attendance, Discipline) analyzing data to determine if programs are effective and meeting student needs (e.g. IXL, IMPACT Intervention groups and programs, Brain Pop, Counseling groups, Innovation Station activities)-determining if programs need to be eliminated, revised and/or added for determining cost of programs and prioritizing needs our budget.

CVES understands the importance of collaboration with all stakeholders in the process of developing and monitoring our School Plan for Learner Achievement.

Parents are encouraged to be a part of our site planning in the following ways:

- participating in the ThoughtExchange process
- participating in the California Healthy Kids survey (CHKS)
- completing other parent surveys (site one conducted in Spring 2018 and off years of CHKS)
- attending Back to School night in August
- School Site Council
- joining our Site Safety Committee
- attending Parent events
- attending Principal Coffees (held throughout the school year)
- parents of EL students are invited and encouraged to attend English Language Advisory Committee meetings
- parents are made aware of these opportunities through weekly call-out/emails, Monthly Catching Up with the Coyotes newsletters, site website, Tweets, and classroom newsletters.
- Each student will complete a school climate survey at least 2 times per year.

All students completed a site student survey in Spring 2019. Fifth graders also completed the California Healthy Kids Survey (CHKS).

Our SPSA and accompanying budgets are shared with School Site Council and our English Learner Advisory Committee during development to receive feedback and make needed adjustments. Plans are reviewed and updated throughout the school year. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
African American	2.4%	2.58%	2%	12	13	10
Asian	21.5%	22.27%	22.36%	110	112	112
Filipino	10.2%	8.75%	9.78%	52	44	49
Hispanic/Latino	12.7%	13.12%	11.78%	65	66	59
Pacific Islander	0.2%	%	%	1		
White	42.9%	42.94%	43.11%	219	216	216
Multiple/No Response	1.0%	1.59%	0.2%	5	8	1
Total Enrollment				511	503	501

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	101	99	101
Grade 1	80	81	75
Grade 2	81	77	80
Grade3	80	83	80
Grade 4	75	82	82
Grade 5	94	81	83
Total Enrollment	511	503	501

Conclusions based on this data:

1. Over the past three years, our enrollment has been consistent.
2. Over the past three years, our demographic group percentages have been consistent.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	108	94	82	21.1%	18.7%	16.4%
Fluent English Proficient (FEP)	53	58	62	10.4%	11.5%	12.4%
Reclassified Fluent English Proficient (RFEP)	24	17	7	20.3%	15.7%	7.4%

Conclusions based on this data:

1. Over the past three years, our English Learner demographic group has declined from 108 to 82.
2. Over the past three years, our number of reclassified fluent English Proficient from 24 to 7 learners.
3. Over the past three years, our number of Fluent English Proficient have increase from 53 to 62.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	76	78	78	74	78	78	74	78	100	97.4	100
Grade 4	77	81	75	73	80	75	73	80	75	94.8	98.8	100
Grade 5	97	78	83	95	74	83	95	74	83	97.9	94.9	100
All	252	235	236	246	228	236	246	228	236	97.6	97	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2461.	2478.	2491.	34.62	47.30	53.85	37.18	27.03	23.08	15.38	16.22	15.38	12.82	9.46	7.69
Grade 4	2514.	2511.	2524.	36.99	41.25	50.67	38.36	30.00	26.67	17.81	17.50	13.33	6.85	11.25	9.33
Grade 5	2531.	2584.	2554.	29.47	56.76	32.53	28.42	35.14	43.37	24.21	6.76	19.28	17.89	1.35	4.82
All Grades	N/A	N/A	N/A	33.33	48.25	45.34	34.15	30.70	31.36	19.51	13.60	16.10	13.01	7.46	7.20

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	42.31	37.84	48.72	41.03	50.00	44.87	16.67	12.16	6.41	
Grade 4	43.84	36.25	52.00	47.95	53.75	38.67	8.22	10.00	9.33	
Grade 5	35.79	58.11	43.37	45.26	41.89	46.99	18.95	0.00	9.64	
All Grades	40.24	43.86	47.88	44.72	48.68	43.64	15.04	7.46	8.47	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.46	48.65	39.74	47.44	43.24	52.56	14.10	8.11	7.69
Grade 4	35.62	37.50	30.67	60.27	53.75	64.00	4.11	8.75	5.33
Grade 5	33.68	63.51	48.19	53.68	32.43	40.96	12.63	4.05	10.84
All Grades	35.77	49.56	39.83	53.66	43.42	52.12	10.57	7.02	8.05

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.21	37.84	35.90	62.82	55.41	60.26	8.97	6.76	3.85
Grade 4	34.25	25.00	29.33	56.16	70.00	66.67	9.59	5.00	4.00
Grade 5	23.16	39.19	22.89	68.42	56.76	72.29	8.42	4.05	4.82
All Grades	28.05	33.77	29.24	63.01	60.96	66.53	8.94	5.26	4.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.62	41.89	48.72	51.28	47.30	37.18	14.10	10.81	14.10
Grade 4	30.14	33.75	41.33	65.75	58.75	49.33	4.11	7.50	9.33
Grade 5	41.05	56.76	38.55	37.89	39.19	53.01	21.05	4.05	8.43
All Grades	35.77	43.86	42.80	50.41	48.68	46.61	13.82	7.46	10.59

Conclusions based on this data:

1. Over the past three years, our students averages 75-77% proficiency.
2. From the 17-18 year to the 18-19 year, 5th grade dropped approximately 15%, From 92% to 76%.
3. From the 16-17 year, each grade level had increased the number of learners that met and exceeded standard.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	76	78	78	75	78	78	75	78	100	98.7	100
Grade 4	77	81	75	73	80	75	73	80	75	94.8	98.8	100
Grade 5	97	78	83	95	76	83	95	76	83	97.9	97.4	100
All	252	235	236	246	231	236	246	231	236	97.6	98.3	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2459.	2491.	2484.	29.49	42.67	38.46	38.46	42.67	38.46	20.51	12.00	15.38	11.54	2.67	7.69
Grade 4	2523.	2508.	2538.	38.36	32.50	49.33	35.62	32.50	29.33	19.18	23.75	17.33	6.85	11.25	4.00
Grade 5	2544.	2573.	2560.	35.79	50.00	45.78	20.00	26.32	25.30	23.16	21.05	15.66	21.05	2.63	13.25
All Grades	N/A	N/A	N/A	34.55	41.56	44.49	30.49	33.77	30.93	21.14	19.05	16.10	13.82	5.63	8.47

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	42.31	57.33	55.13	42.31	37.33	33.33	15.38	5.33	11.54	
Grade 4	49.32	50.00	58.67	39.73	30.00	32.00	10.96	20.00	9.33	
Grade 5	42.11	52.63	51.81	32.63	32.89	26.51	25.26	14.47	21.69	
All Grades	44.31	53.25	55.08	37.80	33.33	30.51	17.89	13.42	14.41	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.74	53.33	57.69	48.72	42.67	35.90	11.54	4.00	6.41
Grade 4	46.58	40.00	45.33	42.47	47.50	48.00	10.96	12.50	6.67
Grade 5	35.79	51.32	38.55	45.26	40.79	48.19	18.95	7.89	13.25
All Grades	40.24	48.05	47.03	45.53	43.72	44.07	14.23	8.23	8.90

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.74	48.00	42.31	47.44	45.33	44.87	12.82	6.67	12.82
Grade 4	47.95	38.75	46.67	43.84	42.50	44.00	8.22	18.75	9.33
Grade 5	31.58	46.05	38.55	43.16	51.32	48.19	25.26	2.63	13.25
All Grades	39.02	44.16	42.37	44.72	46.32	45.76	16.26	9.52	11.86

Conclusions based on this data:

1. Over the past few years, our learner's proficiency has fluctuated by approximately 7-10%.
2. From the 16-17 year, each grade level had increased the amount of learners that met and exceeded standard.

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1409.5		1415.9		1394.6		24	
Grade 1	1485.5		1456.0		1514.6		24	
Grade 2	1490.2		1490.6		1489.3		13	
Grade 3	1458.5		1459.4		1457.3		13	
Grade 4	*		*		*		*	
Grade 5	*		*		*		*	
All Grades							89	

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	45.83	*	*	*	*	*	*	*	24	19
1	70.83	*	*	*	*	*	*	*	24	11
2	84.62	50		*	*	*	*	*	13	22
3	*	*	*	*	*	*	*	*	13	*
4	*	*	*	*	*	*	*	*	*	*
All Grades	57.30		20.22		*		14.61		89	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	45.83	*	*	*	*	*	*	*	24	19
1	79.17	*	*	*	*	*	*	*	24	11
2	84.62	54.55		*	*	*	*	*	13	22
3	*	*	*	*	*	*	*	*	13	*
4	*	*	*	*	*	*	*	*	*	*
All Grades	65.17		15.73		*		13.48		89	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*		24	19
1	62.50	*	*	*		*	*	*	24	11
2	84.62	*		*		*	*	*	13	22
3	*		*	*	*		*	*	13	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	46.07		21.35		16.85		15.73		89	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	58.33	*	*	68.42	*		24	19
1	87.50	*	*	*	*	*	24	11
2	84.62	59.09		*	*	*	13	22
3	*	*	*	*	*	*	13	*
4	*	*	*	*	*	*	*	*
All Grades	68.54		17.98		13.48		89	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	57.89	*	*	24	19
1	70.83		*	*	*	*	24	11
2	*	*	*	*	*	*	13	22
3	*	*	*		*	*	13	*
4	*	*	*	*	*	*	*	*
All Grades	58.43		25.84		15.73		89	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	50.00	78.95	*		24	19
1	79.17	*	*	*	*	*	24	11
2	*	*	*	*	*	*	13	22
All Grades	44.94		38.20		16.85		89	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	94.74	*	*	*		24	19
1	54.17	*	*	*	*	*	24	11
2	*	*	*	*	*	*	13	22
3	*	*	*	*	*	*	13	*
4	*	*	*	*	*	*	*	*
All Grades	46.07		37.08		16.85		89	

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Conclusions based on this data:

1. Based on the 17-18 evidence, overall proficiency for CVES is 77.52% of our learners are level 3 or 4 on their overall language.
2. Based on the 18-19 evidence, overall proficiency for CVES is 84% of learners are level 3 or 4 on their overall language.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	13	13	11	2	0	0	15.4	0.0	0
American Indian or Alaskan									
Asian	118	116	112	3	3	4	2.5	2.6	4
Filipino	52	45	42	5	4	4	9.6	9.1	8
Hispanic or Latino	69	75	61	4	8	2	5.8	11.6	3
Did not Report	*	*	*	1	1	*	*	*	*
Pacific Islander	*			1			*		
Two or More Races	50	46	59	4	1	1	8.0	2.2	2
White	232	223	215	2	6	10	0.9	2.7	5
Male	278	272		11	14		4.0	5.3	
Female	264	253		9	9		3.4	3.6	
English Learners	112	100	82	7	6	9	6.3	6.1	12
Students with Disabilities	101	109		10	13	13	9.9	12.3	12
Socioeconomically	77	86	72	11	8	6	14.3	9.8	7
Migrant									
Foster	*			1			*		
Homeless	*	*		1	1		*	*	
Kindergarten	109	105		9	5		8.3	4.9	
Grades 1-3	248	252		11	12		4.4	4.8	
Grades 4-6	185	168		0	6		0.0	3.7	
Grades 7-8									
Grades K-8	542	525		20	23		3.7	4.5	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	542	525	503	20	23	21	3.7	4.5	4

Conclusions based on this data:

1. Over the past 3 years, our chronic absenteeism is consistent at an average 4%.

Student Performance Data

Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.2	1.0

Conclusions based on this data:

1. Over the past three years, our suspension rate has been less than 1%.

Student Performance Data

Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

Conclusions based on this data:

1. Does not apply to Canyon View Elementary, as our students promote to middle school.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 1: Mathematics

Based upon the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) report, 80% of 3rd-5th grade students will perform at "Standard Met" or "Standard Exceeded" in the overall area of mathematics.

Identified Need

This need was identified by analysis of Canyon View's data from the CAASPP, which shows that there are currently 25% of Canyon View's 3rd-5th grade learners are below CAASPP proficiency levels as measured by the mathematics section of the CAASPP test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the mathematics portion of the Spring 2020 CAASPP for all students.	Data from the Spring 2019 CAASPP Mathematics shows 75% of 3rd-5th grade learners at "standard met" or "standard exceeded."	The percentage of all students with scores of "standard met" or "standard exceeded" on the Spring 2020 CAASPP mathematics will show growth from 75% to 80%.
English Learner Data from the mathematics portion of the Spring 2020 CAASPP for learners identified as English Learners.	Data from the Spring 2019 CAASPP Mathematics shows 57% of 3rd-5th grade English learners at "standard met" or "standard exceeded."	The percentage of English learner students with scores of "standard met" or "standard exceeded" on the Spring 2020 CAASPP mathematics will show growth from 57% to 62%.
EDY/Title I Data from the mathematics portion of the Spring 2020 CAASPP for learners identified as EDY/Title 1.	Data from the Spring 2019 CAASPP Mathematics shows 61% of 3rd-5th grade EDY/Title 1 learners at "standard met" or "standard exceeded."	The percentage of EDY/Title 1 students with scores of "standard met" or "standard exceeded" on the Spring 2020 CAASPP mathematics will show growth from 61% to 66%.
Student with Disabilities Data from the mathematics portion of the Spring 2020 CAASPP for learners identified	Data from the Spring 2019 CAASPP Mathematics shows 42% of 3rd-5th grade students with disabilities at "standard	The percentage of students with disabilities with scores of "standard met" or "standard exceeded" on the Spring 2020 CAASPP mathematics will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
as students with disabilities.	met" or "standard exceeded."	show growth from 42% to 47%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Learners who are below proficiency in the area of mathematics (K-5). Data analysis has shown areas of growth in targeted math skills.

Strategy/Activity

Certificated IMPACT teachers will support targeted learners on specific math skills approximately 3 days per week from October - May. Learner grouping will be flexible and consistently monitored based on data throughout the year. Research-based curriculum will be used with our learners, such as Math Central Resources, Math Expressions Intervention, Touch Math, Compass Learning).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Educationally Disadvantaged Youth See Goal 2 for budgeted expenditures.
0	English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students who are identified as EDY/ELL and students with varying learning needs.

Strategy/Activity

To best meet our learners varying needs in the area of mathematics, teachers will collaborate, attend learning opportunities, and observe other teaches to gain information around best instructional practices.

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)

None Specified
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Each and every learner at our school.

Strategy/Activity

During XPloration time, grade level teams will regularly monitor our learners and refine/add/delete strategies based on learners needs and evidence. Some of the strategies will include interactive journals, math talks, rich math tasks, white board math, collaborative math tasks and real world connections to mathematics. During 3 XPloration sessions, our team collaborates as a think tank for KIDWATCH.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 2: English Language Arts

Based upon the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) report, 80% of 3rd-5th grade learners will perform at "Standard Met" or "Standard Exceeded" in the overall area of ELA/Literacy.

Identified Need

This need was identified by analysis of Canyon View's data from the CAASPP, which shows that there are currently 23% of Canyon View's 3rd-5th grade learners are below CAASPP proficiency levels as measured by the ELA/Literacy section of the CAASPP test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the ELA portion of the Spring 2020 CAASPP	Data from the Spring 2019 CAASPP ELA/Literacy shows 77% of 3rd-5th grade learners at "standard met" or "standard exceeded."	The percentage of all learners with scores of "standard met" or "standard exceeded" on the Spring 2020 CAASPP ELA/Literacy will show growth from 77% to 80%.
English Learner Data from the ELA portion of the Spring 2020 CAASPP for learners identified as English Learners	Data from the Spring 2019 CAASPP ELA/Literacy shows 50% of 3rd-5th grade English language learners at "standard met" or "standard exceeded."	The percentage of English Learners with scores of "standard met" or "standard exceeded" on the Spring 2020 CAASPP ELA/Literacy will show growth from 50% to 55%.
EDY/Title I Data from the ELA portion of the Spring 2020 CAASPP for learners identified as EDY/Title 1	Data from the Spring 2019 CAASPP ELA/Literacy shows 61% of 3rd-5th grade EDY/Title 1 learners at "standard met" or "standard exceeded."	The percentage of EDY/Title 1 Learners with scores of "standard met" or "standard exceeded" on the Spring 2020 CAASPP ELA/Literacy will show growth from 61% to 66%.
Student with Disabilities Data from the ELA portion of the Spring 2020 CAASPP for learners identified as student	Data from the Spring 2019 CAASPP ELA/Literacy shows 42% of 3rd-5th grade students with disabilities at "standard	The percentage of students with disabilities with scores of "standard met" or "standard exceeded" on the Spring 2020

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
with disabilities	met" or "standard exceeded."	CAASPP ELA/Literacy will show growth from 42% to 47%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Learners who are below proficiency in the area of Literacy/ELA (K-5). Data analysis has shown areas of growth in targeted literacy skills.

Strategy/Activity

Trained, certificated IMPACT teachers will support targeted learners on specific literacy skills approximately 3 days per week from October - May. Learner grouping will be flexible and consistently monitored based on data throughout the year. Research-based curriculum will be used with our learners, for example, CARS & STARS, Benchmark, CORE Sourcebook.

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)
4560.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
5,060.00	English Learners 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students who are identified as EDY/ELL and students with varying learning needs.

Strategy/Activity

To best meet our learners varying needs in the area of English Language Arts, teachers will collaborate, attend learning opportunities and observe other teaches to gain information around best instructional practices.

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)

900.00

Source(s)

English Learners
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Translation services will be provided to support the parent engagement of our English Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

600.00

Source(s)

English Learners
5800: Professional/Consulting Services And Operating Expenditures
Interpretation Services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

To best support our English Learners, teacher(s) leaders will attending professional learning on best practices.

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)

Strategy/Activity

During XPloration time, grade level teams will regularly monitor our learners and refine/add/delete strategies based on learners needs and evidence. Some of the strategies will include interactive journals, Benchmark, rich literacy tasks, reader theater, collaborative book talks, inquiry projects and real world connections to literacy. During 3 XPloration sessions, our team collaborates as a think tank for KIDWATCH.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

Based upon the Spring K-5th Canyon View School Climate survey, 85% of learners will look forward to coming to school (all or most of the time).

Identified Need

This need was identified by analysis of Canyon View's data from the 2019 CVES School Climate Survey: currently 78% of student look forward to coming to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide TK-5 learners	Based on the fall 2019 CVES School Climate Survey, 78% of TK-5 learners look forward to coming to school (all or most of the time).	Based on the Spring 2020, CVES School Climate Survey, 85% of all TK-5th grade learners will look forward to coming to school (all or most of time).
English Learner		
EDY/Title I		
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Each and every learner will be served by this social emotional goal.

Strategy/Activity

Site team consisting of Principal, Counselor, School Psychologist, and Student Services Supervisor will provide professional learning and student support on direct and collaborative learning around Whole Body Listening, expected/unexpected behaviors, and collaborative learning around size of the problem.

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)
	Educationally Disadvantaged Youth
	English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Each and every learner will be served by this social emotional goal.

Strategy/Activity

- 2-3 principal lead behavior assemblies
- Principal will read character building books to each class, at least 2 times per year
- Direct instruction and modeling of the 1st 18 Days of learning, at least 2 times per year
- Mindful Moment, daily message all school 180 days
- Continue to implement the No Place for Hate way. We continue to do 3 lessons per year (fall, winter, spring) and recite our Coyote Pledge weekly.
- We utilize Project Wisdom during morning announcements that support character development
- CVES School Climate Survey
- SSA supports less structured games at recess
- Positive message murals are present in most locations of our school
- Music plays each morning, while learners enter our school
- Sensory paths to support student behavior and positive messages!
- Principal greets families and learners each day!
- In our hallways, if you look up, there are positive messages that hang from the ceiling
- Teachers greet each and every learner at the door daily.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$11,120.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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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.

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$4,560.00
English Learners	\$6,560.00

Subtotal of state or local funds included for this school: \$11,120.00

Total of federal, state, and/or local funds for this school: \$11,120.00

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
Educationally Disadvantaged Youth	4,560.00
English Learners	6,560.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,620.00
5000-5999: Services And Other Operating Expenditures	900.00
5800: Professional/Consulting Services And Operating Expenditures	600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	4,560.00
	English Learners	0.00
1000-1999: Certificated Personnel Salaries	English Learners	5,060.00
5000-5999: Services And Other Operating Expenditures	English Learners	900.00
5800: Professional/Consulting Services And Operating Expenditures	English Learners	600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	11,120.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- N/A Secondary Students

Name of Members	Role	Date	Signature
Jill Halsey	Principal		
Marie Cooke	Classroom Teacher		
Jamie Cox Garcia	Classroom Teacher		
Virginia Rodriguez	Classroom Teacher		
Stephanie Craghead	Parent or Community		
Roger Anderson	Parent or Community		
Iyad AlRabadi	Parent or Community		
Alice Collette	Parent or Community		
Wei Wu	Parent or Community		
Jann Williams	Other School Staff		

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

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

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

This SPSA was adopted by the SSC at a public meeting on October 24, 2019.

Attested:

Principal, Jill Halsey on

Instructions

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019