

# 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
Deer Canyon Elementary School	37682966109300	10/23/19	11/14/19

## School Vision and Mission

### Mission

Our mission is to ensure all of our students develop a love of learning and become highly successful in school, society, and the work place. Through close collaboration, and in partnership with our families and community, we will provide challenging, real life learning opportunities to prepare our students for success in a diverse society and ever-changing world. We will model what we expect so our children become:

Self Directed Learners • Collaborative Team Members • Clear Communicators • Constructive Thinkers and Persevering Problem Solvers • Effective Users of Tools and Technology • Responsible and Kind Members of Society

### Vision

It is our vision that Deer Canyon becomes a school where all students have the individual support, encouragement and opportunity they need to achieve academically at very high levels and to develop the personal habits and values that will allow them to be successful both in school and as productive members of our society.

### Culture

The staff and parents of Deer Canyon encourage students to be intrinsically motivated and ensure that our students develop a love of learning. We embed habits for future success through the explicit development of skills such as critical thinking, self-monitoring, persistence, and responsibility. Staff model a positive, caring, kind, and inspirational attitude every day. Through a rigorous and relevant academic program, we believe in and celebrate the success of every child.

### Guiding Principles

We, the staff, pledge to support the implementation of the District vision in concert with our mission and vision to ensure rigor, relevance, and relationships in all that we do. These are our guiding principles:

## Rigor

- We believe all children can learn at high levels and it is our responsibility to ensure that they do
- We ensure students demonstrate their understanding of concepts through multiple pathways such as technology, visual learning, use of kinesthetic materials, and creative problem solving
- We believe a strong foundation in reading, writing, and math is critical to student success and strive for high academic and behavioral expectations for students and staff
- We maintain a safe school environment that values respect and the individual gifts of our students
- We continually seek innovative technology to create challenging classroom learning experiences resulting in differentiated, self-paced, multi-modality instruction

## Relevance

- We embrace the responsibility of preparing our students to become creative problem solvers who can be flexible and adapt to a changing world
- Along with the Common Core State Standards, we provide interactive, collaborative STEAM activities for students which develop strong problem solving life skills
- We ensure academic support is in place for students with special needs in an inclusive environment
- We provide opportunities to engage in enrichment activities to support all learners and learning
- With the integration of technology and personalized learning, we ensure the 21st century student develops the necessary skills to be college and career ready

## Relationships

- To ensure strong lines of communication are built throughout our organization, we foster positive relationships among staff, students, parents, and the community
- Staff work collaboratively as a community of active learners through teamwork and professional learning
- We foster leadership within our learning community among both staff and students
- Through trusting and collaborative relationships with PTA and Foundation, we ensure programs are implemented to support the development of the total child
- We embrace the unique and diverse culture of our school community and foster opportunities to promote tolerance and understanding
- We value the relationship our parents and staff feel between each other and our school community

# School Profile

Deer Canyon Elementary School, which opened in 1990, is located in the southwestern portion of the Poway Unified School District in the community of Rancho Penasquitos in the city of San Diego. The school is a three-time recipient of the California Distinguished School Award; 1993, 1997, and 2000. Our 2005 application for Distinguished School status received honorable mention. Our campus earned the distinction of a National Blue Ribbon School in 2015. Our nearly 450 Pre-school through grade 5 students are ethnically diverse yet similar in socio-economic status. The student population is 27% White, 42% Asian, 7% Filipino, 7% Hispanic, 2% African American, and 15% other racial ethnic groups. 23% of the students are learning English as a second language and 10% qualify for the free or reduced lunch program. Deer Canyon is a neighborhood school, with virtually

all of our students coming from the immediate community. No buses are needed to serve our regular education students, thanks in part to the school's quiet residential setting.

The teachers and support staff at Deer Canyon believe that a strong academic focus supported by a positive and caring learning environment is essential to student success. A strong emphasis is placed on providing a safe, attractive environment for students and staff. Equally important is the emphasis here on developing the whole child through early mental health programs, character development, social thinking, and service learning opportunities. The school climate is truly peaceful with student rights and school rules maintained campus wide.

Deer Canyon's parent volunteer program enhances both instruction in the classroom and the school's special events. PTA efforts help the school provide assembly programs, parent education workshops, study trips, art lessons, and library books. The DCES Foundation works hand in hand with the PTA to fund special programs in the areas of music, PE, technology and Science. Our school meets the needs of all of our students through many special programs including English Language Learners (ELL), Gifted and Talented Education (GATE), Speech and Language, Special Education, a Parent Participation Preschool, Extended Student Services (ESS) and Intervention Support. Deer Canyon is also the home of an Autism Spectrum Disorder program, serving children from pre-school through grade 3 in three Special Day Classes. These children receive all of their support services here and they have many opportunities to participate with typical peers in all aspects of school life.

Deer Canyon enrollment has declined with the surrounding neighborhoods growing older. The size of our campus allows a high level of connectedness among all of our school stakeholders and retains the small campus feel that is prevalent here.

## 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

Deer Canyon's school site council is a group of teachers, parents, and classified employees that works with the principal to develop, review and evaluate school improvement programs and school budgets. The site councils helps make decisions and advise the principal on the school budget and the academic or school improvement plan. In addition to academic planning, our site councils is also responsible for making decisions about parent engagement, safety and discipline. Our SSC committee reviews and approves the school single site plan and the school improvement program activities. School site council members do not just represent their own interests. They have an obligation to make decisions that will best serve the entire school community. Our School Site Council meets throughout the school year monthly and meeting notices are posted on campus. Feedback additionally comes from communication and consultation with our ELAC coordinator, special education team, and this year, through our ThoughtExchange feedback. This broad scope ensures the needs of all stakeholders are considered and represented in the needs of our campus and goals for improvement.

Our school is fortunate to have two non-profit organizations working on behalf of our children: the DCES PTA and the Deer Canyon Educational Foundation. Cooperation between the PTA and the Foundation has never been stronger. Through this partnership, these two groups are more aligned with the vision of our parents, teachers, and principal. Both groups welcome parent input and look

forward to participation in meetings and events throughout the school year. Our Foundation and PTA meet monthly, with their meeting dates published in our weekly Echoes Newsletter.

# 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	2.0%	2.24%	1.97%	10	11	9
Asian	40.5%	42.57%	41.58%	207	209	190
Filipino	8.6%	7.74%	7.44%	44	38	34
Hispanic/Latino	6.3%	5.91%	6.78%	32	29	31
Pacific Islander	0.4%	0.20%	0.22%	2	1	1
White	30.9%	28.31%	26.91%	158	139	123
Multiple/No Response	1.4%	1.43%	1.97%	7	7	9
<b>Total Enrollment</b>				511	491	457

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	96	81	70
Grade 1	70	87	63
Grade 2	78	72	91
Grade3	79	78	73
Grade 4	90	81	79
Grade 5	98	92	81
<b>Total Enrollment</b>	511	491	457

### Conclusions based on this data:

1. Enrollment has been steadily declining for the past three years.
2. Our community is getting older and homes are not turning over to bring in new students.
3. Our demographics have remained relatively the same.

# 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	115	128	103	22.5%	26.1%	22.5%
Fluent English Proficient (FEP)	102	91	83	20.0%	18.5%	18.2%
Reclassified Fluent English Proficient (RFEP)	40	13	29	31.7%	11.3%	22.7%

### Conclusions based on this data:

1. The number of English Language Learners at Deer Canyon have decreased from last year.
2. The number of Fluent English Proficient students at Deer Canyon have stayed relatively the same.
3. The number of reclassified Fluent English Proficient students increased significantly from last year to this year.

# 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	79	78	75	78	78	74	78	78	74	98.7	100	98.7
Grade 4	87	83	78	87	81	77	87	81	77	100	97.6	98.7
Grade 5	99	94	82	97	94	81	97	94	81	98	100	98.8
All	265	255	235	262	253	232	262	253	232	98.9	99.2	98.7

\* 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	2524.	2516.	2523.	69.23	71.79	64.86	23.08	19.23	20.27	5.13	3.85	8.11	2.56	5.13	6.76
Grade 4	2565.	2557.	2545.	68.97	72.84	62.34	17.24	14.81	15.58	10.34	6.17	14.29	3.45	6.17	7.79
Grade 5	2574.	2610.	2608.	49.48	74.47	69.14	31.96	11.70	22.22	7.22	8.51	2.47	11.34	5.32	6.17
All Grades	N/A	N/A	N/A	61.83	73.12	65.52	24.43	15.02	19.40	7.63	6.32	8.19	6.11	5.53	6.90

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	66.67	69.23	67.57	32.05	25.64	24.32	1.28	5.13	8.11	
Grade 4	66.67	65.43	55.84	27.59	29.63	35.06	5.75	4.94	9.09	
Grade 5	55.67	61.70	65.43	35.05	30.85	28.40	9.28	7.45	6.17	
All Grades	62.60	65.22	62.93	31.68	28.85	29.31	5.73	5.93	7.76	

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	70.51	66.67	56.76	28.21	29.49	39.19	1.28	3.85	4.05
Grade 4	64.37	60.49	50.65	33.33	33.33	41.56	2.30	6.17	7.79
Grade 5	63.92	76.60	67.90	25.77	15.96	27.16	10.31	7.45	4.94
All Grades	66.03	68.38	58.62	29.01	25.69	35.78	4.96	5.93	5.60

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	44.87	39.74	63.51	52.56	58.97	33.78	2.56	1.28	2.70
Grade 4	48.28	41.98	51.95	48.28	53.09	42.86	3.45	4.94	5.19
Grade 5	41.24	45.74	48.15	53.61	51.06	50.62	5.15	3.19	1.23
All Grades	44.66	42.69	54.31	51.53	54.15	42.67	3.82	3.16	3.02

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	70.51	60.26	67.57	26.92	34.62	22.97	2.56	5.13	9.46
Grade 4	62.07	59.26	50.65	35.63	35.80	37.66	2.30	4.94	11.69
Grade 5	51.55	71.28	64.20	35.05	25.53	30.86	13.40	3.19	4.94
All Grades	60.69	64.03	60.78	32.82	31.62	30.60	6.49	4.35	8.62

**Conclusions based on this data:**

1. The number of students exceeding standards has increased for all grade levels tested.
2. The number of students not meeting standards has increased slightly from last year to this year.
3. Demonstrating understanding of literary and non-fictional texts is a strength for grades 3 and 4 while creating clear and purposeful writing is a strength for 5th grade.



# 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	79	78	75	78	78	74	78	78	74	98.7	100	98.7
Grade 4	87	83	78	87	81	77	87	81	77	100	97.6	98.7
Grade 5	99	94	82	97	94	81	97	94	81	98	100	98.8
All	265	255	235	262	253	232	262	253	232	98.9	99.2	98.7

\* 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	2525.	2510.	2522.	67.95	55.13	66.22	24.36	32.05	20.27	5.13	8.97	9.46	2.56	3.85	4.05
Grade 4	2569.	2570.	2550.	63.22	72.84	51.95	26.44	16.05	28.57	10.34	7.41	14.29	0.00	3.70	5.19
Grade 5	2587.	2610.	2602.	60.82	72.34	66.67	19.59	13.83	17.28	11.34	6.38	7.41	8.25	7.45	8.64
All Grades	N/A	N/A	N/A	63.74	67.19	61.64	23.28	20.16	21.98	9.16	7.51	10.34	3.82	5.14	6.03

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	78.21	71.79	75.68	16.67	21.79	16.22	5.13	6.41	8.11	
Grade 4	77.01	80.25	66.23	19.54	13.58	20.78	3.45	6.17	12.99	
Grade 5	72.16	75.53	72.84	16.49	14.89	16.05	11.34	9.57	11.11	
All Grades	75.57	75.89	71.55	17.56	16.60	17.67	6.87	7.51	10.78	

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	74.36	65.38	68.92	24.36	28.21	27.03	1.28	6.41	4.05
Grade 4	63.22	75.31	63.64	34.48	17.28	25.97	2.30	7.41	10.39
Grade 5	57.73	67.02	64.20	30.93	24.47	27.16	11.34	8.51	8.64
All Grades	64.50	69.17	65.52	30.15	23.32	26.72	5.34	7.51	7.76

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
<b>Grade 3</b>	76.92	69.23	72.97	21.79	25.64	22.97	1.28	5.13	4.05
<b>Grade 4</b>	70.11	71.60	55.84	26.44	22.22	32.47	3.45	6.17	11.69
<b>Grade 5</b>	53.61	67.02	62.96	34.02	26.60	27.16	12.37	6.38	9.88
<b>All Grades</b>	66.03	69.17	63.79	27.86	24.90	27.59	6.11	5.93	8.62

**Conclusions based on this data:**

1. Nearly 70% of all students tested exceed standards.
2. A very small percentage of students tested fell below standards (5.14%)
3. Applying mathematical concepts and procedures is a strength for all grade levels.

# 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	1497.7		1487.5		1521.0		30	
Grade 1	1533.2		1507.6		1558.3		32	
Grade 2	1542.8		1539.2		1545.9		19	
Grade 3	*		*		*		*	
Grade 4	*		*		*		*	
Grade 5	*		*		*		*	
All Grades							102	

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	83.33	*	*	*	*	*			30	17
1	87.50	68.18	*	*	*	*	*		32	22
2	84.21	63.33	*	*	*	*		*	19	30
3	*	*	*	*	*	*			*	*
All Grades	85.29		*		*		*		102	

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	83.33	*	*	*	*	*			30	17
1	81.25	83.36	*	*	*	*	*		32	22
2	84.21	56.67	*	*	*	*	*	*	19	30
All Grades	85.29		*		*		*		102	

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
<b>K</b>	73.33	*	*	*	*	*			30	17
<b>1</b>	87.50	54.55	*	*	*	*	*		32	22
<b>2</b>	73.68	60	*	*	*	*		*	19	30
<b>3</b>	*	*	*	*	*	*	*		*	*
<b>All Grades</b>	74.51		16.67		*		*		102	

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	
<b>K</b>	93.33	64.71	*	*			30	17	
<b>1</b>	84.38	95.45	*			*	32	22	
<b>2</b>	84.21	83.33	*	*	*	*	19	30	
<b>All Grades</b>	89.22		*		*		102		

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	
<b>K</b>	63.33	*	*	64.71	*		30	17	
<b>1</b>	71.88	54.55	*	*	*		32	22	
<b>2</b>	84.21	*	*	66.67	*	*	19	30	
<b>All Grades</b>	75.49		20.59		*		102		

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	
<b>K</b>	70.00	*	*	76.47			30	17	
<b>1</b>	90.63	77.27	*	*	*		32	22	
<b>2</b>	68.42	56.67	*	40	*	*	19	30	
<b>3</b>	*	*	*	*	*	*	*	*	
<b>All Grades</b>	74.51		18.63		*		102		

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
<b>K</b>	83.33	88.24	*	*			30	17
<b>1</b>	62.50	*	*	59.09	*		32	22
<b>2</b>	78.95	63.33	*	*		*	19	30
<b>All Grades</b>	71.57		26.47		*		102	

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

**Conclusions based on this data:**

1. 85% of students assessed are performing at level 4.
2. There are no students testing at levels 1 or 2.
3. A small percentage of students tested at level 3 in writing, reading, and speaking.

# 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	11	12	*	1	1	*	9.1	9.1	*
American Indian or Alaskan									
Asian	216	218	199	7	4	9	3.2	1.9	5
Filipino	46	37	33	2	1	1	4.3	2.7	3
Hispanic or Latino	32	34	32	2	4	3	6.3	12.1	10
Did not Report	*	*	11	1	1	1	*	*	10
Pacific Islander	*	*	*	1	1	*	*	*	*
Two or More Races	51	70	64	2	1	1	3.9	1.5	1
White	159	141	131	6	9	4	3.8	6.4	3
Male	280	257		11	9		3.9	3.6	
Female	244	257		9	11		3.7	4.3	
English Learners	129	135	103	5	5	6	3.9	3.8	7
Students with Disabilities	69	65		6	4	5	8.7	6.3	8
Socioeconomically	40	54	48	3	2	4	7.5	3.8	7
Migrant									
Foster									
Homeless	*	*		1	1		*	*	
Kindergarten	99	87		5	9		5.1	10.5	
Grades 1-3	232	247		8	6		3.4	2.5	
Grades 4-6	193	180		7	5		3.6	2.8	
Grades 7-8									
Grades K-8	524	514		20	20		3.8	4.0	
Grades 9-12									
Ungraded Elementary/Secondary									
<b>Total</b>	524	514	480	20	20	20	3.8	4.0	4

### Conclusions based on this data:

1. Absenteeism at Deer Canyon is stable for the past two years.
2. Absenteeism overall at Deer Canyon is low (4%).
3. Absenteeism rates are highest for our Hispanic/Latino, African American, and Kindergarten students.

# Student Performance Data

## Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.8	0.2

### Conclusions based on this data:

1. Suspension rates at Deer Canyon are less than 1%.
2. Student behavior at Deer Canyon is overwhelmingly positive.
3. Students at Deer Canyon mostly refrain from engaging in behaviors that are suspend-able.

# Student Performance Data

## Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

### Conclusions based on this data:

1. Does not apply to Deer Canyon, 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?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

## Goal 1: Mathematics

By the end of the school year, 85% of all students in grades 3,4,5 will meet or exceed standards for Math as measured by CAASPP.

## Identified Need

Currently 83.62% of all students in grades 3,4,5 are meeting and exceeding standards for Math as measured by CAASPP.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the Math portion of the Spring 2020 CAASPP for all students	Currently 83.62% of all students in grades 3,4,5 are meeting and exceeding standards for Math as measured by CAASPP.	By the end of the school year, 85% of all students in grades 3,4,5 will meet or exceed standards for Math as measured by CAASPP.
<b>English Learner</b> Data from the Math portion of the Spring 2020 CAASPP for students who are English Learners.	Currently 69.23% of all students who are English Learners in grades 3,4,5 are meeting and exceeding standards for Math as measured by CAASPP.	By the end of the school year, 78% of all students who are English Learners in grades 3,4,5 will meet or exceed standards for Math as measured by CAASPP.
<b>EDY/Title I</b> Data from the Math portion of the Spring 2020 CAASPP for students who are EDY/Title 1.	Currently 67.86% of all students who are EDY in grades 3,4,5 are meeting and exceeding standards for Math as measured by CAASPP.	By the end of the school year, 75% of all students who are EDY in grades 3,4,5 will meet or exceed standards for Math as measured by CAASPP.
<b>Student with Disabilities</b> Data from the Math portion of the Spring 2020 CAASPP for all students with disabilities.	Currently 57.14% of all students with disabilities in grades 3,4,5 are meeting and exceeding standards for Math as measured by CAASPP.	By the end of the school year, 70% of all students with disabilities in grades 3,4,5 will meet or exceed standards for Math as measured by CAASPP.

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)

Students who are below proficient in the area of Math (grades TK-5).

**Strategy/Activity**

Small group instruction, support, and reteaching in the general education classroom is provided by classroom teachers to support skill development. Personalized learning develops fact fluency and foundational skills for all students. Collaboration, Math Talks, and Rich Math Tasks allow students to practice and develop stronger problem solving skills. A school-wide focus on Growth Mindset and the power of YET support students in persevering through rigorous tasks.

**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  
(funds used in next goal)

English Learners  
(funds used in next goal)

0

No Additional Expense

**Strategy/Activity 2**

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

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

Students TK-Grade 5 who are not meeting grade level standards in Math.

**Strategy/Activity**

Grade level team collaboration to provide intervention, small group instruction through supplemental materials and supports.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional cost

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

## Goal 2: English Language Arts

By the end of the school year, 85% of all students in grades 3,4,5 will meet or exceed standards for ELA as measured by CAASPP.

## Identified Need

Currently 84.91% of all students in grades 3,4,5 are meeting and exceeding standards for Math as measured by CAASPP.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the ELA portion of the Spring 2020 CAASPP for all students.	Currently 84.91% of all students in grades 3,4,5 are meeting and exceeding standards for Math as measured by CAASPP.	By the end of the school year, 85% of all students in grades 3,4,5 will meet or exceed standards for ELA as measured by CAASPP.
<b>English Learner</b> Data from the ELA portion of the Spring 2020 CAASPP for all students who are English Learners.	Currently 23.08% of all students who are English Learners in grades 3,4,5 are meeting and exceeding standards for Math as measured by CAASPP.	By the end of the school year, 65% of all students who are English Learners in grades 3,4,5 will meet or exceed standards for ELA as measured by CAASPP.
<b>EDY/Title I</b> Data from the ELA portion of the Spring 2020 CAASPP for all students who are EDY/Title 1.	Currently 71.43% of all students who are EDY in grades 3,4,5 are meeting and exceeding standards for Math as measured by CAASPP.	By the end of the school year, 80% of all students who are EDY in grades 3,4,5 will meet or exceed standards for ELA as measured by CAASPP.
<b>Student with Disabilities</b> Data from the ELA portion of the Spring 2020 CAASPP for all students with disabilities.	Currently 52.38% of all students with disabilities in grades 3,4,5 are meeting and exceeding standards for Math as measured by CAASPP.	By the end of the school year, 65% of all students with disabilities in grades 3,4,5 will meet or exceed standards for ELA as measured by CAASPP.

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)

Students not meeting standards on the ELA portion of CAASPP in grades 4 and 5, and students not meeting grade level standards in reading for grades TK-5.

#### Strategy/Activity

Imagine Learning is an online personalized learning program designed to meet the literacy needs of students who are English Learners and/or Educationally Disadvantaged Youth. Students access the program 4 days per week for 20 minutes per day.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2640.00	Educationally Disadvantaged Youth
4000.00	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 below grade level with literacy skills, grades TK-1.

#### Strategy/Activity

A credentialed Impact Teacher will provide support to targeted students on specific reading skills 5 days per week. Groups are flexible, and data monitored on an on-going basis. Support will target phonics development, fluency, and comprehension.

#### 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	No additional budgeted expenditures

#### Strategy/Activity 3

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

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

Students below grade level with literacy skills, grades 2,3.

#### Strategy/Activity

A highly qualified instructional assistant will provide targeted literacy support to small groups of students not at grade level, 5 days per week for 30 minutes. Groups are flexible and data monitored on an on-going basis.

**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

No additional expense.

**Strategy/Activity 4**

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

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

Students TK - grade 5 who are not meeting grade level standards or making adequate progress in literacy skills.

Strategy/Activity

Classroom teachers provide Guided Reading daily to students in grades TK-2 to support the development of vocabulary recognition, fluency, comprehension, and phonemic awareness. Teachers in grades 3-5 facilitate book groups/literacy circles to build literacy skills, comprehension, inferential thinking, and analysis of text. A school-wide focus on Growth Mindset and the power of YET support students in persevering through rigorous tasks.

**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

No additional cost.

**Strategy/Activity 5**

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

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

Students in TK-5th grade who are not meeting grade level standards or making adequate progress in literacy skills (or math).

Strategy/Activity

Grade level team collaboration to provide intervention, small group instruction through supplemental materials and supports.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

4240.00

English Learners

# 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

Through direct instruction via classroom lessons targeting social thinking, campus expectations, and positive behavior supports, the number of students reporting they feel safe at school will increase from 93% to 97%.

## Identified Need

This need was identified by analyzing data from a Deer Canyon student survey conducted in Spring 2019.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data analysis from a Deer Canyon student survey conducted in Spring 2019.	Data from a Spring 2019 site student survey shows that 93% of all students feel safe at school.	Through direct instruction via classroom lessons targeting social thinking, campus expectations, and positive behavior supports, the number of students reporting they feel safe at school will increase from 93% to 97%.
<b>English Learner</b>		
<b>EDY/Title I</b>		
<b>Student with Disabilities</b>		

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)

All students.

### Strategy/Activity

All staff commits to implementing the following actions:

~ 6 socially thinking lessons (whole body listening, expected/unexpected behavior, size of the problem, zones of regulation, calming strategies, Simon's Hook)

- ~ 6 Character Corps lessons provided by parent volunteers during the school year promoting the pillars of character.
- ~ Targeted behavior reminders weekly for campus expectations
- ~ Discipline assemblies 3 times per year regarding Deer Canyon expectations
- ~ Collaboration with our Student Services Assistant and School Counselor to support focused student groups and whole class lessons
- ~ PBIS team support for intervention and increased common language around campus expectations
- ~ MTSS team support for targeted intervention and support with academic, social, emotional, and behavioral challenges
- ~ Implementing a calming corner in every classroom with sensory tools available to students, as needed
- ~ Implementing common campus language to support positive behavior expectations through social thinking
- ~ Implement Campus Compliment competition, recognizing classes for meeting expectations and celebrating top performing class monthly at First Friday

**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
0	No additional cost

# 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	\$10,880.00

## 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 (\$)
------------------	-----------------

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 (\$)
	\$0.00
Educationally Disadvantaged Youth	\$2,640.00
English Learners	\$8,240.00

Subtotal of state or local funds included for this school: \$10,880.00

Total of federal, state, and/or local funds for this school: \$10,880.00

## 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
----------------	--------	---------



## Expenditures by Funding Source

Funding Source	Amount
	0.00
Educationally Disadvantaged Youth	2,640.00
English Learners	8,240.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	Educationally Disadvantaged Youth	2,640.00
	English Learners	8,240.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	10,880.00
Goal 3	0.00

# 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
- 0 Secondary Students

Name of Members	Role	Date	Signature
Terry Worthington	Principal	10/23/19	
Kim Swalley	Classroom Teacher	10/23/19	
Jessica Collins	Classroom Teacher	10/23/19	
Leigh Fitzgerald	Classroom Teacher	10/23/19	
Terri Horan	Other School Staff	10/23/19	
Mary Krueger	Parent or Community	10/23/19	
Heather Hall	Parent or Community	10/23/19	
David Choi	Parent or Community	10/23/19	
Jenell Lanski	Parent or Community	10/23/19	
Sarah Sagi	Parent or Community	10/23/19	

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:

<b>Signature</b>	<b>Date</b>	<b>Committee or Advisory Group Name</b>
	10/23/19	English Learner Advisory Committee
	10/23/19	Special Education Advisory Committee
	10/23/19	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 10/23/19.

Attested:

Principal, Terry Worthington on 10/23/19
SSC Chairperson, Jessica Collins on 10/23/19

# 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](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