

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
Del Sur Elementary School	37682960116475	October 29, 2019	November 14, 2019

School Vision and Mission

Mission Statement:

Del Sur will be a progressive school dedicated to providing high levels of rigorous learning for all students while being focused on their academic and social development. We want our Explorers to be collaborative problem solvers in an ever-changing world.

School Vision:

To inspire future 21 st century global citizens, Del Sur Elementary will educate the whole child academically, socially, emotionally, and physically. Our child-centered focus will respect individual learning styles and nurture each student's unique gifts and abilities thus allowing them to discover their own genius.

Our balanced and rigorous program provides instruction in all content areas including the arts, social emotional learning skills, sciences, and physical education producing well-rounded, college-ready students. Learning opportunities will foster curiosity, creativity, and academic/social achievement through a standards-based curriculum that promotes inquiry, discovery, and challenges students to rise to their highest potential.

Our community of learners will become caring, empathetic, global citizens through service learning projects. Students will appreciate diversity, treat others with kindness, and be conscious of the natural environment and strive to preserve it. Partnered with our state of the art technology, students at Del Sur will connect with the rest of the world giving them an unparalleled education. Our community of global learners will continue their quest to investigate the world around them. Students will become technologically literate and teachers are dedicated to continuing their own technology education.

Our talented and caring teaching staff is among the very finest. Their high standards for quality instruction, unwavering commitment to the profession, their value in connecting with students, and dedication to professional development will ignite enthusiasm for learning.

An educational compass will guide students through collaborative relationships with teachers, parents, and members of the community. This overall spirit of collaboration will give rise to a lifelong love of learning.

Our diversity will be embraced as we explore the richness of our past, the opportunities of the present, and the infinite possibilities of the future.

To guide our work, the Del Sur Elementary staff has created a theory of action statement that captures what we want for each Explorer. Our theory of action is: If we are ensuring all students have purposeful, rigorous learning experiences that incorporate academic and social emotional needs, then our Explorers will become thoughtful, risk-taking problem solvers.

School Profile

Del Sur is celebrating its 11th year and prides itself on its excellence in education. Currently, our school educates 1,007 Explorers from TK through Grade 5. We also educate over 80 preschoolers in our fee-based preschool and one Special Day Class Preschool. To inspire future 21st century global citizens, Del Sur Elementary will educate the whole child academically, socially, emotionally, and physically. Our child-centered focus will respect individual learning styles and nurture each student's unique gifts and abilities thus allowing them to discover their own genius.

Our balanced and rigorous program provides instruction in all content areas including the arts and physical education. Learning opportunities foster curiosity and academic achievement through a standards-based curriculum that promotes inquiry and discovery. This will yield well-rounded, college ready students that are self-disciplined thinkers. On our campus every classroom is affiliated with a university and our Explorers share their university pride by wearing their college wear and showcasing their university chant during our school-wide Friday Flags. We also proud ourselves in being a Character Counts school where we focus on our 6 character pillars monthly through "The Explorer Way."

Teachers and support staff are committed to social-emotional learning skills and academic excellence and work together in a cooperative, supportive, and professional manner. The school staff continually seeks new ways to provide sustained, effective, and quality instruction that meets the needs of all students.

We are Del Sur Elementary, Home of the Explorers!

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

At Del Sur it is important to have mechanisms in place that promote a free exchange of information. On an annual basis, the Del Sur staff reviews student achievement and social-emotional data to determine strengths and areas of growth for the following year. The staff also reviews programs to determine the impact on student learning. Based on the findings, goals, actions, and strategies are developed for the upcoming year. The recommendations and assurances are then shared with our

School Site Council.

Our School Site Council meets eight times throughout the school year. In these meetings, members provide input in relation to the development of our SPSA and they also receive a final version of our approved SPSA document. Our SPSA and accompanying budgets are shared with School Site Council and our English Learner Advisory Committee while being developed in order to receive feedback and make needed adjustments. Plans are reviewed and updated throughout the school year, and any changes are voted and approved by School Site Council members. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year. ELAC meetings are held with parents of our EL students three times a year. We hold PTA general association meetings four times a year. Parents are encouraged to attend Foundation meetings which are also held once a month. Additionally, the principal holds coffee chats periodically throughout the year. These meetings provide the principal face to face time to discuss curricular programs, events, and to continue the communication of defining the future for our school. On a yearly basis, parents are provided a survey either from our district or via the work of our School Site Council. These surveys are very informative and provide us with a focus in which to improve our practices.

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
American Indian	0.6%	0.53%	0.52%	5	5	5
African American	1.1%	0.85%	0.31%	9	8	3
Asian	22.7%	24.84%	24.23%	190	233	235
Filipino	4.1%	3.94%	3.4%	34	37	33
Hispanic/Latino	7.6%	7.04%	6.8%	64	66	66
Pacific Islander	0.1%	0.11%	0.1%	1	1	1
White	55.7%	53.84%	54.23%	467	505	526
Multiple/No Response	1.6%	2.45%	4.23%	13	23	41
Total Enrollment				838	938	970

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	205	201	205
Grade 1	133	165	156
Grade 2	136	144	167
Grade3	135	153	139
Grade 4	119	155	154
Grade 5	110	120	149
Total Enrollment	838	938	970

Conclusions based on this data:

1. Del Sur continues to be a growing elementary school. For the 2019-2020 school year, we are above 1,000 students in TK-5. We are now the largest elementary school in PUSD. One dilemma based on our enrollment growth is the need to add more portable classrooms. We will need our third portable for 2020-2021 school year.

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	91	97	113	10.9%	10.3%	11.6%
Fluent English Proficient (FEP)	82	121	112	9.8%	12.9%	11.5%
Reclassified Fluent English Proficient (RFEP)	15	23	9	18.8%	25.3%	9.3%

Conclusions based on this data:

1. Del Sur Elementary continues to grow in our number of English Learners. We are over 100 English Learners for 2019-2020.

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	134	154	138	130	149	133	130	149	133	97	96.8	96.4
Grade 4	120	156	156	118	149	153	118	149	153	98.3	95.5	98.1
Grade 5	111	120	150	109	117	145	109	117	145	98.2	97.5	96.7
All	365	430	444	357	415	431	357	415	431	97.8	96.5	97.1

* 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	2510.	2504.	2493.	65.38	59.06	57.89	21.54	23.49	21.05	10.77	15.44	15.79	2.31	2.01	5.26
Grade 4	2545.	2563.	2535.	56.78	70.47	56.21	24.58	21.48	24.84	11.86	7.38	11.11	6.78	0.67	7.84
Grade 5	2585.	2583.	2604.	55.96	54.70	63.45	35.78	25.64	27.59	3.67	13.68	6.90	4.59	5.98	2.07
All Grades	N/A	N/A	N/A	59.66	61.93	59.16	26.89	23.37	24.59	8.96	12.05	11.14	4.48	2.65	5.10

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	55.38	48.99	50.38	38.46	44.30	41.35	6.15	6.71	8.27	
Grade 4	47.46	51.01	47.06	42.37	44.97	41.18	10.17	4.03	11.76	
Grade 5	47.71	48.72	64.83	45.87	41.88	32.41	6.42	9.40	2.76	
All Grades	50.42	49.64	54.06	42.02	43.86	38.28	7.56	6.51	7.66	

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	66.15	61.07	52.63	26.92	35.57	37.59	6.92	3.36	9.77
Grade 4	61.02	68.46	53.59	34.75	30.20	41.83	4.24	1.34	4.58
Grade 5	67.89	60.68	64.83	27.52	32.48	32.41	4.59	6.84	2.76
All Grades	64.99	63.61	57.08	29.69	32.77	37.35	5.32	3.61	5.57

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	38.46	40.27	41.35	57.69	55.03	53.38	3.85	4.70	5.26
Grade 4	30.51	46.31	37.91	64.41	52.35	59.48	5.08	1.34	2.61
Grade 5	39.45	38.46	44.83	55.96	54.70	50.34	4.59	6.84	4.83
All Grades	36.13	41.93	41.30	59.38	53.98	54.52	4.48	4.10	4.18

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	61.54	61.07	46.62	35.38	33.56	44.36	3.08	5.37	9.02
Grade 4	53.39	58.39	41.83	41.53	41.61	51.63	5.08	0.00	6.54
Grade 5	61.47	59.83	64.83	35.78	36.75	32.41	2.75	3.42	2.76
All Grades	58.82	59.76	51.04	37.54	37.35	42.92	3.64	2.89	6.03

Conclusions based on this data:

- School-wide:** We had a 1 percent dip in our ELA based on 2016-2017, 2017-2018, and 2018-2019 CAASPP results going from 85% to 84% at or above standard. We are going to look at the students who fall in the Nearly Meeting Standards area. We have 11.14% or 48 students that fall in this area based on our 2018-2019 CAASPP results for ELA.
- Grade Level:** Our grade 3 2018-2019 CAASPP results in ELA was the lowest at 79% at or above standards. Our grade 3 math CAASPP results was the highest at 85% at or above standards. Grade 4 was at 81% in ELA and 83% in math. Grade 5 was at 91% in ELA and 83% in math. Again, based on our CAASPP results, we will look at the specific student scores that fall in the Nearly Met Standards category, as we will have students that are on the cusp on being At standards. These are the targeted students we will identify for each grade 4 and grade 5 teacher.
- English Learners:** Based on the 2018-2019 CAASPP results we have only 35% of our 20 English Learner students tested Met or Exceeded standards in ELA. 11 English Learners were Reclassified in 2018, so most of our Level 4 Fluency students are not part of this group anymore.

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	134	154	138	131	151	132	131	151	132	97.8	98.1	95.7
Grade 4	120	156	156	118	151	152	118	151	152	98.3	96.8	97.4
Grade 5	111	120	150	109	118	146	109	118	146	98.2	98.3	97.3
All	365	430	444	358	420	430	358	420	430	98.1	97.7	96.8

* 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	2523.	2508.	2504.	65.65	54.97	50.00	22.14	31.79	35.61	9.16	11.92	12.12	3.05	1.32	2.27
Grade 4	2552.	2563.	2544.	54.24	60.26	51.32	27.12	26.49	31.58	14.41	12.58	14.47	4.24	0.66	2.63
Grade 5	2580.	2590.	2605.	58.72	57.63	70.55	14.68	18.64	12.33	19.27	16.10	13.01	7.34	7.63	4.11
All Grades	N/A	N/A	N/A	59.78	57.62	57.44	21.51	26.19	26.28	13.97	13.33	13.26	4.75	2.86	3.02

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	77.86	70.86	68.18	16.03	23.18	27.27	6.11	5.96	4.55	
Grade 4	73.73	78.15	66.45	16.95	14.57	23.03	9.32	7.28	10.53	
Grade 5	63.30	63.56	73.29	24.77	23.73	19.86	11.93	12.71	6.85	
All Grades	72.07	71.43	69.30	18.99	20.24	23.26	8.94	8.33	7.44	

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	66.41	64.90	58.33	29.77	31.13	36.36	3.82	3.97	5.30
Grade 4	59.32	64.90	55.92	34.75	31.79	39.47	5.93	3.31	4.61
Grade 5	50.46	55.08	62.33	38.53	30.51	34.25	11.01	14.41	3.42
All Grades	59.22	62.14	58.84	34.08	31.19	36.74	6.70	6.67	4.42

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	70.99	60.93	64.39	25.19	34.44	31.82	3.82	4.64	3.79
Grade 4	56.78	66.23	49.34	36.44	31.79	43.42	6.78	1.99	7.24
Grade 5	50.46	49.15	59.59	33.94	37.29	31.51	15.60	13.56	8.90
All Grades	60.06	59.52	57.44	31.56	34.29	35.81	8.38	6.19	6.74

Conclusions based on this data:

1. **School-Wide:** 84% of our grade 3-5 students are at or above standard when comparing our school-wide results from 2017-2018 to 2018-2019 CAASPP results. We have 13.26% or 57 students who are in the Nearly Meeting Standards for math based on 2018-2019 CAASPP results.
2. **Grade Level:** Our grade 3 math CAASPP results was the highest at 85% at or above standards. Grade 4 was at 83% in math. Grade 5 was at 83% in math. Again, based on our CAASPP results, we should look at the specific student scores that fall in the Nearly Met Standards category, as we will have students that are on the cusp on being At standards. These are the targeted students we will identify for each grade 4 and grade 5 teacher.

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	1467.2		1466.9		1467.5		21	
Grade 1	1529.5		1483.4		1574.8		18	
Grade 2	1505.6		1502.6		1508.1		21	
Grade 3	1504.4		1497.1		1511.2		14	
Grade 4	1514.3		1493.4		1534.5		15	
Grade 5	*		*		*		*	
All Grades							97	

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	57.14	*	*	*	*	*			21	22
1	77.78	*	*	*	*	*	*		18	18
2	61.90	*	*	52.17	*	*		*	21	23
3	*	*	*	*	*	*	*	*	14	*
4	*		*	*	*		*	*	15	*
5	*	*	*		*	*		*	*	*
All Grades	58.76		27.84		*		*		97	

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	*	*	*	*	*	*	*	*	21	22
1	66.67	*	*	*	*	*	*	*	18	18
2	85.71	*	*	65.22	*	*		*	21	23
3	*	*	*	*	*	*	*	*	14	*
4	*	*	*	*	*	*	*	*	15	*
5	*	*	*	*		*	*		*	*
All Grades	61.86		25.77		*		*		97	

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	52.38	*	*	*	*	*	*		21	22
1	77.78	*	*	*	*	*		*	18	18
2	*	*	*	*	*	*	*	*	21	23
3	*	*	*	*	*	*	*	*	14	*
4	*	*	*	*			*	*	15	*
All Grades	52.58		26.80		*		*		97	

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	71.43	*	*	54.55		*	21	22	
1	83.33	77.78	*	*	*	*	18	18	
2	90.48	69.57	*	*		*	21	23	
3	78.57	*	*	*	*	*	14	*	
4	*	*	*	*	*	*	15	*	
All Grades	79.38		16.49		*		97		

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	61.90	54.55	*	*	*	*	21	22	
1	*	*	*	83.33	*	*	18	18	
2	61.90		*	91.3		*	21	23	
3	*	*	*	*	*		14	*	
4	*	*	*	*	*	*	15	*	
All Grades	52.58		37.11		*		97		

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	*	*	*	72.73	*		21	22
1	83.33	*	*	*	*	*	18	18
2	57.14	*	*	60.87	*	*	21	23
3	*	*	*	*	*	*	14	*
4	*		*	*	*	*	15	*
All Grades	53.61		36.08		*		97	

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	66.67	68.18	*	*	*	*	21	22
1	*	*	*	66.67	*	*	18	18
2	52.38	*	*	52.17		*	21	23
3	*	*	*	*	*	*	14	*
4	73.33	*	*	*	*	*	15	*
5	*	*	*	*	*	*	*	*
All Grades	58.76		32.99		*		97	

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

Conclusions based on this data:

1. A significant number of our English Learners (84%) based on 2017-2018 ELPAC data are at performance levels 3 and 4.
2. Based on 2018-2019 ELPAC Summative data, 20% of our 83 English Learners are at fluency levels 1 and 2. There are 4 students at level 1 and 13 students at level 2.
3. Based on our 2018-2019 ELPAC Summative data, 79% of our 83 English Learners are at fluency levels 3 and 4.

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	*	*	*	1	1	*	*	*	*
American Indian or Alaskan	*	*	*	1	1	*	*	*	*
Asian	197	239	244	2	19	10	1.0	8.0	4
Filipino	36	37	26	1	2	0	2.8	5.4	0
Hispanic or Latino	66	67	68	9	10	9	13.6	15.2	13
Did not Report	15	26	42	0	1	1	0.0	3.8	5
Pacific Islander	*	*	*	1	1	*	*	*	*
Two or More Races	58	66	71	3	3	9	5.2	4.6	12
White	476	524	537	16	33	26	3.4	6.4	5
Male	464	493		19	35		4.1	7.2	
Female	400	479		13	35		3.3	7.4	
English Learners	97	110	113	5	15	5	5.2	13.9	6
Students with Disabilities	68	72		6	8	10	8.8	11.4	11
Socioeconomically	71	91	76	11	11	15	15.5	12.4	17
Migrant									
Foster	*	*		1	1		*	*	
Homeless	*	*		1	1		*	*	
Kindergarten	217	209		10	17		4.6	8.2	
Grades 1-3	411	477		12	37		2.9	7.8	
Grades 4-6	236	286		10	16		4.2	5.7	
Grades 7-8									
Grades K-8	864	972		32	70		3.7	7.3	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	864	972	998	32	70	57	3.7	7.3	6

Conclusions based on this data:

1. Based on our two year sub group data, the following sub groups show a significant increase in chronic absenteeism: Asian, White, Male, Female, and English Learners.
2. Based on our two year grade range data, there is an increase across all of our grade level ranges with a significant increase in chronic absenteeism in Grades 1-3.
3. Based on the total number of enrolled students from 16-17 to 17-18, we went from a 4% chronic absenteeism rate to 7% which is a 3% increase.

Student Performance Data

Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.8	0.3

Conclusions based on this data:

1. Based on our 2016-2017 and 2017-2018 suspension rate, we had a slight increase in students receiving either a in-school or out of school suspension.

Student Performance Data

Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

Conclusions based on this data:

1. Does not apply to Del Sur 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

By June 2020, 85.5% of our Grade 3-5 students will score Met or Above Standard in the area of mathematics as measure by our 2019-2020 CAASPP results.

Identified Need

Based on our 2018-2019 CAASPP results in mathematics, we had 84% of our grade 3-5 students that Met Standard or were Above Standard. We are looking at a 1.5% increase for our 2019-2020 CAASPP results in math. This is trying to move some of our students that were in the Nearly Met category for 2018-2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Spring 2020 CAASPP.	84% of our grade 3-5 Met Standards or were Above Standards based on 2019 CAASPP math results.	85.5% of our grade 3-5 students will have Met Standards or go Above Standards based on 2020 CAASPP math results.
English Learner Data from the math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for English Learners.	60% of our grade 3-5 English Learners Met Standards or Exceeded Standards on the 2019 CAASPP math results.	The percentage of English Learner students with scores of Met Standards or Exceeded Standards on the math portion of CAASPP will grow 7% from 60% to 67% in 2020.
EDY/Title I Data from the math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as EDY.	57.14% of our grade 3-5 Economically Disadvantaged Youth (EDY) Met Standards or Exceeded Standards on the 2019 CAASPP math results.	The percentage of Economically Disadvantaged Youth (EDY) with scores of Met Standards or Exceeded Standards on the math portion of CAASPP will grow 7% from 57.14% to 64.14% in 2020.
Student with Disabilities Data from the math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students with disabilities.	44.44% of our grade 3-5 Students with Disabilities Met Standards or Exceeded Standards on the 2019 CAASPP math results.	The percentage of Students with Disabilities with scores of Met Standards or Exceeded Standards on the math portion of CAASPP will grow 10% from 44.44% to 54.44% in 2020.

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)

K-5 students that are identified with math as an area of need through our Kid Watch Process, our Rtl Process, or based on math assessments used by teachers. Analysis of this data will be shared at Kid Watch meetings with grade levels, Rtl meetings with teacher and Rtl team, or during grade level collaborations.

Strategy/Activity

TK:

Technology Supported Enhanced Student Learning
Integration of songs and math games
Mentor Text to teach focused math skills
Math manipulatives to reinforce targeted skills in small groups

Grade K-2:

- Utilize re-teaching and extension materials to supplement and supplant Math Expressions
- Encourage math talks and math discourse opportunities
- Integration of songs and math games for reinforcement
- Whole group and differentiated small group instruction
- Long range planning that aligns with PUSD trimester benchmarks
- Computation/ Math fluency practice
- Use math various tools/manipulatives based on student need

Grades 3-5:

Flexible groupings
Math talk/discourse
Small group and/or 1:1 instruction based on student needs
Extended math skill practice with volunteers and teacher
Differentiated math learning experiences with problem solving

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

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

By June 2020, 85.5% of our Grade 3-5 students will score at Met Standards or Above Standards in the area of English Language Arts as measure by our 2019-2020 CAASPP results.

Identified Need

Based on our 2018-2019 CAASPP results in English Language Arts, we had 84% of our grade 3-5 students that Met Standards or were Above Standards. We are looking at a 1.5% increase for our 2019-2020 CAASPP results in ELA. This is trying to move some of our students that were in the Nearly Met category for 2018-2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Spring 2020 CAASPP in ELA.	84% of our grade 3-5 Met Standards or Exceeded Standards based on 2019 CAASPP ELA results.	85.5% of our grade 3-5 students will have Met Standards or Exceeded Standards based on 2020 CAASPP ELA results.
English Learner Data from the Spring 2020 CAASPP for English Learners in ELA.	35% of our grade 3-5 students Met Standards or Exceeded Standards based on 2019 CAASPP ELA results.	45% of our grade 3-5 English Learners will have Met Standards or Exceeded Standards based on 2020 CAASPP ELA results. This is a 10% growth target.
EDY/Title I Data from the Spring 2020 CAASPP for EDY students in ELA.	65.71% of our grade 3-5 EDY students Met Standards or Exceeded Standards based on 2019 CAASPP ELA results.	72.71% of our grade 3-5 EDY students will have Met Standards or Exceeded Standards based on 2020 CAASPP ELA results. This is a 7% growth target.
Student with Disabilities Data from Spring 2020 CAASPP for Students with Disabilities in ELA.	59.26% of our grade 3-5 Students with Disabilities Met Standards or Exceeded Standards based on 2019 CAASPP ELA results.	66.26% of our grade 3-5 Students with Disabilities will have Met Standards or Exceeded Standards based on 2020 CAASPP ELA results. This is a 7% growth target.

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)

K-5 students that are identified with literacy/ELA areas below proficiency through our Kid Watch Process, our Rtl Process, or based on CORE assessments used by teachers. Analysis of this data will be shared at Kid Watch meetings with grade levels, Rtl meetings with teacher and Rtl team, or during grade level collaborations.

Strategy/Activity

TK:

Leveled reading instruction based on individual student Running Record assessments when appropriate

Shared Reading with focused reading strategy practice

Daily Phonemic Awareness instruction including but not limited to rhyming activities, syllable segmenting, word work, letter sounds in isolation and within words, and songs.

Concepts of print practice

Using monitoring strategies to check for student engagement during whole and small group instruction

Using varying techniques to encourage student participation like partner talk, question and answer, choral response, collaborative opportunities

K-2:

Benchmark Advance Curriculum and other instructional resources

Read Alouds

Leveled reading instruction based on individual student Running Record assessments

Shared Reading

Daily Phonemic Awareness instruction including but not limited to rhyming activities, syllable segmenting, word work, letter sounds in isolation and within words, and songs.

Daily 5 rotations and Imagine Learning integration for English Learners

Utilization of Lexia Core 5

3-5:

Benchmark Advance Curriculum and other instructional resources

Self selected reading books for AR

Collaborative discussions

Read aloud

Benchmark Playlist

Imagine Learning integration for 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)

2,800

Source(s)

Educationally Disadvantaged Youth

	4000-4999: Books And Supplies
9,040	English Learners 4000-4999: Books And Supplies 5800- Professional & Other Services (Imagine Learning Training) \$1,500

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

By June 2020, 100% of students will report feeling safe at school which will increase our site attendance rate and decrease our chronic absenteeism rate.

Identified Need

The need was identified by analyzing data from a student survey in fall 2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Fall 2019 student survey for K-5 students.	Results from October Student Survey, teacher survey sharing examples of how they are integrating SEL experiences in their tier 1 instruction, and Parent/Community survey results in October.	May Student Survey data will indicate: 100% of DSES students feeling safe at school 100% of DSES students feeling that an adult cares about them at school 100% of DSES students feel that adults are positive and supportive to them 100% of DSES students enjoy their classroom and school environment
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)

DSES students in Pre-K through grade 5 will benefit from experiencing classroom social-emotional learning experiences in the classroom from the classroom teacher, school counselor, and student service assistant using Second Step, Sanford Harmony or Restorative Practices.

Strategy/Activity

- Lesson experiences using Second Step, Sanford Harmony or Restorative Practices in the classroom.
- Daily Morning Messages around our monthly Character Counts pillars from principal and examples of what the pillar looks like and sounds like when students are in or out of class
- Mindful Moment Thursdays as part of Principal Morning Message
- Short stories shared by admin team connected to the monthly character pillar
- Use of pbisworld.com as resource for staff
- Friday Flag messaging around topics brought up in lessons from Second Step, Sanford Harmony or Restorative Practices
- Counselor and Student Service Assistant teaching Second Step lessons, providing follow up materials for teachers to use after the lessons, strategies to support identified students during unstructured time like recess and lunch
- Counselor providing Counselor's Corner communication using BlackboardConnect sharing ideas to support parent/guardian community
- TLC with 22 of our staff looking at empathy through the book "Unselfie."
- Visuals of our character pillars around the school and receiving support from our Foundation for murals from Mindful Murals
- Expectation Assemblies 3 times a year (Fall, after winter break, and after spring break)
- use of the PRIM resource to support teachers around behavior
- Kid Watch meetings every Thursday with one grade level team each Thursday
- Rtl Check In meetings every Thursday from 7:30 to 8:25 for staff with Rtl Team
- Daily classroom visits to connect with students and staff
- Explorer Informer newsletter from admin that goes out every Monday

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

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	\$11,840.00

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	\$2,800.00
English Learners	\$9,040.00

Subtotal of state or local funds included for this school: \$11,840.00

Total of federal, state, and/or local funds for this school: \$11,840.00

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	2,800.00
English Learners	9,040.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	11,840.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	2,800.00
4000-4999: Books And Supplies	English Learners	9,040.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	11,840.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role	Date	Signature
Eric Takeshita	Principal		
Kristi Starlin	Classroom Teacher		
Lauren Gold	Classroom Teacher		
Allyson Summerfruit	Classroom Teacher		
Nancy Diamond	Other School Staff		
Elizabeth Rodruguez	Parent or Community		
Brennan Ochs	Parent or Community		
Anita Chan	Parent or Community		
Kristen Ferry	Parent or Community		
Nicole Vassey	Parent or Community		

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

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 10/29/19.

Attested:

Principal, Eric Takeshita 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