

# 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
Rolling Hills Elementary School	37682966097208	10-22-19	11-14-19

## School Vision and Mission

Rolling Hills is dedicated to reaching each student by building positive relationships, providing a rigorous and relevant education, and instilling the positive values and attitudes that are necessary for college and career readiness and lifelong success in a diverse and global society.

## School Profile

Built in 1978, Rolling Hills Elementary School recently celebrated its 40th anniversary of helping students learn and grow in our Rancho Penasquitos community. Currently our school educates 435 students in Transitional Kindergarten through fifth grade, including 20 students on the Autism Spectrum in Special Day classes. We also educate over 90 preschool students in our two full day regular preschool classes, two half-day state-funded preschool classes, and one Autism Spectrum preschool class. The PUSD daycare for children of employees, known as the Poway Early Learning Center (PEARL Center), resides on campus and provides day care services for around 45 children from six weeks to three years of age. This range of ages allows for unique opportunities on our campus for cross-age and cross-grade learning experiences.

Rolling Hills enjoys the support of an active school Foundation and many parent and community volunteers. The Foundation supports our school and community goals to provide resources that address the needs of the "whole child." In addition to providing resources for academic intervention, our Foundation provides funds for instruction in music, physical education, and technology, areas that we consider essential components to a well-rounded education. By providing a rich educational experience for all students with multiple pathways to access learning, we believe our students gain confidence in themselves, advocate for their learning, and understand the importance of being a lifelong learner. Our community members often refer to Rolling Hills as a "hidden gem" in Poway; we are proud of the positive energy and joy in learning evident throughout our campus as we work together to meet and exceed our goals.

# 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

Rolling Hills understands the importance of including all stakeholders in the process of developing and monitoring our Site plan and budget. Each year, Rolling Hills reviews assessments to help determine plans for the next school year. This information is used to establish our annual goals and determine programs and resources.

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

- participating in the ThoughtExchange process
- participating in the California Healthy Kids survey (CHKS)
- attending Back to School night in August
- as a member of our School Site Council
- as a member of the Rolling Hills' Educational Foundation
- joining our Site Safety Committee
- attending Parent events (e.g. meetings focusing on a variety of topics)
- attending Principal Chats (held throughout the school year)
- parents of English Learner students are invited and encouraged to attend English Language Advisory Committee meetings

Parents are made aware of these opportunities through weekly call-out/emails, site website, and classroom newsletters. Parents are made aware of school activities and events through social media (Instagram, Twitter, Facebook).

Fifth graders also complete the California Healthy Kids Survey (CHKS).

Staff is encouraged to participate in the ThoughtExchange process and in the California Healthy Kids survey. Staff provide feedback and input through staff meetings, grade level team meetings, and advisory committee meetings.

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. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

# School and Student Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	%	%	1		
African American	1.9%	1.57%	0.72%	8	7	3
Asian	11.8%	11.88%	10.79%	51	53	45
Filipino	9.7%	8.30%	6.71%	42	37	28
Hispanic/Latino	18.8%	17.94%	18.23%	81	80	76
White	49.1%	50.45%	50.36%	212	225	210
Multiple/No Response	1.2%	2.47%	4.08%	5	11	17
<b>Total Enrollment</b>				432	446	417

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	96	102	93
Grade 1	79	78	67
Grade 2	50	74	79
Grade3	78	52	65
Grade 4	74	69	49
Grade 5	55	71	64
<b>Total Enrollment</b>	432	446	417

### Conclusions based on this data:

1. Enrollment is relatively stable the past three years in the primary grades.
2. Our diverse population has remained relatively stable the past three years. Multiple/No Response selections have increased significantly in the past three years, going from 5% to 17%.

# 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	88	87	70	20.4%	19.5%	16.8%
Fluent English Proficient (FEP)	29	35	35	6.7%	7.8%	8.4%
Reclassified Fluent English Proficient (RFEP)	8		10	9.0%	0	11.5%

### Conclusions based on this data:

1. English Learner population is declining as the Fluent English Proficient and Reclassified Fluent English Proficient is increasing.

# 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	76	50	64	76	50	63	76	50	63	100	100	98.4
Grade 4	75	69	51	74	69	50	74	69	50	98.7	100	98
Grade 5	56	67	63	55	67	63	55	67	63	98.2	100	100
All	207	186	178	205	186	176	205	186	176	99	100	98.9

\* 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	2482.	2510.	2509.	48.68	58.00	65.08	28.95	24.00	19.05	18.42	16.00	7.94	3.95	2.00	7.94
Grade 4	2513.	2535.	2532.	43.24	52.17	48.00	24.32	24.64	28.00	20.27	20.29	20.00	12.16	2.90	4.00
Grade 5	2569.	2586.	2595.	41.82	47.76	63.49	34.55	41.79	26.98	20.00	7.46	6.35	3.64	2.99	3.17
All Grades	N/A	N/A	N/A	44.88	52.15	59.66	28.78	30.65	24.43	19.51	14.52	10.80	6.83	2.69	5.11

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	43.42	52.00	58.73	38.16	44.00	33.33	18.42	4.00	7.94	
Grade 4	40.54	43.48	44.00	44.59	52.17	52.00	14.86	4.35	4.00	
Grade 5	41.82	44.78	52.38	54.55	50.75	41.27	3.64	4.48	6.35	
All Grades	41.95	46.24	52.27	44.88	49.46	41.48	13.17	4.30	6.25	

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	48.68	56.00	58.73	43.42	40.00	34.92	7.89	4.00	6.35
Grade 4	45.95	46.38	44.00	45.95	46.38	48.00	8.11	7.25	8.00
Grade 5	61.82	67.16	74.60	34.55	31.34	23.81	3.64	1.49	1.59
All Grades	51.22	56.45	60.23	41.95	39.25	34.66	6.83	4.30	5.11

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	34.21	46.00	44.44	65.79	52.00	53.97	0.00	2.00	1.59
Grade 4	27.03	33.33	36.00	55.41	63.77	62.00	17.57	2.90	2.00
Grade 5	30.91	34.33	44.44	60.00	65.67	53.97	9.09	0.00	1.59
All Grades	30.73	37.10	42.05	60.49	61.29	56.25	8.78	1.61	1.70

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	46.05	66.00	55.56	46.05	30.00	39.68	7.89	4.00	4.76
Grade 4	43.24	53.62	38.00	47.30	43.48	54.00	9.46	2.90	8.00
Grade 5	40.00	59.70	68.25	50.91	37.31	25.40	9.09	2.99	6.35
All Grades	43.41	59.14	55.11	47.80	37.63	38.64	8.78	3.23	6.25

**Conclusions based on this data:**

1. Student performance on CAASPP ELA remains constant. In Spring 2019, 148 students out of 176 tested, or 84%, met or exceeded the standard in ELA. This did not change from 84% in Spring 2018.
2. All strands of ELA indicate growth.

# 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	76	50	64	76	50	63	76	50	63	100	100	98.4
Grade 4	75	69	51	75	69	50	75	69	50	100	100	98
Grade 5	56	67	63	56	67	63	56	67	63	100	100	100
All	207	186	178	207	186	176	207	186	176	100	100	98.9

\* 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	2487.	2502.	2509.	35.53	52.00	58.73	42.11	26.00	28.57	21.05	18.00	9.52	1.32	4.00	3.17
Grade 4	2522.	2514.	2543.	40.00	26.09	54.00	34.67	43.48	28.00	16.00	24.64	12.00	9.33	5.80	6.00
Grade 5	2584.	2592.	2599.	60.71	64.18	63.49	14.29	13.43	17.46	21.43	19.40	14.29	3.57	2.99	4.76
All Grades	N/A	N/A	N/A	43.96	46.77	59.09	31.88	27.96	24.43	19.32	20.97	11.93	4.83	4.30	4.55

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	56.58	58.00	66.67	36.84	36.00	28.57	6.58	6.00	4.76	
Grade 4	52.00	43.48	62.00	30.67	36.23	24.00	17.33	20.29	14.00	
Grade 5	69.64	70.15	69.84	23.21	20.90	25.40	7.14	8.96	4.76	
All Grades	58.45	56.99	66.48	30.92	30.65	26.14	10.63	12.37	7.39	

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	48.68	54.00	68.25	46.05	42.00	28.57	5.26	4.00	3.17
Grade 4	53.33	44.93	54.00	30.67	44.93	38.00	16.00	10.14	8.00
Grade 5	51.79	56.72	57.14	35.71	35.82	36.51	12.50	7.46	6.35
All Grades	51.21	51.61	60.23	37.68	40.86	34.09	11.11	7.53	5.68

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>	50.00	66.00	65.08	40.79	26.00	26.98	9.21	8.00	7.94
<b>Grade 4</b>	50.67	46.38	52.00	36.00	42.03	42.00	13.33	11.59	6.00
<b>Grade 5</b>	46.43	58.21	55.56	42.86	37.31	36.51	10.71	4.48	7.94
<b>All Grades</b>	49.28	55.91	57.95	39.61	36.02	34.66	11.11	8.06	7.39

**Conclusions based on this data:**

1. In Spring 2019, 147 of 176 tested, or 84%, met or exceeded the standard in Math. This is an 9% increase from Spring 2018.
2. The strand "Concepts and Procedures" in Spring 2018 indicates an increase in the number of students who are below standard. This increase needs to be analyzed by teachers to determine next steps needed to improve student understanding and performance.



# 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	1442.8		1444.7		1438.3		22	
Grade 1	1514.4		1507.6		1520.5		14	
Grade 2	1491.6		1490.9		1491.9		13	
Grade 3	*		*		*		*	
Grade 4	1574.8		1595.8		1553.2		13	
Grade 5	*		*		*		*	
All Grades							76	

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	*	*	*	*	*	*	*		22	17
1	85.71	*	*	*	*	*			14	13
2	*	*	*	*	*	*	*		13	13
3	*		*	*	*	*		*	*	*
All Grades	65.79		22.37		*		*		76	

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	68.18	*	*	*	*	*	*		22	17
1	92.86	*	*	*	*	*		*	14	13
2	*	*	*	*			*		13	13
3	*	*	*	*		*		*	*	*
4	84.62	*	*	*					13	*
All Grades	78.95		*		*		*		76	

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	*	*	*	*	50.00	*	*	*	22	17
1	78.57	*	*	*		*			14	13
2	*	*	*	*	*	*	*		13	13
4	*	*	*	*	*				13	*
All Grades	47.37		26.32		21.05		*		76	

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	63.64	*	*	*	*		22	17	
1	85.71	*	*	*		*	14	13	
2	84.62	*	*	*	*		13	13	
4	84.62	*	*	*			13	*	
All Grades	77.63		18.42		*		76		

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	*	*	*	70.59	*		22	17	
1	85.71	*	*	*			14	13	
2	*	*	*	*	*		13	13	
4	100.00	*		*			13	*	
All Grades	68.42		25.00		*		76		

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	50.00	82.24	*		22	17	
1	85.71	84.62	*	*			14	13	
2	*	*	*	*	*		13	13	
All Grades	48.68		43.42		*		76		

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>	59.09	76.47	*	*	*	*	22	17
<b>1</b>	*	*	*	*			14	13
<b>2</b>	*	*	*	*	*		13	13
<b>All Grades</b>	52.63		38.16		*		76	

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

**Conclusions based on this data:**

1. The majority of students tested score in the well-developed range.

# 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			*		
Asian	55	58	48	2	3	3	3.6	5.6	6
Filipino	42	37	29	1	1	2	2.4	2.7	8
Hispanic or Latino	85	89	78	7	8	3	8.2	9.3	4
Did not Report	*	12	17	1	0	0	*	0.0	0
Pacific Islander									
Two or More Races	34	33	40	1	2	1	2.9	6.1	2
White	222	226	215	9	9	11	4.1	4.0	5
Male	230	239		13	11		5.7	4.7	
Female	225	223		8	12		3.6	5.5	
English Learners	91	92	70	9	5	3	9.9	5.6	5
Students with Disabilities	60	74		3	4	4	5.0	5.6	6
Socioeconomically	73	92	67	9	8	4	12.3	8.9	5
Migrant									
Foster									
Homeless	*	*		1	1		*	*	
Kindergarten	108	105		11	12		10.2	11.5	
Grades 1-3	213	211		8	6		3.8	2.9	
Grades 4-6	134	146		2	5		1.5	3.5	
Grades 7-8									
Grades K-8	455	462		21	23		4.6	5.1	
Grades 9-12									
Ungraded Elementary/Secondary									
<b>Total</b>	455	462	430	21	23	21	4.6	5.1	5

### Conclusions based on this data:

1. The greatest percentage of chronic absences is in Kindergarten.

# Student Performance Data

## Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	1.3	0.7	0.9

### Conclusions based on this data:

1. Suspensions continue to be low at RHES. Intervention programs, in-school remediation options, and restorative practices positively impact overall discipline and behavior.
2. Data from 2018-19 indicate an increase from previous years but the suspension total is less than 1% of all students.

# Student Performance Data

## Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

### Conclusions based on this data:

1. Does not apply to Rolling Hills 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?

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

Based upon the Spring of 2020 California Assessment of Student Performance and Progress (CAASPP) report, 87% of all students tested will demonstrate "Standard Met or Exceeded" in the overall area of Math.

## Identified Need

This need was identified by analysis of Rolling Hills' data from the CAASPP report, which shows that there are currently 84% of students in grades 3-5 who demonstrate "Standard Met or Exceeded."

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP).	Data from the Spring 2019 CAASPP Math test shows 84% of all students demonstrated "Standard Met or Exceeded."	The percentage of all students with scores of "Standard Met or Exceeded" on the Spring 2020 CAASPP Math test will increase by 3% from 84% to 87%.
<b>English Learner</b> Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP).	Data from the Spring 2019 CAASPP Math test shows 30% English Learners demonstrated "Standard Met or Exceeded."	The percentage of English Learners with scores of "Standard Met or Exceeded" on the Spring 2020 CAASPP Math test will increase by 10% to 40%.
<b>EDY/Title I</b> Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP).	Data from the Spring 2019 CAASPP Math test shows 65% of Disadvantaged Youth demonstrated "Standard Met or Exceeded."	The percentage of Disadvantaged Youth with scores of "Standard Met or Exceeded" on the Spring 2020 CAASPP Math test will increase by 3% from 65% to 68%.
<b>Student with Disabilities</b> Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP).	Data from the Spring 2019 CAASPP Math test shows 59% of Students with Disabilities demonstrated "Standard Met or Exceeded."	The percentage of Students with Disabilities with scores of "Standard Met or Exceeded" on the Spring 2020 CAASPP Math test will increase by 3% from 59% to 62%.

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/standard in the area of Math (grades 1-5). Data analysis has shown weaknesses in specific math skills.

#### Strategy/Activity

Classroom teachers will work in small groups with targeted students on specific math skills 4 days a week. Groups will be flexible, and data monitored on an on-going basis. Classroom teachers provide lessons that include rich math tasks, math talk, and math centers. Research-based programs used for intervention instruction (Math Central, Math Expressions, Moby Max). Students also access various free online programs (e.g. Khan Academy, Xtra Math) to support math skills.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Educationally Disadvantaged Youth
0	English Learners
1600	Foundation None Specified Moby Max (ELA and Math) subscription for grades K-1



# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

5. Develop, implement, and embed a collaborative learning structure and system for adults and students to increase student achievement.

## Goal 2: English Language Arts

Based upon the Spring of 2020 California Assessment of Student Performance and Progress (CAASPP) report, 87% of all students will demonstrate "Standard Met or Exceeded" in the overall area of English Language Arts.

### Identified Need

This need was identified by analysis of Rolling Hills' data from the CAASPP report, which shows that there are currently 84% of students in grades 3-5 who demonstrate "Standard Met or Exceeded."

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the English Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP).	Data from the Spring 2019 CAASPP English Language Arts test shows 84% of all students demonstrated "Standard Met or Exceeded."	The percentage of all students with scores of "Standard Met or Exceeded" on the English Language Arts test will increase by 3% from 84% to 87%.
<b>English Learner</b> Data from the English Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP).	Data from the Spring 2019 CAASPP English Language Arts test shows 40% of English Learners demonstrated "Standard Met or Exceeded."	The percentage of all students with scores of "Standard Met or Exceeded" on the English Language Arts test will increase by 10% from 40% to 50%.
<b>EDY/Title I</b> Data from the English Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP).	Data from the Spring 2019 CAASPP English Language Arts test shows 65% of Educationally Disadvantaged Youth demonstrated "Standard Met or Exceeded."	The percentage of all students with scores of "Standard Met or Exceeded" on the English Language Arts test will increase by 3% from 65% to 68%.
<b>Student with Disabilities</b> Data from the English Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP).	Data from the Spring 2019 CAASPP English Language Arts test shows 59% of Students with Disabilities demonstrated "Standard Met or Exceeded."	The percentage of all students with scores of "Standard Met or Exceeded" on the English Language Arts test will increase by 3% from 59% to 62%.

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)

Classroom teachers utilize the Poway Unified adopted standards-based Benchmark Advanced resources. They administer Benchmark and CORE assessments to measure mastery in specific reading skills and the results are used to determine instruction. Teachers regularly work in small groups with targeted students on specific English Language Arts skills. Trained, credentialed Impact teachers will work in small groups with targeted students on specific English Language Arts skills four days per week (January-April). Groups will be flexible, and data monitored on an on-going basis. Research-based programs are used for intervention instruction (Benchmark-Steps to Advance, Barton, SIPPS, etc.). Additional curriculum-based programs used for instructional support (Raz Kids, Moby Max, Accelerated Reader)

Strategy/Activity

### 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)
5160	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Portion of salary for Impact teacher for 19 weeks at 12 hours per week
4900	English Learners 1000-1999: Certificated Personnel Salaries Portion of salary for Impact teacher for 19 weeks at 12 hours per week
5500	Foundation None Specified Subscriptions for Raz Kids, Moby Max, and Accelerated Reader
10000	Foundation 1000-1999: Certificated Personnel Salaries Impact teacher for 18.5 weeks at 12 hours per week
110	English Learners 0000: Unrestricted Raz Kids Subscription

## Strategy/Activity 2

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

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

English Learners

**Strategy/Activity**

Additional staff will be provided for primary language testing for English Learners and for the administration of the English Language Proficiency Assessments for California (ELPAC).

**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)

200

English Learners  
5000-5999: Services And Other Operating Expenditures  
Translation Services

390

English Learners  
2000-2999: Classified Personnel Salaries  
English Learner Instructional Assistant

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

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

## Goal 3: Socio-Emotional/Behavior

Based upon the Spring 2020 K-5 student perception survey, 100% of learners will indicate they feel safe at school all or most of the time.

## Identified Need

This need was identified by analysis of the site-based beginning of school year student survey in conjunction with the 2018-19 California Healthy Kids Survey results which indicate 48% of students feel safe at school all the time and 36% feel safe at school most of the time (combined 84%).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the Spring 2019 California Healthy Kids Survey. Site-based student survey administered in October 2019.	Data from the Spring 2019 California Healthy Kids Survey indicates 48% of students feel safe at school all the time and 36% feel safe at school most of the time (combined 84%). Data from the site-based student climate survey indicates 89% of students in grades TK-1, 92% of students in grades 2-3, and 93% of students in grades 4-5 feel safe at school.	The percentage of students who indicate they feel safe at school all the time and/or most of the time will increase from 84% to 100%. The percentage of students who indicate on the site-based student survey that they feel safe at school all the time and/or most of the time will increase from 89% (TK-1), 92% (Gr 2-3) and 93% (Gr 4-5) to 100%.
<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 staff will participate in professional learning around MTSS (multi-tiered systems of support) for the first 17 (upper grades)/22 (primary grades) days both at the beginning of the year and again in

January. All staff and students will learn, practice, and use the four expectations matrix of what positive behavior looks like in different locations on our campus.

**Strategy/Activity**

Positive Behavior Intervention and Support (PBIS) team will meet regularly to assist with the development and implementation of a site-based PBIS plan.

- Principal will lead behavior assemblies for all grades once per semester
- Principal will read character building books to each class at least two times per year
- Morning Message from "Project Wisdom" shared via intercom with students by principal or selected reader daily
- Mindful Moment will be implemented school-wide at the start of each day
- "Work Hard Be Kind" stickers distributed by noon duty supervisors
- Playground expectations reviewed by principal and teachers; clearly displayed by charts on playground
- School-wide expectations poster displayed throughout campus and reinforced consistently
- Counselor and Student Support Assistant will implement Second Step and other bully prevention curriculum in all classrooms
- Too Good for Drugs curriculum in all classrooms
- Peace Patrol where upper elementary students support primary recess by monitoring play activities and modeling problem solving strategies
- Site based student survey administered in fall and spring to all grade levels to collect data on school topics
- To promote positive school culture, all school participates in a Friday Flag program once per month.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	Educationally Disadvantaged Youth
0	English Learners
50	Unrestricted 0000: Unrestricted Publications - posters and charts
200	Donations None Specified Chart holders, stickers, books for read-aloud

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

4. Increase parent and student engagement in learning through enhanced community involvement in the education of our students.

## Goal 4: (Optional)

To support the learning of the "whole child," 100% of Rolling Hills' students (TK-5) will engage in PE, Music, and Computer Science learning experiences.

## Identified Need

Recognizing the importance of Science, Music, Art, Technology, and Health in the enrichment and growth of our students, Rolling Hills strives to provide opportunities in ensuring student access.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> All students TK-5 will participate in PE, Music, and Computer Science instruction.	100% of students in TK-5 participate in PE, Music, and Computer Science instruction.	Maintain 100% of students in TK-5 participate in PE, Music, and Computer Science instruction.
<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)

A music instructor, PE instructor, and Computer Science instructor will be provided to increase student engagement in their school experience.

## Strategy/Activity

The music instructor meets with each class (TK-5) for 30 minutes per week for 18 weeks. Lessons are aligned with grade level Visual and Performing Arts Standards to include performing, listening, musical elements and notation, history, culture and style.

The PE instructor meets with each class (TK-5) for 30 minutes per week for 36 weeks. Additional, the instructor meets with rotating groups for 30 minutes per month for large group instruction. Lessons are aligned with grade level PE Standards to include motor skills development, general fitness, and movement.

The Computer Science instruction meets with each class (TK) for 30 minutes per week and each class (K-5) for 45 minutes per week for 36 weeks. Lessons are aligned with grade level Technology Standards to include keyboarding, coding, and understanding and applying a variety of application tools.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Educationally Disadvantaged Youth
0	English Learners
14000	Foundation 5800: Professional/Consulting Services And Operating Expenditures Music teacher contracted through Maestro Music
13000	Foundation 2000-2999: Classified Personnel Salaries PE Instructional Assistant
14000	Foundation 2000-2999: Classified Personnel Salaries Computer Resource Assistant

# 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	\$69,110.00

## 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 (\$)
Donations	\$200.00
Educationally Disadvantaged Youth	\$5,160.00
English Learners	\$5,600.00
Foundation	\$58,100.00
Unrestricted	\$50.00

Subtotal of state or local funds included for this school: \$69,110.00

Total of federal, state, and/or local funds for this school: \$69,110.00

## 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
Donations	200.00
Educationally Disadvantaged Youth	5,160.00
English Learners	5,600.00
Foundation	58,100.00
Unrestricted	50.00

### Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	160.00
1000-1999: Certificated Personnel Salaries	20,060.00
2000-2999: Classified Personnel Salaries	27,390.00
5000-5999: Services And Other Operating Expenditures	200.00
5800: Professional/Consulting Services And Operating Expenditures	14,000.00
None Specified	7,300.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	Donations	200.00
	Educationally Disadvantaged Youth	0.00
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	5,160.00
	English Learners	0.00
0000: Unrestricted	English Learners	110.00

1000-1999: Certificated Personnel Salaries	English Learners	4,900.00
2000-2999: Classified Personnel Salaries	English Learners	390.00
5000-5999: Services And Other Operating Expenditures	English Learners	200.00
1000-1999: Certificated Personnel Salaries	Foundation	10,000.00
2000-2999: Classified Personnel Salaries	Foundation	27,000.00
5800: Professional/Consulting Services And Operating Expenditures	Foundation	14,000.00
None Specified	Foundation	7,100.00
0000: Unrestricted	Unrestricted	50.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,600.00
Goal 2	26,260.00
Goal 3	250.00
Goal 4	41,000.00

# 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
Libby Keller	Principal		
Gayle Case (Library Media Technician)	Other School Staff		
Lisa Harvey (first grade)	Classroom Teacher		
Heather Lees (RSP)	Classroom Teacher		
Chiara Lawless (first grade)	Classroom Teacher		
Brian Leatherwood	Parent or Community		
Jennifer Nibley	Parent or Community		
Melissa Simon	Parent or Community		
Melinda Stoger	Parent or Community		
Kayla Thomas	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:

<b>Signature</b>	<b>Date</b>	<b>Committee or Advisory Group Name</b>
	10-22-19	English Learner Advisory Committee
	10-22-19	Special Education Advisory Committee
	10-22-19	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 10-22-2019.

Attested:

Principal, Libby Keller on 10-22-19
SSC Chairperson, on 10-22-19

# 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