

School Year: **2021-22**



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
Loma Vista Elementary School	19-65037-6022834	April 30, 2021	May 18, 2021

Purpose and Description

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

Schoolwide Program

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

Our Single Plan for Student Achievement is a comprehensive school-wide plan that allocates site funds for programs and resources to meet the needs of all student groups and provide support for families. The goals and actions in this plan align with the District LCAP.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Every year, all stakeholders (PTA, SSC, ELAC/DELAC, staff, and the general population) at Loma Vista are surveyed in order to evaluate the efficacy of school practices, programs, and interventions. The results from the analyzed data are used to select future conditions of success. Surveys include staff and student morale, Healthy Kids Survey, as well as survey analysis of documentation such as the SPSA and School Safety Plan. Additionally, stakeholders participate in the District LCAP brainstorming session as well as the LCAP survey.

Classroom Observations

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

Loma Vista currently uses two models for classroom observations, which includes formal and informal observations. The administrator follows the SWTA contract in scheduling formal observations. The formal observation consists of a pre-observation conference to discuss the lesson, an observation of a formal lesson, and a post observation conference to provide feedback and next steps.

Teachers are informally observed on a regular basis. These informal observations consist of written feedback. The site administrator observes in classrooms on a regular basis as a means of supporting instruction, ensuring that all components of a balanced curriculum are in place, and that all classrooms are maximizing instructional time. Classroom observation include a focus on the implementation of Common Core State Standards (CCSS) and 21st Century Skills, academic discourse, and clear learning objectives.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The principal and teachers will analyze the following assessment pieces (at the local and state levels) using the District multiple measure tools: Renaissance STAR 360 (reading and math), Dibels (reading fluency), Interim Assessment Blocks (IAB's), Chapter or Unit tests for math and Reading Language Arts, ELPAC assessments, and teacher/coach-created formative assessments. Data will be analyzed during vertical articulation data meetings, grade-level or PDAR meetings to determine student groupings, establish intervention/enrichment classes and design classroom instruction. (LCAP)

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

Loma Vista staff are able to disaggregate STAR 360 data, Dibels fluency data, and teacher created assessments and use that information to modify their instruction. Small group and one to one instruction are used to enable students to meet mastery of grade level standards. Universal Access block is implemented to ensure the needs of students are met.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the requirements for high qualified in compliance with the ESEA

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

All teachers at Loma Vista are highly qualified and appropriately placed according to their credential. District coaches have provided additional professional development using HMH Journeys and Go Math. All teachers have received training in CGI math strategies, GLAD, Write From the Beginning, Deconstructing Standards and English Language Development standards and strategies.

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

All school-wide professional development at Loma Vista is aligned to the goals of the SPSA, and district (Board-Adopted Annual Goals) and state/federal performance goals for the CAASPP. All teachers have received training in targeting key and essential standards through the use of high-leverage instructional strategies, bell-to-bell instruction, and successful implementation of core curricula with fidelity to the standards.

Strong emphasis has been placed on Integrated & Designated ELD and strategies, Reading Informational Standards, Math Content Standards and Standards of Mathematical Practices. Staff development has mostly consisted of implementation of CGI, GLAD, and Writing.

Ongoing support for previous areas of training include ELD standards, Thinking Maps, Write From the Beginning, and GLAD Strategies.

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

Loma Vista teachers have received assistance from district coaches and outside consultants. The focus this year has been successful implementation of ELA curriculum and Cognitively Guided Instruction in math. This year, some staff participated in the co-Plan /co-teach lessons with our district instructional coaches. Coaches also offered support with Think Central, district benchmark tests, grade level meetings, and Dynamic Learning (supplemental K literacy program). Teachers will also continue to attend refresher workshops for the effective use of Thinking Maps, Write From the Beginning, and GLAD Strategies.

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

Loma Vista teachers meet weekly to participate in grade level discussions of data, student achievement, and intervention planning.

Teaching and Learning

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

All local-adopted curricula are standards- aligned by the State Board of Education. Instruction and materials are designed and implemented with scheduled target goals of teaching and mastery of essential and key content standards, especially those aligned with Common Core State Standards. This is done through faculty meetings and staff training throughout the year.

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

All classrooms implement the state-recommended number of daily instructional minutes for reading language arts and mathematics.

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

The teachers of Loma Vista have received and been trained in the use of the district-wide pacing calendars as posted on the district website. All lessons are taught within the appropriate time-frame for each chapter and unit of study and directly aligned to the essential and key standards targeted by the pacing calendars and grade-level team decisions.(EPC)

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

SBE materials are available to all students as per the Williams' Act.

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

SBE-adopted and standards-aligned instructional materials are used.

Opportunity and Equal Educational Access

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

Under performing students are given on level intervention by a certificated teacher (interventionist) daily. Student placement is based on ELA data and is fluid.

Evidence-based educational practices to raise student achievement

All teachers use research-based educational practices that aim at raising the achievement of all our students: Direct Interactive Instruction, checking for understanding, posting of learning objectives, total physical response (TPR); SDAIE, GLAD, Thinking Maps, and Accelerated Reader.

Parental Engagement

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

The following resources are available at Loma Vista School: Services such as Operation School Bell, vision assistance, dental screenings, THINK Together after school program (ASES grant). A partnership between Whole Child and Pacific Clinics. District provided school psychologist services. The SST process, At-Risk articulation meetings with the principal. Students are also invited to participate in the Summer Reading Program through the Whittier Public Libraries and the Assistance League.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are encouraged to join school and district advisory committees to give input and suggestions for the Title I program. Title I parents are encouraged to join SSC, ELAC, DELAC/DAC and LCAP committees.

Funding

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

Before and after school Intervention classes are ongoing depending on funding and teacher availability.

Fiscal support (EPC)

See budget pages

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

Annual Review and update was conducted with school staff on April 12, 2021. An annual review and update was conducted with stakeholders during a school site council meeting on April 28, 2021.

As part of the planning and parent involvement process for the annual review/update and SPSA, parents gave input and recommendation process. This parent group meets periodically with the principal. All groups have parent leadership roles through the process of an election or nomination and follow the bylaws established by the team.

School Site Council (SSC)

The school site council is comprised of five parent representatives and five school representatives. All hold a vote in the decision-making goals on the SPSA for the school year. Collectively, the council determines the school goals, budget expenditures, and initiatives for the year as aligned by the SPSA. Members of the SSC give their input, opinion, and guidance to the principal on determining goals for the year. The SPSA is monitored and evaluated on a yearly basis with the SSC through the use of the SPSA evaluation tool.

English Language Advisory Committee (ELAC)

The ELAC serves as an advisory committee. The committee is comprised of the principal, the community liaison, teachers and parent representatives that serve as a chairperson, vice-chair, secretary, and representative to the District ELAC. ALL SPSA information is shared with parents that attend the ELAC. Once the information is shared, all attendees give input, opinion, and guidance to the principal on determining goals for the year. Collectively, the committee reviews the school goals, budget expenditures, and initiatives for the year as aligned by the SPSA.

Resource Inequities

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

As a result of the needs assessment performed by SSC and ELAC, a need for after school intervention for struggling students and EL learners was identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.20%	%	0%	1		0
African American	0.59%	0.66%	0.88%	3	3	4
Asian	%	%	0.22%			1
Filipino	0.39%	0.66%	0.66%	2	3	3
Hispanic/Latino	96.87%	96.72%	96.06%	495	443	439
Pacific Islander	0.39%	0.44%	0.44%	2	2	2
White	1.57%	1.53%	1.75%	8	7	8
Multiple/No Response	%	%	0%			0
Total Enrollment				511	458	457

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	85	75	74
Grade 1	67	62	62
Grade 2	68	68	66
Grade3	80	64	63
Grade 4	69	70	60
Grade 5	56	64	69
Grade 6	86	55	63
Total Enrollment	511	458	457

Conclusions based on this data:

1. Areas of Weakness/Improvement points- Based on 2019 the number of students declined by 1 from the previous year
2. Barriers- Across the SWSD enrollment has declined due to the following factors; lack of job opportunities, and cost of living
3. Goal: Loma Vista has become a Project Lead the Way STEM school. We will continue to offer PLTW courses in computer science and NGSS standards in all grade K-6

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	287	250	214	56.2%	54.6%	46.8%
Fluent English Proficient (FEP)	40	39	57	7.8%	8.5%	12.5%
Reclassified Fluent English Proficient (RFEP)	8	15	41	2.7%	5.2%	16.4%

Conclusions based on this data:

1. Areas of Weakness: Based on the 2019-2020 enrollment data the number of students being identified as English Learners has decreased by 36 from the previous year.
2. Barriers: With newly enrolled students there has been a decrease in families indicating on the home language survey that another language other than English is spoken in the home.
3. Next Step/Goal: The community liaison, EL coordinator and/or principal will provide parent workshops to provide clarity and explain services that can be offered to EL students. Based on student data continue to identify students that may be reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	70	73	63	70	73	62	70	73	62	100	100	98.4
Grade 4	58	66	71	57	66	69	57	66	69	98.3	100	97.2
Grade 5	89	55	62	87	55	62	87	55	62	97.8	100	100
Grade 6	67	85	55	67	84	55	67	84	55	100	98.8	100
All	284	279	251	281	278	248	281	278	248	98.9	99.6	98.8

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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	2339.	2356.	2372.	4.29	2.74	12.90	4.29	16.44	16.13	20.00	30.14	22.58	71.43	50.68	48.39
Grade 4	2397.	2378.	2408.	1.75	4.55	4.35	19.30	12.12	21.74	17.54	16.67	27.54	61.40	66.67	46.38
Grade 5	2455.	2452.	2434.	5.75	3.64	3.23	28.74	21.82	17.74	14.94	32.73	30.65	50.57	41.82	48.39
Grade 6	2450.	2488.	2509.	1.49	4.76	7.27	16.42	25.00	32.73	35.82	41.67	36.36	46.27	28.57	23.64
All Grades	N/A	N/A	N/A	3.56	3.96	6.85	17.79	19.06	21.77	21.71	30.94	29.03	56.94	46.04	42.34

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	4.29	4.11	12.90	34.29	38.36	43.55	61.43	57.53	43.55
Grade 4	3.51	6.06	8.70	40.35	33.33	43.48	56.14	60.61	47.83
Grade 5	10.34	7.27	6.45	41.38	49.09	41.94	48.28	43.64	51.61
Grade 6	4.48	7.14	10.91	32.84	58.33	49.09	62.69	34.52	40.00
All Grades	6.05	6.12	9.68	37.37	45.32	44.35	56.58	48.56	45.97

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	4.29	6.85	8.06	27.14	34.25	38.71	68.57	58.90	53.23
Grade 4	8.77	4.55	10.14	49.12	33.33	46.38	42.11	62.12	43.48
Grade 5	13.79	21.82	6.45	45.98	38.18	50.00	40.23	40.00	43.55
Grade 6	4.48	13.10	16.36	47.76	50.00	60.00	47.76	36.90	23.64
All Grades	8.19	11.15	10.08	42.35	39.57	48.39	49.47	49.28	41.53

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	1.43	5.48	11.29	55.71	56.16	56.45	42.86	38.36	32.26
Grade 4	1.75	4.55	10.14	42.11	51.52	62.32	56.14	43.94	27.54
Grade 5	10.34	1.82	4.84	59.77	61.82	53.23	29.89	36.36	41.94
Grade 6	5.97	1.19	10.91	55.22	69.05	63.64	38.81	29.76	25.45
All Grades	5.34	3.24	9.27	54.09	60.07	58.87	40.57	36.69	31.85

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	2.86	5.48	8.06	32.86	47.95	43.55	64.29	46.58	48.39
Grade 4	5.26	6.06	8.70	56.14	42.42	40.58	38.60	51.52	50.72
Grade 5	13.79	10.91	11.29	40.23	50.91	29.03	45.98	38.18	59.68
Grade 6	8.96	14.29	20.00	47.76	52.38	56.36	43.28	33.33	23.64
All Grades	8.19	9.35	11.69	43.42	48.56	41.94	48.40	42.09	46.37

Conclusions based on this data:

1. Areas of Weakness: Based on the 2018-2019 school data, the number of students performing Below Standard overall decreased; however, 42.3% of students are still performing Below Standard.
2. Barriers: Lack of data conversations between teachers, students and families to identify areas of weakness. Knowledge of baseline data to improve scale scores.
3. Next Step/Goal: Principal and teachers will closely analyze STAR 360 and IAB assessments to ensure CCSS are tested and in alignment with the CAASPP. CAASPP data will be shared with students, staff and families. The master calendar will continue to provide time for Response to Intervention, including both remediation and acceleration. Teacher and instructional coach will continue to focus on lesson study, data analysis, and interventions. Interventionists and the Intervention Aide will continue to push into classrooms to provide small group and one to one support for struggling students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	70	73	63	70	73	62	70	73	62	100	100	98.4
Grade 4	58	66	71	57	66	70	57	66	70	98.3	100	98.6
Grade 5	89	55	62	87	55	62	87	55	62	97.8	100	100
Grade 6	67	85	55	67	84	55	67	84	55	100	98.8	100
All	284	279	251	281	278	249	281	278	249	98.9	99.6	99.2

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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	2352.	2375.	2389.	0.00	0.00	14.52	15.71	16.44	19.35	24.29	39.73	19.35	60.00	43.84	46.77
Grade 4	2410.	2391.	2427.	5.26	3.03	2.86	15.79	12.12	24.29	24.56	28.79	37.14	54.39	56.06	35.71
Grade 5	2440.	2469.	2421.	2.30	7.27	1.61	9.20	18.18	6.45	31.03	36.36	24.19	57.47	38.18	67.74
Grade 6	2424.	2461.	2481.	0.00	2.38	7.27	16.42	16.67	18.18	14.93	32.14	38.18	68.66	48.81	36.36
All Grades	N/A	N/A	N/A	1.78	2.88	6.43	13.88	15.83	17.27	24.20	34.17	29.72	60.14	47.12	46.59

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	5.71	8.22	24.19	27.14	39.73	29.03	67.14	52.05	46.77	
Grade 4	10.53	9.09	14.29	22.81	15.15	31.43	66.67	75.76	54.29	
Grade 5	6.90	16.36	3.23	26.44	38.18	20.97	66.67	45.45	75.81	
Grade 6	1.49	10.71	10.91	20.90	29.76	38.18	77.61	59.52	50.91	
All Grades	6.05	10.79	13.25	24.56	30.58	29.72	69.40	58.63	57.03	

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	5.71	2.74	12.90	28.57	49.32	41.94	65.71	47.95	45.16
Grade 4	7.02	1.52	5.71	35.09	31.82	45.71	57.89	66.67	48.57
Grade 5	2.30	3.64	4.84	35.63	50.91	22.58	62.07	45.45	72.58
Grade 6	1.49	0.00	7.27	35.82	42.86	47.27	62.69	57.14	45.45
All Grades	3.91	1.80	7.63	33.81	43.53	39.36	62.28	54.68	53.01

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	1.43	2.74	14.52	44.29	46.58	35.48	54.29	50.68	50.00
Grade 4	8.77	4.55	7.14	31.58	33.33	51.43	59.65	62.12	41.43
Grade 5	0.00	9.09	4.84	43.68	47.27	27.42	56.32	43.64	67.74
Grade 6	5.97	1.19	7.27	29.85	40.48	47.27	64.18	58.33	45.45
All Grades	3.56	3.96	8.43	38.08	41.73	40.56	58.36	54.32	51.00

Conclusions based on this data:

1. Areas of weakness: Based on the 2018-2019 school data, the number of students performing Below Standard overall decreased; however, 46.59% of students are still performing Below Standard.
2. Barriers: Based on the data in the Communicating Reasoning claim, students need to be exposed to writing during Mathematics in order to develop higher level thinking skills, such as the ability to explain their mathematical reasoning through identifying process steps in order to solve problems and explain answers.
3. Next Steps/Goal: Based on the data, we will increase grade level collaboration opportunities with the Instructional Coach to analyze assessment data and develop action plans for Writing in Mathematics and responding to the Performance Tasks. Supplemental math program to be used to build math foundational skills.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1412.0	1399.8	1417.5	1406.1	1399.1	1384.4	40	34
Grade 1	1477.5	1431.8	1469.8	1423.3	1484.6	1439.8	33	29
Grade 2	1473.1	1489.2	1460.9	1485.5	1484.7	1492.2	34	32
Grade 3	1458.8	1477.4	1456.5	1486.8	1460.5	1467.6	50	25
Grade 4	1493.2	1525.1	1476.6	1530.7	1509.4	1519.0	46	42
Grade 5	1525.9	1532.8	1506.2	1524.2	1545.3	1540.7	26	41
Grade 6	1512.3	1537.2	1478.2	1536.8	1546.0	1537.2	38	16
All Grades							267	219

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.94	37.50	17.65	35.00	58.82	*	20.59	40	34
1	51.52	0.00	*	17.24	*	65.52	*	17.24	33	29
2	*	25.00	50.00	34.38	*	28.13	*	12.50	34	32
3	*	4.00	28.00	52.00	30.00	32.00	34.00	12.00	50	25
4	*	35.71	45.65	30.95	30.43	21.43	*	11.90	46	42
5	*	21.95	57.69	51.22	*	24.39	*	2.44	26	41
6	*	18.75	42.11	50.00	36.84	18.75	*	12.50	38	16
All Grades	18.35	16.89	38.58	35.16	28.09	35.62	14.98	12.33	267	219

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	*	0.00	37.50	20.59	*	61.76	*	17.65	40	34
1	48.48	3.45	*	6.90	*	65.52	*	24.14	33	29
2	38.24	28.13	41.18	50.00	*	15.63	*	6.25	34	32
3	*	40.00	34.00	40.00	26.00	12.00	24.00	8.00	50	25
4	*	54.76	45.65	30.95	23.91	7.14	*	7.14	46	42
5	*	46.34	*	43.90	*	4.88	*	4.88	26	41
6	*	56.25	39.47	18.75	42.11	12.50	*	12.50	38	16
All Grades	24.34	32.42	37.08	31.51	24.72	25.11	13.86	10.96	267	219

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	*	2.94	*	14.71	47.50	64.71	*	17.65	40	34
1	42.42	6.90	*	13.79	*	58.62	*	20.69	33	29
2	*	15.63	*	40.63	*	21.88	*	21.88	34	32
3		0.00	30.00	16.00	26.00	52.00	44.00	32.00	50	25
4	*	7.14	34.78	50.00	32.61	21.43	23.91	21.43	46	42
5	*	7.32	42.31	21.95	*	60.98	*	9.76	26	41
6	*	0.00	28.95	43.75	*	43.75	*	12.50	38	16
All Grades	19.10	6.39	29.59	28.77	27.72	45.66	23.60	19.18	267	219

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	37.50	2.94	50.00	85.29	*	11.76	40	34	
1	69.70	10.34	*	75.86		13.79	33	29	
2	50.00	34.38	38.24	62.50	*	3.13	34	32	
3	*	4.00	66.00	76.00	*	20.00	50	25	
4	36.96	35.71	54.35	52.38	*	11.90	46	42	
5	53.85	12.20	42.31	85.37	*	2.44	26	41	
6	31.58	25.00	68.42	62.50		12.50	38	16	
All Grades	40.07	18.26	51.69	71.69	8.24	10.05	267	219	

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	*	2.94	47.50	52.94	32.50	44.12	40	34
1	45.45	3.45	*	41.38	*	55.17	33	29
2	41.18	25.00	47.06	59.38	*	15.63	34	32
3	26.00	80.00	36.00	12.00	38.00	8.00	50	25
4	26.09	71.43	47.83	21.43	26.09	7.14	46	42
5	46.15	73.17	*	19.51	*	7.32	26	41
6	*	62.50	60.53	25.00	28.95	12.50	38	16
All Grades	29.21	45.66	43.45	33.33	27.34	21.00	267	219

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	*	2.94	67.50	85.29	*	11.76	40	34
1	54.55	20.69	*	55.17	*	24.14	33	29
2	*	21.88	35.29	53.13	38.24	25.00	34	32
3		0.00	46.00	56.00	54.00	44.00	50	25
4	*	7.14	58.70	61.90	34.78	30.95	46	42
5	*	12.20	61.54	75.61	*	12.20	26	41
6	*	0.00	34.21	56.25	42.11	43.75	38	16
All Grades	19.48	10.05	47.94	64.84	32.58	25.11	267	219

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	42.50	32.35	50.00	41.18	*	26.47	40	34
1	33.33	0.00	51.52	79.31	*	20.69	33	29
2	*	9.38	61.76	75.00	*	15.63	34	32
3	26.00	8.00	48.00	84.00	26.00	8.00	50	25
4	26.09	19.05	65.22	66.67	*	14.29	46	42
5	61.54	19.51	*	73.17		7.32	26	41
6	*	50.00	71.05	43.75	*	6.25	38	16
All Grades	32.96	18.26	55.81	67.12	11.24	14.61	267	219

Conclusions based on this data:

1. Areas of weakness: Based on the 2018-19 data 25.11% of the 219 students scored in the beginning level (1) in the reading domain.

2. Barriers: English language learners in grades 4-6 are scoring low in reading and writing domains even though students have been in US school since kindergarten. Students were also not exposed to ELPAC test and ELPAC like task.
3. Next Steps/Goals: Instructional coach will continue to provide professional development on ELD standards and provide support for ELPAC like task at each grade level. Provide lessons that will practice task similar to the ELPAC.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
458	93.2	54.6	1.1

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	250	54.6
Foster Youth	5	1.1
Homeless	41	9.0
Socioeconomically Disadvantaged	427	93.2
Students with Disabilities	61	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.7
Filipino	3	0.7
Hispanic	443	96.7
Pacific Islander	2	0.4
White	7	1.5

Conclusions based on this data:

1. Areas of weakness: Based on this data, 54.6% of students are English Language Learners, 93.2% are Socioeconomically Disadvantaged, and 13.2% are Students with Disabilities.
2. Barriers: The above mentioned sub groups may not have access to the appropriate resources
3. Next Step/Goal: The community liaison will communicate with families to provide available resources and parent workshops for our student groups.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 533">Green</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1256 506 1315 533">Blue</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 371 730">Yellow</p>		

Conclusions based on this data:

1. Areas of Weakness: Based on 2019 dashboard data we need to increase CAASPP scores in ELA and Math in order to increase overall dashboard color.
2. Barriers: Students continue to struggle in CAASPP ELA and Math due to low overall reading levels.
3. Next Steps/Goal: Continue with PBIS/MTSS strategies to support behaviors to decrease/maintain student suspension rates. In ELA Principal and teachers will closely analyze STAR 360 and IAB assessments to ensure CCSS are tested and in alignment with the CAASPP. In Math Instructional Coach to analyze assessment data and develop action plans for Writing in Mathematics and responding to the Performance Tasks.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>52.4 points below standard</p> <p>Increased ++11.5 points</p> <p>244</p>	<p>English Learners</p> <p>Yellow</p> <p>65.4 points below standard</p> <p>Increased ++6.2 points</p> <p>172</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>57.7 points below standard</p> <p>19</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>55.4 points below standard</p> <p>Increased ++11.4 points</p> <p>232</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>113.2 points below standard</p> <p>Increased Significantly ++15.5 points</p> <p>38</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 53 points below standard Increased ++11.2 points 239	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.2 points below standard Maintained -1.8 points 122	22.2 points above standard Increased ++4.6 points 50	23.1 points below standard Increased Significantly ++21.2 points 69

Conclusions based on this data:

1. Areas of weakness: Students with disabilities (38 students) are scoring 113.2 below standard
2. Barriers: In overall ELA students increased by 11.5 points but are still 52.4% points below standard
3. Next Steps: Provide additional supports for ELA through Moby Max and before/after school interventions.

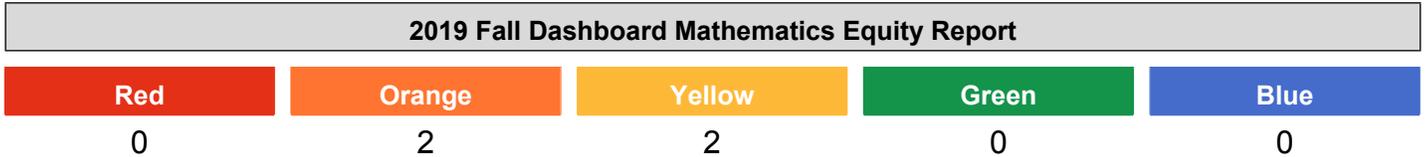
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 67.4 points below standard Increased ++8.2 points 243	<p>English Learners</p>  Orange 80.3 points below standard Maintained ++0.5 points 171	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 60.1 points below standard 19	<p>Socioeconomically Disadvantaged</p>  Yellow 69.6 points below standard Increased ++8.2 points 231	<p>Students with Disabilities</p>  Orange 126.3 points below standard Increased Significantly ++17.5 points 37

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 68.2 points below standard Increased ++7.7 points 238		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105 points below standard Maintained -1.7 points 121	20.6 points below standard Declined -12.1 points 50	37.2 points below standard Increased Significantly ++25.3 points 69

Conclusions based on this data:

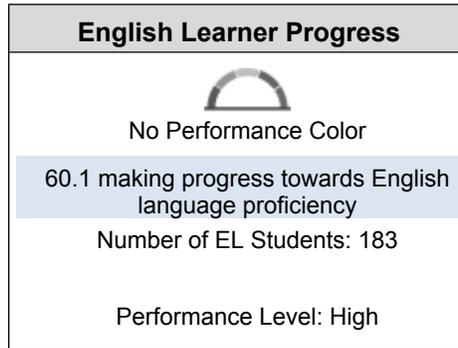
1. **Areas of weakness:** Based on the 2018-2019 school data, the English Learners maintained increasing at 0.5 points but are 80.3 points below standard.
2. **Barriers:** While students are increasing at a steady pace students are below standard in many sub-groups such as English Learners, Socio-economically disadvantaged and students with disabilities.
3. **Next steps:** In order to increase overall scores we will provide before and/or after school intervention in math. Teachers will continue to introduce more CGI strategies to build student knowledge of math standards, mathematical practices and foundation math skills.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.1	20.7	2.7	57.3

Conclusions based on this data:

1. Areas of weakness: Based on the 2019 fall dashboard data 35 students decreased one English language proficiency levels.
2. Barriers: The complexity of the text in the reading section progressively increased in rigor.
3. Next Steps: Instructional coach will continue to provide professional development on ELD standards and provide support for ELPAC like task at each grade level. Students will continue to have 30 minutes of designated ELD time.

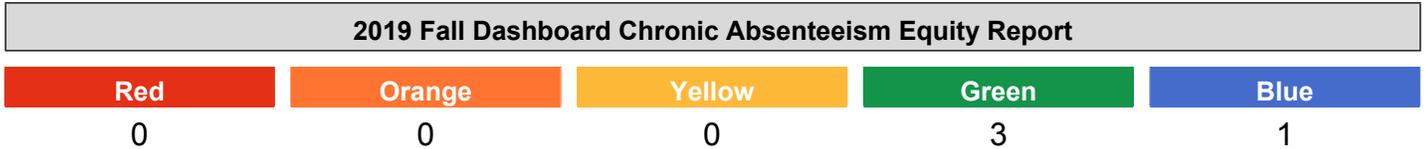
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>5.7</p> <p>Declined -2.8</p> <p>476</p>	<p>English Learners</p>  <p>Blue</p> <p>1.9</p> <p>Declined Significantly -3.1</p> <p>257</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>9.5</p> <p>Increased +9.5</p> <p>42</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>5.2</p> <p>Declined -2.6</p> <p>443</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>7</p> <p>Declined -1.3</p> <p>71</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.6 Declined -2.6 461	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

Conclusions based on this data:

1. Areas of weakness: Based on 2019 dashboard data (42 students) 9.5% of the homeless population had more than 10 absences.
2. Barriers: Students often choose to stay home even if they are well enough to come to school due to lack of accountability and motivation to come to school.
3. Next Step: Loma Vista will continue attendance incentives such as daily attendance matters motivational poster, Lucky Lobo monthly prize, certificates, spirit sticks and medals. Liaison will continue to make daily phone calls for those

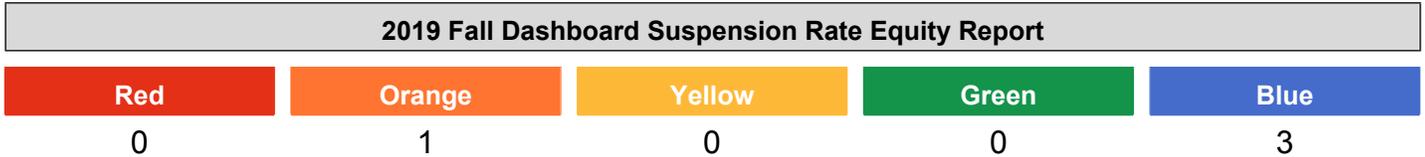
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.4 Declined -0.3 483	<p>English Learners</p>  Blue 0 Declined -0.3 258	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 8
<p>Homeless</p>  No Performance Color 0 Maintained 0 42	<p>Socioeconomically Disadvantaged</p>  Blue 0.4 Declined -0.3 447	<p>Students with Disabilities</p>  Orange 1.4 Increased +1.4 72

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4			 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.4 Declined -0.3 466		 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 8

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0.4

Conclusions based on this data:

1. Areas of weakness: Continue to implement the Loma Vista PBIS plan
2. Barriers: Fidelity of the PBIS plan to ensure teachers our providing various strategies before sending to principal with referral.
3. Next Steps: Teachers will continue to use Capturing Kids Hearts, Second Steps and the PBIS plan.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Culture & Climate

LEA/LCAP Goal

Create a learning environment where students feel safe within a strong and positive school culture that is collaborative, unbiased, and inclusive of all student groups.

Goal 1

Loma Vista will facilitate personal student success by providing a safe and secure environment where mutual respect is demonstrated by students and staff.

Identified Need

Based on stakeholder needs assessments, increase social, emotional, and behavioral learning opportunities to provide for a safe and secure school environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Data	<p>In attendance based on 2019 dashboard data (42 students) 9.5% of the homeless population had more than 10 absences.</p> <p>Based on suspension data 1.4% (1 student) of the students with disabilities subgroup were suspended.</p>	Based on dashboard data we will decrease the number of the homeless population by 10% or 4 students
PBIS Tiered Fidelity Inventory	4/10 students knew the the school wide behavior expectations PAWS.	Increase the knowledge of our PAWS behavior expectation ancrnyonms
Heathy Kids Survey	<p>Increase participation of students completing the CHKS. Of the 69 students who were eligible to participate only 30 students participated, or 43%.</p> <p>17/30 students sometimes or most of the time feel safe at school.</p>	<p>Increase participation of CHKS to 75% or greater.</p> <p>Increase percentage of students who always feel safe at school.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Capturing Kids Hearts	100% of all classrooms will create a social contract	Increase the number of students using the social contract to self monitor by 50%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students in grades TK-6

Strategy/Activity

1.1 Programs and materials that support attendance and positive behaviors.

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)
	District Funded 4000-4999: Books And Supplies Purchase of PBIS and attendance incentives
3000	LCFF 5000-5999: Services And Other Operating Expenditures Programs to support Capturing Kids Hearts
1000	LCFF 4000-4999: Books And Supplies Materials for PBIS and character education

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students in TK-6

Strategy/Activity

1.2 Planning meetings and support to assist with the ongoing implementation of positive behavior strategies and activities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries MTSS & Instructional Team
1500	LCFF 2000-2999: Classified Personnel Salaries Classified extra support
1295	LCFF 3000-3999: Employee Benefits Classified benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students in TK-6

Strategy/Activity

1.3 Assemblies and events to promote a positive and safe school climate.

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)
1000	LCFF 5000-5999: Services And Other Operating Expenditures PBIS and character education events

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Continuous Improvement

LEA/LCAP Goal

Utilize research-based practices and a cycle of continuous improvement based on data to support a broad course of study, which will prepare students for the 21st century global market.

Goal 2

Loma Vista will fully implement CCSS provide access to core programs, engage and utilize data analysis, and provide support systems to increase student achievement.

Identified Need

Based on local and state assessments, increase opportunities for deconstruction of standards, data analysis, planning, and reflection.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	<p>Based on 2018-2019 Data Grade 3- 48.39% did not meet standard on the CAASPP Grade 4- 46.38% did not meet standard on the CAASPP Grade 5- 48.39% did not meet standard on the CAASPP Grade 6- 23.64% did not meet standard on the CAASPP</p> <p>A total of 105 students</p>	<p>Decrease the number of students scoring in the did not meet standards by 10 %. which is 11 students</p>
CAASPP Math	<p>Based on 2018-2019 Data Grade 3- 46.77% did not meet standard on the CAASPP Grade 4- 35.71% did not meet standard on the CAASPP Grade 5- 67.74% did not meet standard on the CAASPP Grade 6- 36.36% did not meet standard on the CAASPP</p> <p>A total of 116 students</p>	<p>Decrease the number of students scoring in the did not meet standards by 10 %. which is 12 students</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fluency	32% of the students tested scored met or exceeded grade level standard as of January fluency scores	An increase of 10% of students will score at the met or exceed at their grade level standard.
ELPAC	11 students in grades 3-6 are scoring level 1. Decrease our LTEL's	Decrease the number of level 1 students in grade 3-6 to avoid remaining an LTEL.
STAR 360 Math	Average Spring Scale Scores by grade level First- 369 Second- 431 Third- 500 Fourth- 638 Fifth- 601 Sixth- 696	Increase in student scales scores at each grade level to meet cut score goal First- 393 Second- 506 Third- 602 Fourth- 647 Fifth- 770 Sixth- 798
STAR 360 ELA	Average Spring Scale Scores by grade level First- 86 Second- 195 Third- 273 Fourth- 432 Fifth- 365 Sixth- 502	Increase in student scales scores at each grade level to meet cut score goal First- 114 Second- 312 Third- 433 Fourth- 513 Fifth- 583 Sixth- 676

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students including socioeconomically disadvantaged, Hispanic, homeless and foster youth and students with disabilities

Strategy/Activity

2.1 Programs and materials that would increase student achievement in English Language Arts, Math and English Language Development

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)
2800	LCFF 4000-4999: Books And Supplies Web based subscriptions
6000	LCFF 4000-4999: Books And Supplies Materials and Supplies to supplement the core curriculum and PLTW

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students including socioeconomically disadvantaged, Hispanic, homeless and foster youth and students with disabilities

Strategy/Activity

2.2 Meetings, personnel and supports to meet and enrich the academic needs of all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
32000	Title I 2000-2999: Classified Personnel Salaries Instructional Aides Salary
5000	Title I 2000-2999: Classified Personnel Salaries Instructional Aides Benefits
116,669	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach Salary
10,000	LCFF 1000-1999: Certificated Personnel Salaries Certificated hours for Trimester Reviews, ILT, Teacher Sub Days

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Assemblies and Events that support and enrich the core curriculum

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

250

LCFF
5800: Professional/Consulting Services And
Operating Expenditures
Field trips, assemblies and programs for
students

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Educator Leadership

LEA/LCAP Goal

Provide a strong educator support system for all staff to develop professional efficacy and strong engagement, to ensure a focus on student success, achievement, and empowerment in order for all students to achieve their greatest potential.

Goal 3

Provide professional development opportunities for all staff to develop professional efficacy and ensure that high-quality instruction is provided to all students.

Identified Need

Based on staff input professional development will be provided for technology, PLTW, ELD, Cognitive Guided Instruction, Social Emotional Learning, trauma informed teaching, student motivation, and behavior management.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLTW teacher training	10/17 teachers are trained in PLTW	100% of certificated teaching staff trained.
Attendence, sign in sheets and google reflection form.	All teachers received professional development in the areas of CGI, ELD standards, Designated/Integrated ELD, ELD tasks, CAASPP performance tasks, and IAB's at the site level.	Increased use of a strategy taught during a PD measured by walk thru checklist.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.1 Project Lead the Way- All teachers will be trained at Project Lead the Way. Teachers will be given access to science pacing as well as the framework for Science Intergration and NGSS.

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)
3000	LCFF 1000-1999: Certificated Personnel Salaries Ongoing professional development in PLTW
2000	LCFF 4000-4999: Books And Supplies PLTW materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.2 Programs or Registrations for Professional Development to extend and support trainings. Teachers will be given the opporinity to receive ongoing trainings in CGI, mathematical practices, English Language Development strategies, Social Emotional Development and technology.

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)
1000	LCFF 5000-5999: Services And Other Operating Expenditures Professional development registrations
1000	LCFF 1000-1999: Certificated Personnel Salaries Release time for teachers to attend trainings.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family and Community Engagement

LEA/LCAP Goal

Strengthen communications and facilitate trusting partnerships with parents and community members by providing resources and opportunities for parents' active engagement in their child's education.

Goal 4

Strengthen communication and increase participation of parents and community members by providing resources and opportunities for families to engage in their students' education.

Identified Need

During discussions with stakeholders there is a need for increased parent training to help navigate technology and build knowledge of school programs .

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation in parent workshops/trainings	3 parent workshops/trainings offered in 2019-2020 by Loma Vista staff	Increased attendance at parent workshops and offer a minimum of five trainings.
Increase traffic on social media accounts	200 followers on Facebook 78 followers on Instagram 40 followers on Twitter	Increase the number of subscribers on school social media accounts
Have all parents/guardians connected on Aeries Parent Portal and Parent Square	426/444 families can be reached via Aeries Parent Portal 0/444 Parent Square accounts	Have 100% of our families connected to Aeries Parent Portal and Parent Square

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.1 Programs and materials to engage families and stakeholders in their child's education.

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	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Subscriptions to online communication programs/tools
840	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials for parent use during workshops and trainings
3000	LCFF 4000-4999: Books And Supplies Books for school wide book program for all students
2000	LCFF 4000-4999: Books And Supplies Purchase library books to enhance books collection

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

4.2 Meetings, personnel and supports to enhance parental understanding of school programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Extra hours for Community Liaison/or other classified staff to support parent needs and childcare for meetings.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

4.3 School events to provide resources and opportunities for meaningful engagement for all families.

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)
1500	LCFF 1000-1999: Certificated Personnel Salaries Extra hours for staff to assist with family educational nights
500	LCFF 5800: Professional/Consulting Services And Operating Expenditures Outside agency to provide family education nights

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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)
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

MTSS

LEA/LCAP Goal

Provide a comprehensive, multi-tiered system of support within academics, behavior, and social-emotional services to facilitate student success, which includes increased and improved services for all student groups.

Goal 5

Loma Vista will provide academic and behavioral strategies to meet the needs of all students.

Identified Need

Based on stakeholder needs assessments, increase academic & socio emotional intervention support before, during, and after the school day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 ELA Data	Average Spring Scale Scores by grade level First- 86 Second- 195 Third- 273 Fourth- 432 Fifth- 365 Sixth- 502	Increase in student scales scores at each grade level to meet cut score goal First- 114 Second- 312 Third- 433 Fourth- 513 Fifth- 583 Sixth- 676
STAR 360 Math Data	Average Spring Scale Scores by grade level First- 369 Second- 431 Third- 500 Fourth- 638 Fifth- 601 Sixth- 696	Increase in student scales scores at each grade level to meet cut score goal First- 393 Second- 506 Third- 602 Fourth- 647 Fifth- 770 Sixth- 798
Wellness Referrals	26 referrals made to wellness interns 8 by principal 18 by teachers	80% of referred families will make contact to resources via Care Solace

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS Rewards Reports	No Baseline data due to a new program	
Student Study Team Referrals	11 SST referrals made by teachers in 2020-2021	Provide supports and progress monitor those students referred to SST team
Office Referrals/Aeries discipline	2 discipline records recorded for 2020-2021 by teachers 0 discipline records recorded for 2020-2021 by principal	Maintain low discipline office referrals
Progress monitoring Tool for Interventions Programs used		Increased scores and levels based on end of year STAR 360 ELA/math
Psychologist Referrals	# of referrals made to school psychologist	80% of refered families will make contact to resources via Care Solace

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5.1 Programs and materials to enhance the comprehensive support systems

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)

300

Source(s)

LCFF
4000-4999: Books And Supplies
Book Club Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5.2 Meetings, personnel and supports to provide intervention/or enrichment for students in need.

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)
	District Funded 1000-1999: Certificated Personnel Salaries Certificated Interventionsist to provide support to students not meeting grade level standards
	District Funded 2000-2999: Classified Personnel Salaries Classified interventionist to provide support to students not meeting grade level standards
2000	LCFF 2000-2999: Classified Personnel Salaries Classified Extra hours for staff to provide before and after school intervention
3500	LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra hours for staff to provide before and after school intervention. I
1000	LCFF 1000-1999: Certificated Personnel Salaries Certificated hours for data support
3900	LCFF 5800: Professional/Consulting Services And Operating Expenditures Moving Minds supports to provide enrichment and or intervention in the area of ELA

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	\$207,754.00

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 (\$)
Title I	\$153,669.00
Title I Part A: Parent Involvement	\$2,540.00

Subtotal of additional federal funds included for this school: \$156,209.00

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

State or Local Programs	Allocation (\$)
LCFF	\$51,545.00

Subtotal of state or local funds included for this school: \$51,545.00

Total of federal, state, and/or local funds for this school: \$207,754.00

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
LCFF	51,545.00
Title I	153,669.00
Title I Part A: Parent Involvement	2,540.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	136,669.00
2000-2999: Classified Personnel Salaries	42,000.00
3000-3999: Employee Benefits	1,295.00
4000-4999: Books And Supplies	18,140.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	4,650.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	20,000.00
2000-2999: Classified Personnel Salaries	LCFF	3,500.00
3000-3999: Employee Benefits	LCFF	1,295.00
4000-4999: Books And Supplies	LCFF	17,100.00

5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	4,650.00
1000-1999: Certificated Personnel Salaries	Title I	116,669.00
2000-2999: Classified Personnel Salaries	Title I	37,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,040.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,795.00
Goal 2	172,719.00
Goal 3	7,000.00
Goal 4	9,540.00
Goal 5	10,700.00

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
Kristine Carreon	Principal
Michelle Bourret	Classroom Teacher
Tiffany Baides	Classroom Teacher
Samantha Torres	Classroom Teacher
Theresa Melgoza	Other School Staff
Yesenia Aviles	Parent or Community Member
Brenda Guerra	Parent or Community Member
Sandra Castillo	Parent or Community Member
Maria Delgadillo	Parent or Community Member
Alejandra Sanchez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 4/30/2021.

Attested:

Principal, Kristine Carreon on 4/30/2021

SSC Chairperson, Michelle Bourret on 4/30/2021

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.