

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Felix J. Appleby Elementary School
Address	10321 Vernon Ave Blythe, CA 92225
County-District-School (CDS) Code	33 67181 6032460
Principal	Patricia A. Arce
District Name	Palo Verde Unified School District
SPSA Revision Date	TBD
Schoolsite Council (SSC) Approval Date	TBD

Local Board Approval Date

January 2024

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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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)

Additional Targeted Support and Improvement

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.

Felix J. Appleby School will provide extra support through this SPSA and through the PVUSD LCAP for the following student groups identified as in need of additional Targeted Support and Improvement: students who are Students with Disabilities and African American students.

School Vision and Mission

Palo Verde Unified School District Mission Statement

Our Mission is to enrich, empower and enhance our students' lives through education.

School Vision and Mission

Felix J. Appleby Elementary School is committed to providing an education for all students to develop the essential academic skills necessary to become self-reliant, life-long learners. Our number one priority is to have students appreciate the educational process and to understand that in order to be successful in life, there are expectations of each individual. Through the alignment of effective curriculum and instruction, educational leadership, student accountability and parental involvement, students will develop the skills necessary to be successful in an increasingly competitive global society.

School Profile

Felix J. Appleby (FJA) School serves approximately 643 students. This is a Transitional Kindergarten (TK) through 8th-grade school. It is located in the rural community of Blythe at the easternmost border of the state, in a low desert region near the Colorado River. Blythe is 120 miles east of Palm Springs, CA, 150 miles west of Phoenix, AZ, and 220 miles south of Las Vegas, NV. We have two state prisons located outside of town and are one of the community's largest employers. Blythe also hosts a robust tourist season with the Colorado River bringing in seasonal guests. Felix J. Appleby Elementary School is part of the Palo Verde Unified School District, which serves an average of 3000 students in three elementary schools, one continuation high school, and one high school. The district also has a Head Start Program.

Technology has been a top priority here at Felix J. Appleby Elementary. We currently have Chromebooks for each one of our students. The teachers deliver high-quality instruction through research-based curricula that promote technology and student interaction. The staff here at FJA elementary school is dedicated to providing a well-balanced curriculum with an emphasis on Common Core State Standards. These standards set high expectations for all students. They are rigorous and intentionally bench-marked; research- and evidence-based; aligned with college and career-ready expectations, and they build on the foundation laid by individual states.

Felix J. Appleby Elementary School is staffed by 30 full-time teachers. In addition to multiple subject California teaching credentials, the teachers hold other credentials, including Special Education, CLAD, Language Development Specialist, Early Childhood, and Administrative Services. At least six teachers have completed Masters Programs in Elementary Education, Administration, Special Education, Curriculum and Instruction, and Reading/Language Arts. Felix J. Appleby has four special education teachers on staff. The teachers here at FJA make sure to collaborate with each other to

assure that students receive the best first instruction. In addition to planning instruction together, teachers also analyze data that helps them make informed decisions when it comes to student learning.

Palo Verde Unified School District (PVUSD) intensively seeks qualified teaching candidates from local universities and out-of-state/country. PVUSD provides alternative credentialing opportunities for potential teachers through the District Intern Program, Pre-Intern Program, Paraeducator Career Ladder Program, and teacher academies. The district works with local universities to support student teaching to identify high-quality candidates. Additionally, district efforts are enhanced through online recruitment and district recruitment trips.

Appleby Elementary School is served by a support staff of 53 members. This staff includes twelve para-educators, seven of whom are bilingual in Spanish and English. Seven of the paraeducators support students in Special Education. We also have access to a full-time Speech Pathologist who serves students here on campus. The main office is staffed by the school secretary, an attendance clerk, a Dropout Prevention Specialist, a Coordinator of Student Services, and a full-time nurse.

We host a number of events throughout the year to inform and involve parents in school activities. We are constantly looking for ways to improve lines of communication with parents and the community. We currently use a number of social media platforms to communicate with our students and families. These platforms include Facebook, the school website, email, and Aeries communication. Teachers also use a number of applications to communicate with students and their families. Parents are always encouraged to participate in our school programs by volunteering their time anytime it is possible. We welcome parents to support our teachers and student learning in a variety of ways. We strongly believe that if our parents are involved our students will have better chances to succeed. We encourage families to also be involved in our social media page.

We also try to maintain transparent communication with our students and our staff. We start every morning with morning announcements. We use these opportunities to notify students of different things that will be taking place during the week or the day. All students have access to Google Classroom where they can find news about their class and information such as assignments posted by their teachers.

Our school year has 180 instructional days. During a regular school year classes begin at 8:25 a.m. and end at 3:15 p.m. on Monday, Tuesday, Thursday, and Friday. Wednesdays are our Minimum Days. Classes begin at 8:25 a.m. and conclude at 12:10 p.m. which allows the teachers to participate in weekly, site-level, Professional Learning Communities (PLCs) from 12:40 to 1:40 p.m. Teacher preparation time is the remainder of the day from 1:40-3:25 p.m.. Every year our school puts together a tutoring program and an attendance recovery program that students can use to recover attendance. The tutoring program takes place from 3:30-4:30 p.m. three to four days a week. All of our students have access to free breakfast and lunch meals at no cost. Our office hours are 7:30 a.m. – 4:00 p.m. Parents are welcome to reach out to the office and set up appointments with teachers to discuss educational and/or behavioral concerns about their students.

Educational Partner 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

School Site Council Meeting dates discussing SPSA goals, evaluation of goals, adjustments/development of new goals

Resource Inequities

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

There are no resource inequities as Appleby is a Title 1 school.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.95%	0.79%	4	6	5
African American	8.0%	7.73%	6.17%	51	49	39
Asian	0.6%	0.16%	0%	4	1	0
Filipino	0.6%	0.47%	0.32%	4	3	2
Hispanic/Latino	74.6%	74.61%	76.27%	475	473	482
Pacific Islander	%	0.32%	0.32%		2	2
White	13.5%	13.88%	13.77%	86	88	87
Multiple/No Response	1.1%	1.10%	1.27%	7	7	8
Total Enrollment				637	634	632

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	74	88	85
Grade 1	69	63	71
Grade 2	69	70	66
Grade3	72	71	69
Grade 4	76	68	64
Grade 5	84	81	73
Grade 6	58	78	79
Grade 7	67	55	65
Grade 8	68	60	60
Total Enrollment	637	634	632

Conclusions based on this data:

1. Based on the data from from this chart, it can be concluded that the enrollment at Appleby elementary has been declining in the last three years.
2. Based on the data one can infer that most grade levels have lost students in the last three years.
3. Based on the information on this chart one can deduce that enrollment will continue to decrease in next few years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	70	72	73	11.00%	11.4%	11.6%
Fluent English Proficient (FEP)	24	16	16	3.80%	2.5%	2.5%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. From the chart it can be deduced that the number of EL students is increasing every year in the last three years.
2. The chart also shows that a much smaller number of EL Students is becoming Fluent English Proficient.
3. The chart also shows that this last year EL students were not successful in their reclassification.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	70	68	72	0	66	70	0	66	70	0.0	97.1	97.2
Grade 4	75	68	62	0	67	62	0	67	62	0.0	98.5	100.0
Grade 5	84	81	77	0	78	77	0	78	77	0.0	96.3	100.0
Grade 6	61	73	77	0	70	75	0	70	75	0.0	95.9	97.4
Grade 7	67	61	68	0	59	66	0	59	66	0.0	96.7	97.1
Grade 8	72	60	62	0	58	61	0	58	61	0.0	96.7	98.4
All Grades	429	411	418	0	398	411	0	398	411	0.0	96.8	98.3

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2378.	2370.		15.15	11.43		16.67	17.14		22.73	22.86		45.45	48.57
Grade 4		2394.	2430.		10.45	14.52		19.40	20.97		17.91	25.81		52.24	38.71
Grade 5		2428.	2403.		5.13	6.49		19.23	11.69		24.36	14.29		51.28	67.53
Grade 6		2481.	2461.		5.71	2.67		31.43	20.00		21.43	33.33		41.43	44.00
Grade 7		2557.	2546.		23.73	12.12		40.68	40.91		13.56	16.67		22.03	30.30
Grade 8		2553.	2538.		13.79	18.03		34.48	29.51		25.86	18.03		25.86	34.43
All Grades	N/A	N/A	N/A		11.81	10.46		26.38	22.87		21.11	21.90		40.70	44.77

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.09	8.57		63.64	58.57		27.27	32.86
Grade 4		5.97	14.52		56.72	53.23		37.31	32.26
Grade 5		3.85	6.49		57.69	42.86		38.46	50.65
Grade 6		8.70	5.33		44.93	46.67		46.38	48.00
Grade 7		16.95	4.55		62.71	71.21		20.34	24.24
Grade 8		13.79	18.03		58.62	44.26		27.59	37.70
All Grades		9.32	9.25		57.18	52.55		33.50	38.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.58	7.14		50.00	48.57		42.42	44.29
Grade 4		2.99	9.84		53.73	57.38		43.28	32.79
Grade 5		3.85	5.19		50.00	41.56		46.15	53.25
Grade 6		7.25	8.00		62.32	50.67		30.43	41.33
Grade 7		27.12	27.27		49.15	53.03		23.73	19.70
Grade 8		17.24	11.48		62.07	57.38		20.69	31.15
All Grades		10.33	11.22		54.41	50.98		35.26	37.80

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.03	1.43		80.30	64.29		16.67	34.29
Grade 4		7.46	6.56		67.16	70.49		25.37	22.95
Grade 5		2.56	1.30		67.95	58.44		29.49	40.26
Grade 6		10.14	4.00		75.36	73.33		14.49	22.67
Grade 7		10.17	22.73		79.66	65.15		10.17	12.12
Grade 8		17.24	9.84		68.97	68.85		13.79	21.31
All Grades		8.06	7.32		73.05	66.59		18.89	26.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.67	15.71		51.52	44.29		31.82	40.00
Grade 4		8.96	8.20		53.73	68.85		37.31	22.95
Grade 5		7.69	9.09		60.26	48.05		32.05	42.86
Grade 6		14.29	8.00		61.43	60.00		24.29	32.00
Grade 7		27.12	10.61		59.32	71.21		13.56	18.18
Grade 8		18.97	14.75		65.52	65.57		15.52	19.67
All Grades		15.08	10.98		58.54	59.02		26.38	30.00

Conclusions based on this data:

1. Reading and writing are the areas in which our students are having the most difficulty.
2. We need to implement more strategies that will help students to better comprehend what they are reading.
3. Students need to understand the questions they are being asked in order to answer correctly.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	70	68	72	0	67	72	0	67	72	0.0	98.5	100.0
Grade 4	75	68	62	0	67	61	0	67	61	0.0	98.5	98.4
Grade 5	84	81	77	0	77	77	0	77	77	0.0	95.1	100.0
Grade 6	61	73	77	0	69	75	0	69	75	0.0	94.5	97.4
Grade 7	67	61	68	0	59	67	0	59	67	0.0	96.7	98.5
Grade 8	72	60	62	0	59	61	0	59	61	0.0	98.3	98.4
All Grades	429	411	418	0	398	413	0	398	413	0.0	96.8	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2382.	2374.		10.45	6.94		20.90	25.00		20.90	22.22		47.76	45.83
Grade 4		2394.	2432.		4.48	8.20		16.42	19.67		22.39	37.70		56.72	34.43
Grade 5		2414.	2373.		2.60	2.60		7.79	5.19		18.18	10.39		71.43	81.82
Grade 6		2435.	2415.		2.90	1.33		8.70	5.33		26.09	20.00		62.32	73.33
Grade 7		2468.	2445.		8.47	4.48		18.64	10.45		15.25	17.91		57.63	67.16
Grade 8		2513.	2457.		11.86	9.84		13.56	9.84		23.73	16.39		50.85	63.93
All Grades	N/A	N/A	N/A		6.53	5.33		14.07	12.35		21.11	20.34		58.29	61.99

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.91	9.72		40.30	41.67		41.79	48.61
Grade 4		5.97	11.48		32.84	39.34		61.19	49.18
Grade 5		3.90	2.60		24.68	24.68		71.43	72.73
Grade 6		1.47	0.00		30.88	26.67		67.65	73.33
Grade 7		13.56	5.97		35.59	26.87		50.85	67.16
Grade 8		10.17	9.84		49.15	29.51		40.68	60.66
All Grades		8.56	6.30		35.01	31.23		56.42	62.47

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.46	9.72		40.30	41.67		52.24	48.61
Grade 4		7.46	8.20		40.30	55.74		52.24	36.07
Grade 5		2.60	3.90		40.26	22.08		57.14	74.03
Grade 6		5.80	2.67		39.13	32.00		55.07	65.33
Grade 7		3.39	7.46		42.37	44.78		54.24	47.76
Grade 8		8.47	8.20		55.93	44.26		35.59	47.54
All Grades		5.78	6.54		42.71	39.23		51.51	54.24

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.94	12.50		47.76	61.11		40.30	26.39
Grade 4		7.46	9.84		49.25	62.30		43.28	27.87
Grade 5		3.90	1.30		54.55	35.06		41.56	63.64
Grade 6		2.90	4.00		57.97	45.33		39.13	50.67
Grade 7		8.47	4.48		61.02	50.75		30.51	44.78
Grade 8		10.17	1.64		57.63	49.18		32.20	49.18
All Grades		7.29	5.57		54.52	50.12		38.19	44.31

Conclusions based on this data:

1. In math, students are having more struggles in the areas of concepts and procedures.
2. Math is an area of struggle across the board, however, our students are having more struggles understanding concepts and procedures when solving a math problem.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	8	*	8
1	1441.9	*	*	1455.9	*	*	1427.6	*	*	11	8	*
2	*	*	*	*	*	*	*	*	*	4	10	9
3	1477.4	*	*	1480.0	*	*	1474.3	*	*	14	6	9
4	*	1489.7	*	*	1498.0	*	*	1481.0	*	5	15	7
5	1453.8	1492.9	1499.9	1450.4	1508.5	1500.4	1457.0	1477.0	1499.0	11	11	16
6	*	*	*	*	*	*	*	*	*	9	9	9
7	*	*	*	*	*	*	*	*	*	*	9	7
8	*	*	*	*	*	*	*	*	*	5	6	5
All Grades										69	77	71

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	9.09	*	*	27.27	*	*	45.45	*	*	18.18	*	*	11	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	*	*	28.57	*	*	50.00	*	*	21.43	*	*	14	*	*
4	*	6.67	*	*	40.00	*	*	26.67	*	*	26.67	*	*	15	*
5	0.00	18.18	0.00	18.18	18.18	50.00	45.45	9.09	25.00	36.36	54.55	25.00	11	11	16
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.25	10.39	11.27	26.09	27.27	35.21	44.93	35.06	28.17	21.74	27.27	25.35	69	77	71

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	27.27	*	*	36.36	*	*	18.18	*	*	18.18	*	*	11	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	21.43	*	*	42.86	*	*	14.29	*	*	21.43	*	*	14	*	*
4	*	13.33	*	*	66.67	*	*	13.33	*	*	6.67	*	*	15	*
5	9.09	36.36	31.25	45.45	27.27	37.50	18.18	9.09	25.00	27.27	27.27	6.25	11	11	16
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.19	22.08	23.94	40.58	46.75	36.62	15.94	18.18	23.94	20.29	12.99	15.49	69	77	71

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	9.09	*	*	18.18	*	*	27.27	*	*	45.45	*	*	11	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	*	*	14.29	*	*	64.29	*	*	21.43	*	*	14	*	*
4	*	0.00	*	*	13.33	*	*	40.00	*	*	46.67	*	*	15	*
5	0.00	0.00	0.00	9.09	18.18	0.00	36.36	27.27	68.75	54.55	54.55	31.25	11	11	16
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.35	3.90	4.23	14.49	15.58	18.31	39.13	35.06	38.03	42.03	45.45	39.44	69	77	71

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	54.55	*	*	36.36	*	*	9.09	*	*	11	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	14.29	*	*	78.57	*	*	7.14	*	*	14	*	*
4	*	40.00	*	*	53.33	*	*	6.67	*	*	15	*
5	0.00	9.09	6.25	90.91	54.55	81.25	9.09	36.36	12.50	11	11	16
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.84	20.78	15.49	66.67	59.74	64.79	14.49	19.48	19.72	69	77	71

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	9.09	*	*	72.73	*	*	18.18	*	*	11	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	35.71	*	*	35.71	*	*	28.57	*	*	14	*	*
4	*	26.67	*	*	60.00	*	*	13.33	*	*	15	*
5	36.36	45.45	56.25	36.36	36.36	25.00	27.27	18.18	18.75	11	11	16
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.43	35.06	43.66	49.28	51.95	38.03	20.29	12.99	18.31	69	77	71

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	18.18	*	*	36.36	*	*	45.45	*	*	11	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	*	*	57.14	*	*	42.86	*	*	14	*	*
4	*	0.00	*	*	40.00	*	*	60.00	*	*	15	*
5	0.00	0.00	0.00	45.45	45.45	56.25	54.55	54.55	43.75	11	11	16
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.14	5.19	8.45	42.03	37.66	40.85	47.83	57.14	50.70	69	77	71

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	10.00	*	*	40.00	*	*	50.00	*	*	10	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	*	*	78.57	*	*	21.43	*	*	14	*	*
4	*	0.00	*	*	80.00	*	*	20.00	*	*	15	*
5	0.00	9.09	12.50	54.55	36.36	62.50	45.45	54.55	25.00	11	11	16
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.41	2.60	12.68	61.76	70.13	59.15	33.82	27.27	28.17	68	77	71

Conclusions based on this data:

1. Based on the data provided on the summative assessment, Appleby does not have enough students in grades K, 2, 6, 7, 8 to make the scores public.
2. Based on the data on this chart one can deduce that Appleby only has four grade levels with 10 or more EL students. The grade levels that can be represented by these scores are 1st, 3rd, 4th and 5th grade.

School and Student Performance Data

Student Population

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
632	84.2	11.6	2.1
Total Number of Students enrolled in Felix J. Appleby Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	11.6
Foster Youth	13	2.1
Homeless	15	2.4
Socioeconomically Disadvantaged	532	84.2
Students with Disabilities	98	15.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	6.2
American Indian	5	0.8
Filipino	2	0.3
Hispanic	482	76.3
Two or More Races	8	1.3
Pacific Islander	2	0.3
White	87	13.8

Conclusions based on this data:

1. Based on the data, one can infer that a high percentage of our students is at a disadvantage in terms of the support that they can receive at home.

2. At least 11.4% of our students struggles with the English language.
3. In order to increase student achievement, teachers must deliver first best instruction.

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Red	Suspension Rate Red
Mathematics Red		
English Learner Progress Yellow		

Conclusions based on this data:

1. Attendance continues to be a struggle.
2. PBIS interventions are being used, Nevertheless, suspensions and referrals have increased.
3. We need to focus on successful academic interventions and best first instruction to increase our scores in ELA and Math.

School and Student Performance Data

Academic Performance English Language Arts

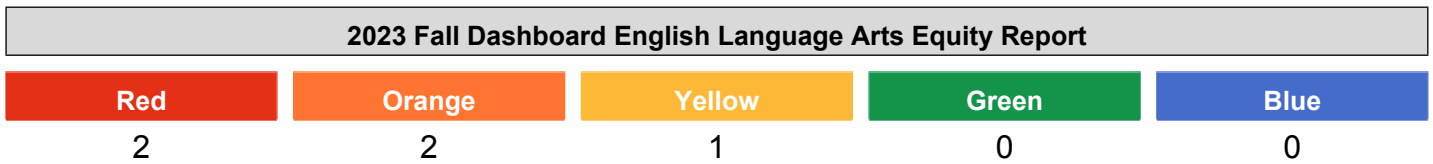
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>50.1 points below standard</p> <p>Decreased -7.3 points</p> <p>387 Students</p>	<p>English Learners</p> <p>Red</p> <p>82 points below standard</p> <p>Decreased -6.8 points</p> <p>62 Students</p>	<p>Foster Youth</p> <p>104.8 points below standard</p> <p>11 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>57.3 points below standard</p> <p>Decreased -10.2 points</p> <p>327 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>128.8 points below standard</p> <p>Decreased -7.8 points</p> <p>68 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>84.4 points below standard</p> <p>Decreased Significantly -16 points</p> <p>27 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>51.3 points below standard</p> <p>Decreased -9.7 points</p> <p>298 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>Yellow</p> <p>37.4 points below standard</p> <p>Increased +10.7 points</p> <p>50 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>101.7 points below standard</p> <p>Increased +4 points</p> <p>49 Students</p>	<p>7.9 points below standard</p> <p>Decreased Significantly -26.5 points</p> <p>13 Students</p>	<p>45.6 points below standard</p> <p>Decreased -5.8 points</p> <p>319 Students</p>

Conclusions based on this data:

1. Based on the data, one concludes that all areas need to continue to increase.
2. We need to continue to have intervention programs that are research based.

School and Student Performance Data

Academic Performance Mathematics

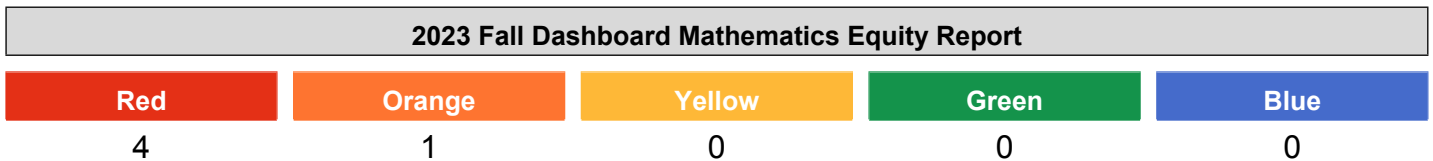
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>105.5 points below standard</p> <p>Decreased Significantly -17.8 points</p> <p>386 Students</p>	<p>English Learners</p> <p>Red</p> <p>125.2 points below standard</p> <p>Decreased -9.2 points</p> <p>62 Students</p>	<p>Foster Youth</p> <p>156.8 points below standard</p> <p>11 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>112.9 points below standard</p> <p>Decreased Significantly -19.6 points</p> <p>326 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>187.4 points below standard</p> <p>Decreased Significantly -20.7 points</p> <p>68 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
151.4 points below standard Decreased Significantly - 18.2 points 27 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 107.9 points below standard Decreased Significantly -18 points 297 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	 Orange 78.6 points below standard Decreased -7.6 points 50 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
136.1 points below standard Increased +4.4 points 49 Students	84.1 points below standard Decreased Significantly -43.6 points 13 Students	102.6 points below standard Decreased Significantly -17.6 points 318 Students

Conclusions based on this data:

1. Mathematics is an area of struggle for our students in general.
2. Our students with disabilities struggle the most with mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

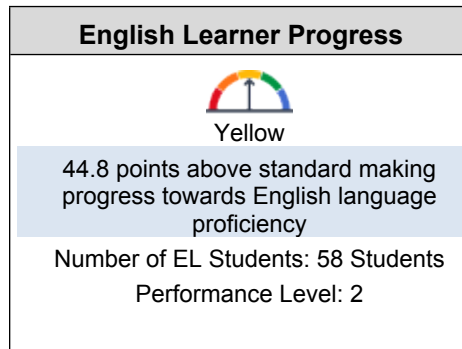
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 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
9	23	0	26

Conclusions based on this data:

- 31.7% of the EL students are maintaining and 40.0% made progress at least one level. Students overall are making positive movement in their English language acquisition.

School and Student Performance Data

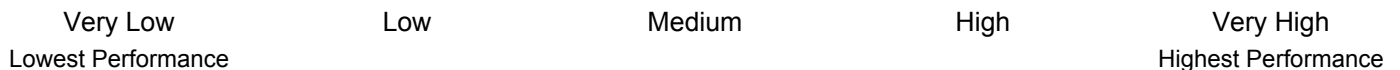
Academic Performance College/Career Report

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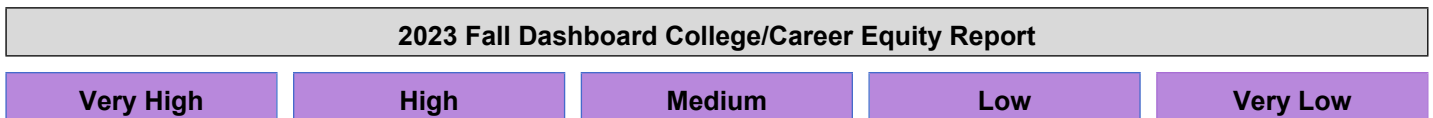
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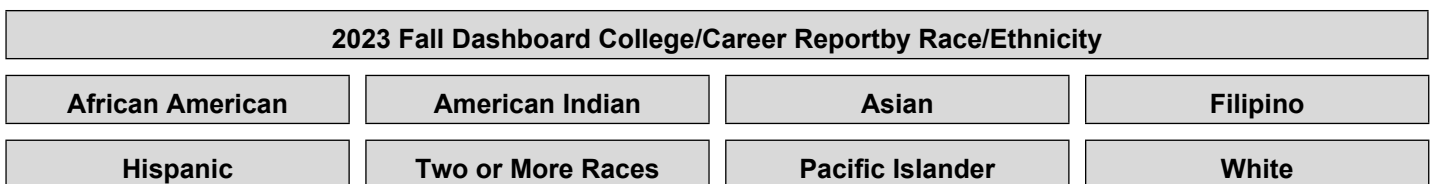
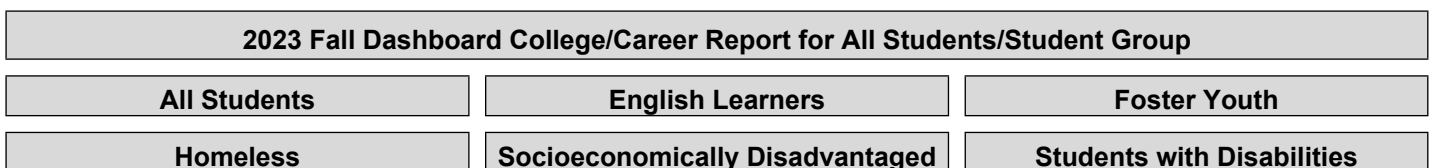
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

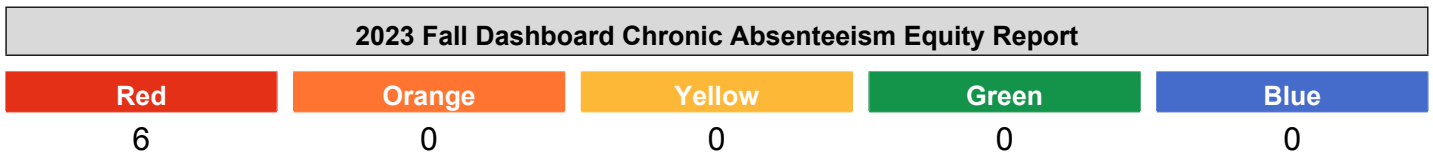
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>41.7% Chronically Absent</p> <p>Increased Significantly 4</p> <p>684 Students</p>	<p>English Learners</p> <p>Red</p> <p>42% Chronically Absent</p> <p>Increased 6.7</p> <p>81 Students</p>	<p>Foster Youth</p> <p>29.2% Chronically Absent</p> <p>Declined -4.2</p> <p>24 Students</p>
<p>Homeless</p> <p>68.4% Chronically Absent</p> <p>0</p> <p>19 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>44.7% Chronically Absent</p> <p>Increased Significantly 3.8</p> <p>589 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>52.2% Chronically Absent</p> <p>Increased 16.4</p> <p>113 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 59.6% Chronically Absent Increased 4.7 47 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 40% Chronically Absent Increased Significantly 3.2 512 Students	40% Chronically Absent Increased 15 15 Students	Less than 11 Students 2 Students	 Red 42% Chronically Absent Increased 2.8 100 Students

Conclusions based on this data:

- Attendance is a concern. We have over 1/3 of our students who are chronically absent.

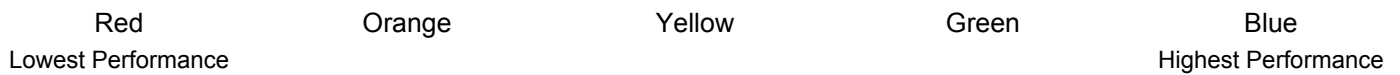
School and Student Performance Data

Academic Engagement Graduation Rate

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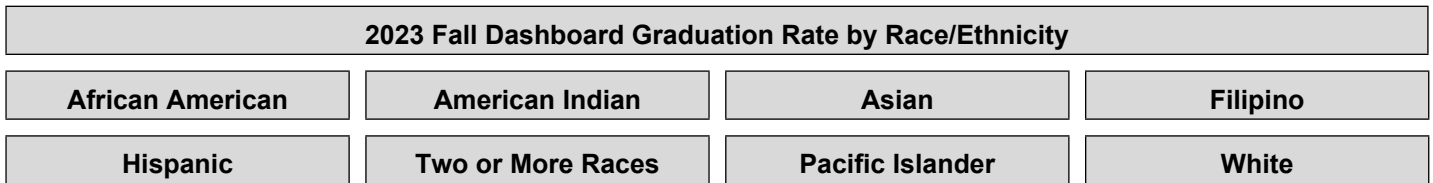
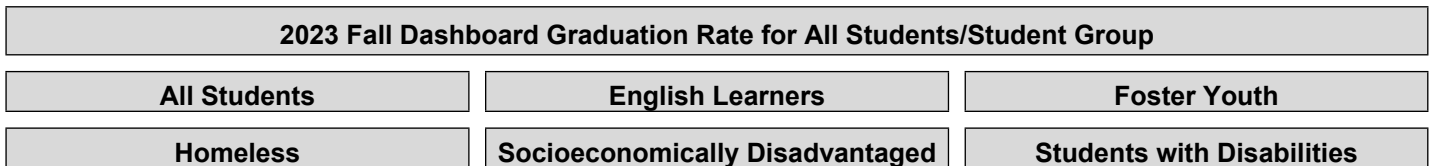
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

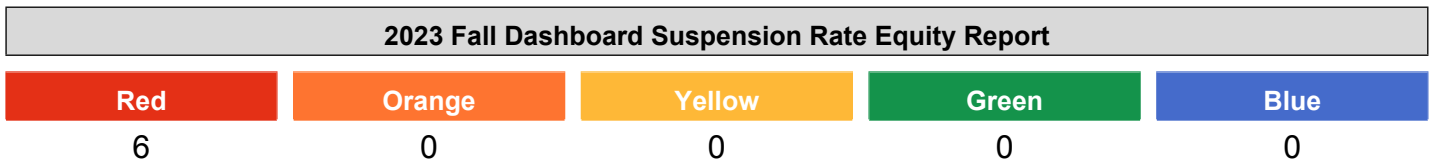
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 11.1% suspended at least one day Increased Significantly 6.8 705 Students	 Red 11% suspended at least one day Increased 8.6 82 Students	7.7% suspended at least one day Declined -5.6 26 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
21.1% suspended at least one day 19 Students	 Red 12.1% suspended at least one day Increased Significantly 7.7 604 Students	 Red 18.5% suspended at least one day Increased 13.9 119 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 36.7% suspended at least one day Increased 21.6 49 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 8.6% suspended at least one day Increased Significantly 5.3 524 Students	6.3% suspended at least one day Increased 1.5 16 Students	Less than 11 Students 3 Students	 Red 11.7% suspended at least one day Increased 7.7 103 Students

Conclusions based on this data:

1. We are doing well with Tier 1 PBIS.
2. We've identified Tier 3 students and are working to put plans in place for these students
3. We need to continue to find ways to reduce suspendable student behaviors.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Achievement

Goal Statement

Increase student academic achievement with daily lesson delivery aligned with research-based instructional practices that ensure students active participation with mastering state content standards.

LCAP Goal

GOAL # 1: Create and implement systems of support to increase student achievement to ensure all students will be college and career ready.

Basis for this Goal

State summative assessments, Local assessments such as Amplify, MyOn, STAR Reading, and Curriculum-based assessments will be used daily to monitor student progress in mastering ELA and math state standards daily. Students are performing below the expected outcomes in ELA and Math.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Dashboard ELA Indicator	ELA for all students - 42.8 points below the standards	50% students meet or exceed standards in ELA
School Dashboard Math Indicator	Math for all students - 87.6 points below standard	50% students meet or exceed standards in Math

Planned Strategies/Activities

Strategy/Activity 1

1. Students will engage in Tier 2 and Tier 3 reading intervention/enrichment instruction to increase their reading comprehension, phonics development, vocabulary improvement, and reading ability.

Students will be exposed to:

- *) 60 minutes of an intervention/enrichment session a day 4 times a week.
- *) Teachers will use the Corrective Reading curriculum which is researched based.
- *) Students in the enrichment program will have access to novels and grade-level reading materials to do a number of activities that are standards-based.
- *) Teachers will participate in Corrective Reading coaching throughout the year. They will also have access to immediate feedback on their lessons.
- *) Students will have access to all materials needed for intervention/enrichment sessions.

Students to be Served by this Strategy/Activity

All students

Timeline

All students will receive intervention/enrichment instruction throughout the school year 2023-2024 for a period of 60 minutes daily.

Person(s) Responsible

Teachers, paraeducators, and principal

Proposed Expenditures for this Strategy/Activity

Amount	62,841
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Corrective Reading materials

Strategy/Activity 2

2. Use of district adopted, evidence-based instructional strategies
> Direct Instruction
>Focus and deconstruction of lesson objectives and standards
>Structured Lesson Plans
>Student Engagement
>Proactive Classroom Management

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024

Person(s) Responsible

Teachers will be implementing these strategies in the classroom on a daily basis.
Paraeducators will support these strategies when working directly with students.
Principal will be monitoring, supporting and providing constructive feedback.

Proposed Expenditures for this Strategy/Activity

Description	No impact on site budget
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Strategy/Activity 3

3. Teaching materials that can be used in the classroom to facilitate student learning and achievement
) Student workbooks to reinforce grammar and spelling patterns
) Software systems that support student learning of math facts
) Textbooks to supplement the teaching of state standards
) Materials and supplies that support student learning

Students to be Served by this Strategy/Activity

All students

Timeline

Every day during the 2023-2024 school year.

Person(s) Responsible

Teachers, paraeducators, students, principal

Proposed Expenditures for this Strategy/Activity

Amount	8500
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Teaching materials, resources, and supplies

Strategy/Activity 4

4. Paraeducators supporting grades TK-8 strategic intervention ELA/ELD program with a focus on our students with disabilities and our African-American students.

Students to be Served by this Strategy/Activity

All students

Timeline

Principal: Master Schedule -Intervention time in schedule annually

Person(s) Responsible

Principal, teachers, paraeducators
(daily)

Proposed Expenditures for this Strategy/Activity

Amount	148000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraeducators

Amount	40000
Source	Title I
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 5

5. Teacher collaboration and professional development

Students to be Served by this Strategy/Activity

All students

Timeline

Weekly PLC/GLCs meetings and other professional development

Person(s) Responsible

Principal, teachers, paraeducators

Proposed Expenditures for this Strategy/Activity

Description	No budget required
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Strategy/Activity 6

6. Library Technician

Students to be Served by this Strategy/Activity

All students

Timeline

All year -librarian offers access to books and Chromebooks to all students.

Person(s) Responsible

Principal, Library Tech

Proposed Expenditures for this Strategy/Activity

Amount	28000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Library Clerk

Amount	8000
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Library repair supplies & Software License

Amount	850
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Follett Destiny software license renewal

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Academic Achievement

Goal Statement

Improve student achievement by increasing daily student attendance.

LCAP Goal

GOAL # 1: Create and implement systems of support to increase student achievement to ensure all students will be college and career ready.

Basis for this Goal

Daily attendance data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State dashboard indicator for chronic absenteeism	State dashboard indicator for chronic absenteeism - 37.7% Chronically Absent	State dashboard indicator for chronic absenteeism = from 13.5% to 12.5%

Planned Strategies/Activities

Strategy/Activity 1

1. Build a school site attendance team.

Students to be Served by this Strategy/Activity

All students

Timeline

By the 2022-2023 school year FJA will have an established attendance team that will hold regular meetings to develop strategies that support students and families improve their overall attendance.

Person(s) Responsible

Principal, Drop-out Prevention Specialist, and Attendance Clerk.

Proposed Expenditures for this Strategy/Activity

Description
No impact to site budget

Strategy/Activity 2

2. Drop-out Prevention Specialist

Students to be Served by this Strategy/Activity

All students, especially our students with disabilities and our African-American students

Timeline

School Year 2022-2023

Person(s) Responsible

Principal, Drop-out Prevention Specialist, Attendance Clerk, and Teachers.

Proposed Expenditures for this Strategy/Activity

Amount	34500
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary
Amount	8500
Source	Title I
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 3

3. Create an effective attendance MTSS intervention system.

Students to be Served by this Strategy/Activity

All students

Timeline

School Year 2022-2023

Person(s) Responsible

Principal, Drop-out Prevention Specialist, and Attendance Clerk.

Proposed Expenditures for this Strategy/Activity

Description	No impact to site budget
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Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe and Healthy Learning Environments

Goal Statement

Continue to implement Positive Behavior Interventions and Supports (PBIS) model supporting positive behaviors for students

LCAP Goal

GOAL #2 Create and implement systems of support to provide a safe and healthy learning environment for students, staff, and parents.

Basis for this Goal

Annual suspension rates

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Dashboard Indicator for Suspension Rates	State Dashboard Indicator for suspension rates -yellow 7.1%	State dashboard indicator for suspension rate = from 5.5% to 4.5%

Planned Strategies/Activities

Strategy/Activity 1

1. Rebuild a PBIS Team.

Students to be Served by this Strategy/Activity

All students

Timeline

School Year 2023-2024

Person(s) Responsible

Principal, Drop-out Prevention Specialist, and Staff Members

Proposed Expenditures for this Strategy/Activity

Description
No impact to site budget

Strategy/Activity 2

2. Establish a student behavioral Multi-Tiered System of Supports model.

Students to be Served by this Strategy/Activity

All students

Timeline

Monthly review of student suspension numbers as well as behavioral referrals with a focus on our students with disabilities and our African-American students

Person(s) Responsible

PBIS Team

PBIS Team & Principal

Proposed Expenditures for this Strategy/Activity

Description

No impact to site budget

Strategy/Activity 3

3. Continue to recognize and reinforce positive student behavior.

Students to be Served by this Strategy/Activity

All students

Timeline

Daily by all staff & monthly at student assemblies

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount

100.00

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

Positive incentive supplies

Strategy/Activity 4

5. Establish a school rule reteach opportunity for students needing extra behavioral support.

Students to be Served by this Strategy/Activity

All students

Timeline

Daily

Person(s) Responsible

Principal
Teachers
Paraeducators
Counselor

Proposed Expenditures for this Strategy/Activity

Description

No impact to site budget

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Stakeholder Collaboration, and Engagement

Goal Statement

Increase parent involvement at different events taking place at Appleby Elementary School.

LCAP Goal

GOAL #3 Create and implement systems of support to increase collaboration and engagement with all stakeholders to advance learning and continuous improvement.

Basis for this Goal

Use of Aeries, FB, and Class Dojo as well as email and phone calls to connect with parents

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teacher documented call logs	only negative calls	Teacher log positive and negative calls home

Planned Strategies/Activities

Strategy/Activity 1

2. Use Morning Announcements as a way of communication with families and students

Students to be Served by this Strategy/Activity

All students

Timeline

Daily/Weekly/Monthly

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	Lottery: Instructional Materials

Budget Reference	4000-4999: Books And Supplies
Description	Copies of monthly principal newsletter

Strategy/Activity 2

Bring more parents to our school.

Students to be Served by this Strategy/Activity

All students

Timeline

Throughout the school year.

Person(s) Responsible

Activities coordinators.

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Certificates for monthly assemblies and set up cost for Festival of Lights and other events.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Increase student academic achievement with daily lesson delivery aligned with research-based instructional practices that ensure students active participation with mastering state content standards.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Dashboard ELA Indicator	50% students meet or exceed standards in ELA	33.33% students meet or exceed standards in ELA
School Dashboard Math Indicator	50% students meet or exceed standards in Math	17.68% students meet or exceed standards in Math

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Students will engage in Tier 2 and Tier 3 reading intervention/enrichment instruction to increase their reading comprehension, phonics development, vocabulary improvement, and reading ability.</p> <p>Students will be exposed to:</p> <ul style="list-style-type: none"> *) 60 minutes of an intervention/enrichment session a day 4 times a week. *) Teachers will use the Corrective Reading curriculum which is researched based. *) Students in the enrichment program will have access to novels and grade-level reading materials to do a number of activities that are standards-based. *) Teachers will participate in Corrective Reading coaching throughout the year. They will also have 	<p>1. Students were engage in Tier 2 and Tier 3 reading intervention/enrichment instruction to increase their reading comprehension, phonics development, vocabulary improvement, and reading ability.</p> <p>Students were be exposed to:</p> <ul style="list-style-type: none"> *) 60 minutes of an intervention/enrichment session a day 4 times a week. *) Teachers will use the Corrective Reading curriculum which is researched based. *) Students in the enrichment program will have access to novels and grade-level reading materials to do a number of activities that are standards-based. *) Teachers will participate in Corrective Reading coaching throughout the year. They will also have 	<p>Corrective Reading materials 4000-4999: Books And Supplies Title I 62,841</p>	<p>Not site allocated 4000-4999: Books And Supplies ESSER III 8,652.27</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>access to immediate feedback on their lessons. *)Students will have access to all materials needed for intervention/enrichment sessions.</p>	<p>access to immediate feedback on their lessons. *)Students will have access to all materials needed for intervention/enrichment sessions.</p>		
<p>2. Use of district adopted, evidence-based instructional strategies > Direct Instruction >Focus and deconstruction of lesson objectives and standards >Structured Lesson Plans >Student Engagement >Proactive Classroom Management</p>	<p>2. Use of district adopted, evidence-based instructional strategies > Direct Instruction >Focus and deconstruction of lesson objectives and standards >Structured Lesson Plans >Student Engagement >Proactive Classroom Management</p>	<p>No impact on site budget</p>	
<p>3. Teaching materials that can be used in the classroom to facilitate student learning and achievement *) Student workbooks to reinforce grammar and spelling patterns *) Software systems that support student learning of math facts *) Textbooks to supplement the teaching of state standards *) Materials and supplies that support student learning</p>	<p>3. Teaching materials that can be used in the classroom to facilitate student learning and achievement *) Student workbooks to reinforce grammar and spelling patterns *) Software systems that support student learning of math facts *) Textbooks to supplement the teaching of state standards *) Materials and supplies that support student learning</p>	<p>Teaching materials, resources, and supplies 4000-4999: Books And Supplies Title I 8500</p>	<p>Teaching materials, resources, and supplies 4000-4999: Books And Supplies Title I 26,555</p>
<p>4. Paraeducators supporting grades TK-8 strategic intervention ELA/ELD program with a focus on our students with disabilities and our African-American students.</p>	<p>4. Paraeducators supporting grades TK-8 strategic intervention ELA/ELD program with a focus on our students with disabilities and our African-American students.</p>	<p>Paraeducators 2000-2999: Classified Personnel Salaries Title I 148000 3000-3999: Employee Benefits Title I 40000</p>	<p>Paraeducators 2000-2999: Classified Personnel Salaries Title I 96,184.00 3000-3999: Employee Benefits Title I 34,992.00</p>
<p>5. Teacher collaboration and professional development</p>	<p>5. Teacher collaboration and professional development</p>	<p>No budget required</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
6. Library Technician	6. Library Technician	Library Clerk 2000-2999: Classified Personnel Salaries Title I 28000 Library repair supplies & Software License 3000- 3999: Employee Benefits Title I 8000 Follett Destiny software license renewal 5000- 5999: Services And Other Operating Expenditures Title I 850	Library Clerk 2000-2999: Classified Personnel Salaries Title I 39,083.59 Library repair supplies & Software License 3000- 3999: Employee Benefits Title I 260.00 Follett Destiny software license renewal 5000- 5999: Services And Other Operating Expenditures Title I 174.39

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Through Tier 2 and Tier 3 Interventions the students were given the opportunity for differentiated instruction that was focused based on student need.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The Interventions and strategies provided to the students were effective but they still need to be implemented to support their academic growth with consistency and fidelity.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made. We will continue to implement the intervention support the students need.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Improve student achievement by increasing daily student attendance.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State dashboard indicator for chronic absenteeism	State dashboard indicator for chronic absenteeism = from 13.5% to 12.5%	chronic absenteeism rate rose 4%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Build a school site attendance team.	1. Built a school site attendance team.	No impact to site budget	No impact to site budget
2. Drop-out Prevention Specialist	2. Drop-out Prevention Specialist	Salary 2000-2999: Classified Personnel Salaries Title I 34500	Salary 2000-2999: Classified Personnel Salaries Title I 26,827
		3000-3999: Employee Benefits Title I 8500	3000-3999: Employee Benefits Title I 21,089
3. Create an effective attendance MTSS intervention system.	3. Created an effective attendance MTSS intervention system.	No impact to site budget	No impact to site budget

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Attendance team met monthly to strategies getting kids to school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We feel some there residual effects of the Covid-19 pandemic on our students and families causing them to not want to attend school at all or take more days off because of illness.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Increase and create a consistent system for positive recognition and incentives for students.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Continue to implement Positive Behavior Interventions and Supports (PBIS) model supporting positive behaviors for students

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Dashboard Indicator for Suspension Rates	State dashboard indicator for suspension rate = from 5.5% to 4.5%	11.1% were suspended at least 1 day

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Rebuild a PBIS Team.	1. Rebuilt a PBIS Team.	No impact to site budget	No impact to site budget
2. Establish a student behavioral Multi-Tiered System of Supports model.	2. Established a student behavioral Multi-Tiered System of Supports model.	No impact to site budget	No impact to site budget
3. Continue to recognize and reinforce positive student behavior.	3. Continued to recognize and reinforce positive student behavior.	Positive incentive supplies 4000-4999: Books And Supplies Title I 100.00	Positive incentive supplies 4000-4999: Books And Supplies Title I 0
5. Establish a school rule reteach opportunity for students needing extra behavioral support.	5. Established a school rule reteach opportunity for students needing extra behavioral support.	No impact to site budget	No impact to site budget

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Continue to implement Positive Behavior Interventions and Supports (PBIS) model to best support positive behavior of students and establish a positive school culture and climate for all.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Based on the California State dashboard, our school ranking scored high for student suspensions and student mental health and behavior continues to escalate as a result of the COVID-19 pandemic.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

PBIS Fund were used instead of Title 1 funds.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The PBIS team will monitor student suspension rates and continue to develop multi-tiered systems of support through PBIS.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Increase parent involvement at different events taking place at Appleby Elementary School.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Teacher documented call logs	Teacher log positive and negative calls home	

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2. Use Morning Announcements as a way of communication with families and students	2. Use Morning Announcements as a way of communication with families and students		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Plan, invite and conduct student of the month assemblies, picnics, one festival, multiple class performance and events. Provide information at the events.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The student of the month assemblies, picnics, one festival, multiple class performance have been effective in providing information to the families or our students in our community.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Used various other funds for supplies and materials.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal, outcomes, metrics, and strategies will remain the same.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	339,291
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	340,791.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	339,291	0.00

Expenditures by Funding Source

Funding Source	Amount
Lottery: Instructional Materials	1,500.00
Title I	339,291.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	210,500.00
3000-3999: Employee Benefits	56,500.00
4000-4999: Books And Supplies	72,941.00
5000-5999: Services And Other Operating Expenditures	850.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Lottery: Instructional Materials	1,500.00
2000-2999: Classified Personnel Salaries	Title I	210,500.00
3000-3999: Employee Benefits	Title I	56,500.00
4000-4999: Books And Supplies	Title I	71,441.00
5000-5999: Services And Other Operating Expenditures	Title I	850.00

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
- 2 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Patricia A Arce	Principal
Brend Rymer	Classroom Teacher
Geronimo Ortiz	Classroom Teacher
Tasja Hartwell	Classroom Teacher
Regina Rios	Parent or Community Member
Paula Sewell	Parent or Community Member
Esther Bowen	Parent or Community Member
Monica Quihuis-Maciel	Parent or Community Member
Ruby Sanchez	Parent or Community Member
Socorro Santos	Parent or Community Member
Paola Santos	Parent or Community Member
Ana Duggan	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 01/09/2024.

Attested:



Principal, Patricia A. Arce on 01/09/2024



SSC Chairperson, Tasja Hartwell on 01/09/2024

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program