



# 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
Brookfield Engineering Science Technology Academy (BEST Academy)	37 68163 0139402	May 19, 2022	June 22, 2022

## 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  
The purpose of this school plan is to meet the needs of our school community as identified in our needs assessment.

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.

Brookfield Engineering Science Technology (B.E.S.T.) Academy offers students a comprehensive, flexible learning environment, combined with a variety of support programs and services to ensure success. B.E.S.T. Academy is a tuition-free public charter school serving 3rd-12th grade students in San Diego, Orange, Riverside, and Imperial Counties.

B.E.S.T. Academy was founded out of desire to engage students in 21st century learning and provide access to college and career pathways combined with personalized guidance and support. Our teachers, counselors and leaders are passionate about student learning engagement and personalized academic coaching to give our students the foundational support to succeed.

B.E.S.T. Academy's independent study program provides a customized learning experience for each student enrolled. This includes access to a rigorous and robust curriculum along with varied supplemental supports and extracurricular offerings designed to meet the specific needs of each student. Through these curricular and extra-curricular experiences, students are prepared for college and career readiness to pursue 21st century opportunity beyond secondary education.

Instruction, Intervention and Support efforts are aligned with the B.E.S.T. Academy LCAP Goals to ensure consistency and coherence when addressing ESSA requirements.

Goal 1: To emphasize and support literacy across all content areas to promote student academic language development.

Instruction at B.E.S.T. Academy focuses on Literacy across all content areas to support students in Academic Language Development and content literacy. A wide range of Literacy supports will be offered to students, with specific support for all unduplicated students to develop Literacy, access curriculum, and support increased Lexile growth.

Goal 2: To support academic achievement in all content areas to promote each student's college and career readiness.

B.E.S.T. Academy supports student College and Career Readiness through a rigorous and engaging independent study curriculum. The core curriculum is aligned to all Common Core State Standards with supplemental programs that increase support for core curriculum and support career exposure and readiness.

Goal 3: To increase student, parent and community engagement to support excellence in student success.

B.E.S.T. Academy emphasizes our Connect 2 Connect philosophy, which strives to provide students with an engaging and inclusive student community through the by connecting students in curricular and extracurricular interactions at all campus activities. Teachers connect with students during interactive activities at all class meetings to provide students with both social and academic connections during class time. All staff seeks to provide positive interactions with all students and community members to foster personal connections in a digital environment.

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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).

California Healthy Kids Survey 21-22: Administered to all students in grades 5, 7, 9, and 11 annually. Also administered to all parents and teachers annually. Results were analyzed by staff, students, and parents to identify areas of strength and growth.

### Strengths

- 5th grade: 92% of students feel they are treated with respect. 90% of Middle/High feel they are treated fairly.
- Middle/High: 75% attend class 4 to 5 times a week/80% high motivation
- 93% parents feel their children have hope for the future
- 95% of staff feels responsibility to improve the school
- 100% adults believe that every student can be a successful
- Most students feel like BEST promotes parent involvement.
- Majority of students are happy to be at Best Academy
- About ? of students feel like teachers have high expectations for them.
- Most students feel that teachers treat them fairly.
- Teachers feel the school provides an inviting environment with support and respect.
- Most students are interested in doing their school work and feel motivated.
- Parents/ Students feel connected to school and staff
- Staff feels connected and supported to teach students
- Good communication

### Areas of Growth:

- Only 30% of MS/HS grade students believe they have meaningful participation, and 62% of 5th graders say they are bored some of the time.
- 75% of MS/HS believe they do not do things that make a difference, have a say in how things work, or the ability to decide school activities or rules
- 50% of HS/MS students do not think there is a teacher who notices they are there or there is any caring adult who asks how they are feeling.
- 13% of parents believe that drug abuse or alcohol abuse are somewhat or a large problem.
- Less than 5% of high school students claim substance abuse, but parents view it as a larger problem.
- More than ? of the students experience frequent sadness.
- High percentage of students in MS/HS have considered attempting suicide
- Disconnect between students and parents
- Mental health (incl. thoughts of suicide) and/or substance abuse issues, and 50% of students in MS/HS, esp. females, experiencing harassment
- There are several parents that feel concerned about their student falling behind academically.
- 70% believe that they do not have meaningful participation and spend less than 4 hours a day on school work.
- Students are experiencing boredom
- Would like to see more opportunities to participate in extracurricular and enrichment activities. Give students a choice for curriculum activities
- Increase student engagement during synchronous and offline assignments

- Reduce harassment in 7th - 9th grades

LCAP Survey 21-22: Administered to all Students, Parents, and Staff members annually. Feedback from educational partners was analyzed by school leadership and used to inform LCAP and SPSA for upcoming year.

A Sample of Educational Partner Feedback:

Goal 1:

- Encourage the student to empower as an independent student.
- More PD to raise awareness of obstacles these students face.
- Provide more opportunities for students to practice using language.
- More live classes so students can interact more and smaller groups.
- The follow up meeting with the success coach are very helpful.

Goal 2:

- More teacher / student conferencing to improve connections and motivation.
- Coach them to develop their motivation to get their knowledge and personal goals.
- Mandatory attendance to synchronous classes to increase student engagement and learning.
- In order to keep students off the intervention track, I think it is so important to onboard students with access to all apps, computer, headphones, etc. to start off their education at BEST on the right foot.

Goal 3:

- Parent support portal where videos are stored for parents to increase their knowledge of our system.
- Offer more opportunities and virtual workshops that allow them to get involved.
- Offer more parent programs to help their students.
- Have a liaison who speaks Spanish for our EL population
- More after school events
- Send more emails to parents on child's progress and data.
- Having several meetings at different times of the day.
- The numbers of parents using social media are increasing fast planning to communicate on an ongoing basis using popular channels like Facebook, Twitter, Pinterest (my favorite), Instagram and Google plus can be a option to stay connected with parents social media provides excellent ways to connect parents to your school.

## Classroom Observations

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

Teachers are observed twice per semester, provided feedback, and provided coaching following each observation. We contract with an educational consultant who leads professional development every other week on appropriate instructional strategies for use in a virtual synchronous classroom. Teachers are observed to provide coaching and feedback on their effectiveness in implementing the instructional strategies they were trained on during their professional development. We also utilize Insight Advance, an online platform in which teachers upload recordings of their classroom teaching for peer-to-peer collaboration and coaching support. Teachers upload video recordings of their instruction to the Insight Education platform and school leadership provides coaching, calibration, meaningful feedback, and training for the classroom video recordings that are uploaded.

Based on observations, it was determined that our teaching staff needs more coaching and training on effective reading and literacy strategies and techniques for a virtual classroom. As a result, we are increasing the amount of observation and feedback teachers will receive via peers and

leadership from their class recordings to Insight Advance. Teachers will be observed via Insight Advance or live observation, 3x per semester or 6x per year. This increase in coaching and feedback will lead to more opportunities for teachers to improve instructional practice.

## **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)

B.E.S.T Academy uses multiple measures of state and local assessment to inform teaching and improve student achievement. Teachers use this data to inform instruction. In addition, we administer the NWEA MAP Growth assessment three times a year to monitor and respond to learning needs, establish SMART Goals and to check for understanding. During PLC, teachers analyze the MAP Growth test results with other local data to make informed instruction in both the classroom, individualized, and high dosage tutoring. Teachers look at individual, subgroup, and whole-class data to determine the type of intervention, including HDT, needed. Students track their own progress on the MAP Growth test. We will use CAASPP and CAST data to identify proficiency in ELA, Math, and Science.

Based on student performance on the ELPAC exams, teachers form groups and adjust the curriculum to focus on areas in which the greatest skill gap is identified.

Throughout the school year, the ELD department uses multiple measures to monitor student performance, including results attained on placement exams on charter's adopted digital core curriculum as well as NWEA scores.

In order to establish appropriate support for each Special Education student, collecting applicable data and reviewing it within IEP meetings is essential. We also use the diagnostic data provided by the general education curriculum to establish goals that will help benefit the students individually. Teachers are also able to analyze the state assessments while considering all possible accommodations that are implemented to the benefit of the child in the most supportive ways. Reviewing such assessments and data is impertinent to establishing Specialized Academic Instruction and all other related services.

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

All instructional staff members at B.E.S.T. Academy continuously review current and prior year assessment data. Teachers utilize NWEA, CAASPP, ELPAC, and research based supplemental and core curriculum data. Through PLCs, teachers at grade level and content areas modify instruction and curriculum-embedded assessments through differentiation. Our school monitors data to evaluate performance to meet SMART goals to ensure academic growth. We monitor student G.P.A., progress reports, attendance numbers, educational partner surveys, and classroom observations to provide whole student data which directly ties into engagement with the curriculum. Teachers and administrators run assessment data on a daily basis to inform the effectiveness of student placement and ensure student engagement. Teachers use data to drive future class and individual instructional needs and to communicate to families the current progress of their students.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members, except one, are qualified, and appropriately credentialed in the areas that they are serving. Staff member is working on getting their credential. Teacher credentials are monitored to assure that staff continue to meet requirements to teach in California.

95% of teaching staff are cleared credentialed or in an induction program to clear their credential. 1 teacher is currently pursuing the Chemistry and Earth Science authorization to be highly qualified in both those subjects.

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

Professional development is available to teachers to provide professional growth opportunities and induction to clear teaching credentials as needed. All courses are provided with an appropriate SBE-adopted curriculum as required and all teachers have access to instructional resources and support provided by curriculum providers.

B.E.S.T. Academy aims to support educationally-disadvantaged students to achieve success in education and pursue postsecondary education and obtain meaningful employment. Teacher professional development focuses on

- Assessment
- Curriculum
- Instruction
- Equity
- Professional Learning

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

Teachers participate in a variety of professional development that is aligned to NGSS, ELD, and CCSS content standards and the needs of students, based on their performance, throughout the year. Teachers are trained on effective literacy instructional strategies for online learning. Professional development is aligned with implementing our digital curriculum and platforms with fidelity. Teachers are trained on the implementation of the NWEA MAP Growth data reports and how to use them to create student groups, differentiate instruction, and adjust their teaching in the classroom. Teachers participate in PLCs to share best practices with each other. Teachers are provided weekly data reports of student progress in our digital curriculum which provides an effective way of measuring student growth and teacher effectiveness. Teachers attend professional development conferences for digital learning and bring what they learn back to their PLCs.

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

Teachers participate in weekly professional development. They are trained in Instructional best practices literacy, online teaching and SEL instruction that allows our teachers to fully implement B.E.S.T Academy's adopted standards based digital curriculum, pacing guide, SMART Goals and A-G courses. Teachers benefit from an instructional coach, curriculum coordinator, and an SEL teaching expert conduct weekly professional development. Observations provide coaching and support to teachers. ELD Coordinator meets regularly with teachers in PLC to offer teaching strategies and support for our students in ELD.

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

Collaborative planning is a priority for B.E.S.T. Academy. Teachers utilize PLC to collaborate by grade bands. We have a grade 3-6 PLC, grade 7-8 PLC, and a grade 9-12 PLC. PLC groupings are altered based on teacher-stated input to support the needs of their students. PLC department chairs are selected by their peers and rotated once a quarter and meet once a month with the Executive Directors and Curriculum Coordinator to report on teacher needs and concerns. Teachers analyze student performance data and determine what support students need.

## Teaching and Learning

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

B.E.S.T. Academy practices standards-based grading and mastery learning practices. Within our adopted digital curriculum objectives and learner outcomes are presented at the beginning of each lesson. All curriculum is aligned to CCSS, NGSS, and ELD standards, as well as meets A-G requirements for high school.

Additionally, all the supplemental digital curriculum programs meet the students at the individual level of performance to accelerate learning.

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

The school complies with the CA CDE instructional time required for ELD, Language Arts and math.

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

B.E.S.T. Academy is a fully online and independent study program which allows for flexibility in scheduling virtual intervention programs both synchronous and asynchronous. Supporting students with academic needs is a priority. Student(s) are scheduled for High Dosage Tutoring and ensure our synchronous classes have intervention embedded into it. SAI is offered for students with IEPs.

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

All students at B.E.S.T. Academy have access to and receive instruction through a charter adopted California standards aligned digital curriculum as required by the Williams Act. The high school courses are approved to meet UC “A-G” requirements. Supplementary digital curriculum is identified for students based on student needs identified by teachers.

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

Teachers use a curriculum that is aligned to the CA CCSS, ELD and NGSS standards. This includes a research-based supplementary curriculum that is designed to meet students where they are and schaffel instruction to accelerate learning.

To ensure that each student receives optimal instruction, their performances are constantly assessed and modifications are made to the design and goals of each of their programs to ensure that they meet or exceed the grade-level standards. Having a variety of supplementary curricula and the continued support of their teachers ensure students have access to rigorous, relevant, and coherent curricula in all content areas.

Students can access online curriculum anytime and anywhere. Students are provided the technology and resources needed to access all curriculum 24/7.

## Opportunity and Equal Educational Access

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

B.E.S.T Academy ensures that effective research and evidence-based instructional strategies are being implemented through collaborative classroom observations and PLCs, MTSS, and HDT. There is a focus on reading and literacy in all content areas. Teachers are trained on and use the following:

- Close reading strategies
- Scaffolding
- Break-out rooms for small group activities strategies from John Hattie's Visible Learning for Teachers
- Accelerated learning
- Principles from the Digital Playbook

Our digital curriculum follows the Understanding by Design pedagogy to ensure all students are able to demonstrate learning on key standards, as outlined in CCSS and NGSS.

Our supplemental curriculum has demonstrated strong evidence for ESSA. We use research-based strategies with proven high effect sizes, such as strategies measured by Medametrics. Our PLCs meet weekly to discuss and implement these research-based learning strategies and analyze data to target specific learning and behavioral needs. These needs are addressed through our MTSS and HDT sessions with individual targeted goals. Strategies to address English learner needs (GLAD) and implemented in the classrooms through the support of our ELD Coordinator.

We are committed to improving our MTSS model based on whole student data. The data from curriculum-embedded assessments are reviewed during grade-level PLCs to determine student placement and progress, and to inform instruction.

## Evidence-based educational practices to raise student achievement

Students that are underperforming are provided with additional support to help them meet grade level standards. Teachers provide tutoring for students needing help with their classwork. Students attend virtual synchronous classes for all core subjects.

Students are provided the following:

- Differentiated Instruction
- High Dosage Tutoring
- Meetings with Success Coaches
- SDAIE Strategies
- Integrated and Designated ELD
- SAI for students with IEPs
- MTSS and SSTs
- Summer School
- Synchronous classes

B.E.S.T. Academy maintains high-quality Special Education services for our students. Student performance data is collected in order to ensure that a proper review of possible needs is supported through SPED and related services. The goals are standard based in order to assist in filling the gaps of where the student currently is and where they are required to be via state standards. Specialized Academic Instruction and related services are then assigned to students during the IEP meeting in order to support the students' access to the curriculum and assist where the student may be underperforming.

In addition to tutoring, students are provided research-based ESSA approved "STRONG" rated digital supplemental curriculum to provide individualized academic support to accelerate learning.

## Parental Engagement

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

Students have the opportunity to participate in a variety of teacher sponsored clubs, access to 24/7 tutoring with tutor.com, and summer school extended learning opportunities. Workshops are provided approximately twice per month for students and parents. Assigned Success Coaches for students. Understanding the NWEA MAP Growth test.

The ELD department holds regular workshops for parents of English Learners, addressing diverse topics such as state testing, ELPAC, reclassification process, time management strategies, how to support students at home, overall EL program information and expectations.

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)

B.E.S.T. Academy understands the importance of involving parents', the community and all educational partners in the planning and implementation of these programs. To that end both School Site Council and ELAC meet regularly to monitor the SPSA

Parent meetings, such as the ELAC, also serve to provide an understanding of the school's purpose, the schoolwide learner outcomes, and academic standards.

## Funding

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

Students are provided with supplemental instructional materials to support student proficiency in core content courses. Additional professional and parent development resources are provided to staff and parents to provide additional ways to support at-risk students in achieving core content proficiency.

Fiscal support (EPC)

### CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with LEA policy:

Title I

ESSER I

ESSER II

These funds will be used as outlined in Actions and Goals contained within this report.

## **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**

Prior to developing the 22-23 SPSA, a comprehensive survey was sent to all Students, Parents, Guardians, and Employees of B.E.S.T Academy asking for feedback on a wide variety of areas to inform the three LCAP Goals and implementation of Actions within the SPSA. A summary of feedback provided is included in the "Comprehensive Needs Assessment" section of this document. An overview of the SSA including LCAP goals, metrics, actions, and expenditures was shared with parents and community members at an open meeting, held via zoom. Parents in attendance were given a survey to provide feedback on the goals, as well as staff members take notes on parent feedback during the meeting. A similar presentation is posted on the BEST Academy Charter School website with the corresponding survey to allow parents and community members who were not able to attend the public meetings to provide input. Parents on the English Learner Advisory Committee were given a presentation specifically about supports provided for English Learner students as well

as the overall summary of the complete SPSA. Feedback was collected from ELAC parents via survey and staff members taking notes during discussions. Feedback into the LCAP goals is a regular topic at parent meetings, including SSC and ELAC, which is gathered through survey and staff members taking notes. Ongoing feedback is used to inform implementation and create specific actions in the SPSA.

## Resource Inequities

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

Goal 1: High number of English Learner students enrolled require consistent focus on literacy development. High number of Low-income students demonstrate need for mentorship and individualized support to access literacy development activities and resources. Many students are dual-identified as both EL and Low-Income.

Goal 2: Focus on at-risk students achieving success in core content courses, with high numbers of students identified as EL, SPED, HY/FY, low-income, or dual-identified. Many students report connectivity issues, device issues, and other challenges due to online learning.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade3		3	25
Grade 4		7	24
Grade 5		15	45
Grade 6		24	54
Grade 7		36	63
Grade 8		119	55
Grade 9			41
Grade 10			23
Grade 11		2	32
Grade 12			22
Total Enrollment		206	384

### Conclusions based on this data:

1. 19/20 was the inaugural year for BEST Academy so prior years' data is not available.
2. Enrollment has increased in nearly all grade levels
3. Significant enrollment growth from the 19-20 to 20-21 school years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners		2	206		1.0%	53.6%
Fluent English Proficient (FEP)		14	42		6.8%	10.9%
Reclassified Fluent English Proficient (RFEP)		0	0		0.0%	0.0%

### Conclusions based on this data:

1. 19/20 was the inaugural year for BEST Academy so prior years' data is not available.
2. During the 19-20 school year only 2 enrolled student qualified as an English Learner. The number of ELs grew to 206 in the following year.
3. ELs represent a significant and growing portion of the student body, which is consistent across all grade levels.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12		22	12		0	12		0	100		0.0
Grade 4	20		22	20		0	19		0	100		0.0
Grade 5	11		42	11		0	11		0	100		0.0
Grade 6	*		51	*		0	*		0			0.0
Grade 7	*		53	*		0	*		0			0.0
Grade 8	*		44	*		0	*		0			0.0
Grade 11			30			0			0			0.0
All Grades	68		264	68		0	67		0	100		0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2397.			16.67			16.67			25.00			41.67		
Grade 4	2400.			0.00			15.79			15.79			68.42		
Grade 5	2431.			0.00			18.18			36.36			45.45		
Grade 6	*			*			*			*			*		
Grade 7	*			*			*			*			*		
Grade 8	*			*			*			*			*		
All Grades	N/A	N/A	N/A	4.48			17.91			37.31			40.30		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	0.00			66.67			33.33		
<b>Grade 4</b>	0.00			47.37			52.63		
<b>Grade 5</b>	9.09			45.45			45.45		
<b>Grade 6</b>	*			*			*		
<b>Grade 7</b>	*			*			*		
<b>Grade 8</b>	*			*			*		
<b>All Grades</b>	7.46			53.73			38.81		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	8.33			50.00			41.67		
<b>Grade 4</b>	5.26			52.63			42.11		
<b>Grade 5</b>	10.00			10.00			80.00		
<b>Grade 6</b>	*			*			*		
<b>Grade 7</b>	*			*			*		
<b>Grade 8</b>	*			*			*		
<b>All Grades</b>	7.58			53.03			39.39		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	8.33			75.00			16.67		
<b>Grade 4</b>	0.00			78.95			21.05		
<b>Grade 5</b>	9.09			63.64			27.27		
<b>Grade 6</b>	*			*			*		
<b>Grade 7</b>	*			*			*		
<b>Grade 8</b>	*			*			*		
<b>All Grades</b>	5.97			73.13			20.90		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.67			50.00			33.33		
Grade 4	0.00			63.16			36.84		
Grade 5	0.00			54.55			45.45		
Grade 6	*			*			*		
Grade 7	*			*			*		
Grade 8	*			*			*		
All Grades	5.97			64.18			29.85		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. 19/20 was the inaugural year for BEST Academy and state testing was suspended due to COVID-19. Baselines will be established as data becomes available.
2. NWEA MAP Growth testing was offered to provide information to teachers and families about student performance and progress toward core content mastery.
3. Data reported in 17-18 school year is erroneous data included in state reporting systems.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12		22	12		0	12		0	100		0.0
Grade 4	20		22	20		0	20		0	100		0.0
Grade 5	11		42	11		0	11		0	100		0.0
Grade 6	*		51	*		0	*		0			0.0
Grade 7	*		53	*		0	*		0			0.0
Grade 8	*		44	*		0	*		0			0.0
Grade 11			30			0			0			0.0
All Grades	68		264	68		0	68		0	100		0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2385.			0.00			25.00			25.00			50.00		
Grade 4	2421.			0.00			10.00			50.00			40.00		
Grade 5	2434.			9.09			9.09			18.18			63.64		
Grade 6	*			*			*			*			*		
Grade 7	*			*			*			*			*		
Grade 8	*			*			*			*			*		
All Grades	N/A	N/A	N/A	7.35			14.71			35.29			42.65		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	0.00			33.33			66.67		
<b>Grade 4</b>	5.00			15.00			80.00		
<b>Grade 5</b>	9.09			9.09			81.82		
<b>Grade 6</b>	*			*			*		
<b>Grade 7</b>	*			*			*		
<b>Grade 8</b>	*			*			*		
<b>All Grades</b>	7.35			27.94			64.71		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	8.33			50.00			41.67		
<b>Grade 4</b>	10.00			55.00			35.00		
<b>Grade 5</b>	18.18			27.27			54.55		
<b>Grade 6</b>	*			*			*		
<b>Grade 7</b>	*			*			*		
<b>Grade 8</b>	*			*			*		
<b>All Grades</b>	14.71			50.00			35.29		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	8.33			41.67			50.00		
<b>Grade 4</b>	0.00			45.00			55.00		
<b>Grade 5</b>	9.09			18.18			72.73		
<b>Grade 6</b>	*			*			*		
<b>Grade 7</b>	*			*			*		
<b>Grade 8</b>	*			*			*		
<b>All Grades</b>	7.35			47.06			45.59		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. 19/20 was the inaugural year for BEST Academy and state testing was suspended due to COVID-19. Baselines will be established as data becomes available.
2. NWEA MAP Growth testing was offered to provide information to teachers and families about student performance and progress toward core content mastery.
3. N/A

# 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	*		1428.7	*		1407.0	*		1450.1	*		14
4	*		1463.9	*		1460.2	*		1467.2	*		13
5	*		1432.7	*		1406.3	*		1458.6	*		24
6	*		1470.3	*		1458.7	*		1481.2	*		18
7			1474.5			1463.9			1484.6			31
8	*		1488.5	*		1473.5	*		1503.3	*		20
9			1511.4			1493.9			1528.3			16
10			1478.7			1448.5			1508.2			12
11			1491.9			1461.5			1521.8			22
12			1521.8			1488.2			1554.9			12
<b>All Grades</b>										19		182

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3			0.00	*		14.29	*		14.29			71.43	*		14
4			7.69	*		15.38			30.77			46.15	*		13
5	*		4.35			0.00			17.39			78.26	*		23
6			5.88	*		5.88			47.06			41.18	*		17
7			12.90			9.68			12.90			64.52			31
8	*		5.00			20.00			40.00			35.00	*		20
9			12.50			12.50			25.00			50.00			16
10			16.67			0.00			16.67			66.67			12
11			9.09			13.64			22.73			54.55			22
12			8.33			8.33			41.67			41.67			12
<b>All Grades</b>	*		8.33	*		10.00	*		25.56			56.11	19		180

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3			0.00	*		14.29	*		21.43			64.29	*		14
4	*		15.38			23.08			15.38			46.15	*		13
5	*		4.35			13.04			4.35			78.26	*		23
6			11.76	*		23.53			35.29			29.41	*		17
7			16.13			19.35			6.45			58.06			31
8	*		20.00			25.00			20.00			35.00	*		20
9			25.00			18.75			6.25			50.00			16
10			16.67			0.00			16.67			66.67			12
11			13.64			22.73			9.09			54.55			22
12			8.33			41.67			8.33			41.67			12
All Grades	*		13.33	*		20.00	*		13.33			53.33	19		180

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3			0.00			7.14	*		28.57			64.29	*		14
4			0.00			7.69	*		30.77			61.54	*		13
5			4.35	*		0.00			17.39			78.26	*		23
6			0.00	*		5.88			11.76			82.35	*		17
7			3.23			6.45			22.58			67.74			31
8	*		0.00			5.00			45.00	*		50.00	*		20
9			12.50			6.25			18.75			62.50			16
10			0.00			16.67			25.00			58.33			12
11			0.00			13.64			27.27			59.09			22
12			8.33			8.33			41.67			41.67			12
All Grades	*		2.78	*		7.22	*		26.11	*		63.89	19		180

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3			14.29	*		21.43			64.29	*		14
4			15.38	*		53.85			30.77	*		13
5	*		4.35			47.83			47.83	*		23
6			5.88	*		58.82			35.29	*		17
7			6.45			32.26			61.29			31
8	*		10.00			55.00			35.00	*		20
9			0.00			50.00			50.00			16
10			8.33			16.67			75.00			12
11			0.00			50.00			50.00			22
12			8.33			75.00			16.67			12
<b>All Grades</b>	*		6.67	*		45.56			47.78	19		180

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	*		0.00	*		35.71			64.29	*		14
4	*		15.38			38.46			46.15	*		13
5	*		4.35			13.04			82.61	*		23
6	*		25.00			37.50			37.50	*		16
7			31.03			13.79			55.17			29
8	*		25.00	*		40.00			35.00	*		20
9			43.75			6.25			50.00			16
10			25.00			8.33			66.67			12
11			23.81			19.05			57.14			21
12			16.67			33.33			50.00			12
<b>All Grades</b>	68.42		21.59	*		23.30			55.11	19		176

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3			7.14	*		28.57			64.29	*		14
4			0.00	*		30.77			69.23	*		13
5			4.35	*		17.39			78.26	*		23
6			5.88	*		0.00			94.12	*		17
7			9.68			12.90			77.42			31
8	*		15.00			20.00	*		65.00	*		20
9			18.75			18.75			62.50			16
10			8.33			33.33			58.33			12
11			4.55			40.91			54.55			22
12			16.67			33.33			50.00			12
All Grades	*		8.89	*		22.22	*		68.89	19		180

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3			0.00	*		35.71	*		64.29	*		14
4			0.00	*		38.46			61.54	*		13
5	*		0.00			17.39			82.61	*		23
6			0.00	*		70.59			29.41	*		17
7			3.23			38.71			58.06			31
8			0.00	*		55.00			45.00	*		20
9			0.00			50.00			50.00			16
10			0.00			33.33			66.67			12
11			0.00			45.45			54.55			22
12			8.33			58.33			33.33			12
All Grades	*		1.11	*		43.33	*		55.56	19		180

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- Overall student results show 18.33% of students scored a 3 or 4 in Overall Language. This data indicates that support for English Learners is a area of need for B.E.S.T. Academy.

2. Student showed promising results in Oral Language Domains. Overall Oral Language results show 33.33% of students scoring a 3 or 4 overall, with 52.23% of students scoring 3 or 4 in the Listening Domain and 44.89% of students scoring 3 or 4 in the Speaking Domain.
3. Students results indicate Written Language Domains are an area of need. Overall Written Language results show 10% of students scoring a 3 or 4 overall, with 31.11% of students scoring 3 or 4 in the Reading Domain and 44.44% of students scoring 3 or 4 in the Writing Domain.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>384</b>	<b>79.7</b>	<b>53.6</b>	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	206	53.6
Foster Youth		
Homeless	1	0.3
Socioeconomically Disadvantaged	306	79.7
Students with Disabilities	11	2.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	3.1
American Indian or Alaska Native	2	0.5
Asian	1	0.3
Filipino	1	0.3
Hispanic	333	86.7
Two or More Races	6	1.6
Native Hawaiian or Pacific Islander	3	0.8
White	25	6.5

### Conclusions based on this data:

1. 79.7% of students qualify as Socioeconomically Disadvantaged, an area of focus to provide support for students.

2. 52.5% of students are classified as English Learners, an area of focus to provide support for students.
3. Many students are dual-identified as both English Learner and Socioeconomically Disadvantaged, indicating a need for support to address needs of both student groups.

# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

#### Conclusions based on this data:

1. 19/20 was the inaugural year for BEST Academy. This information will be analyzed when available.
2. N/A
3. N/A

# School and Student Performance Data

## Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

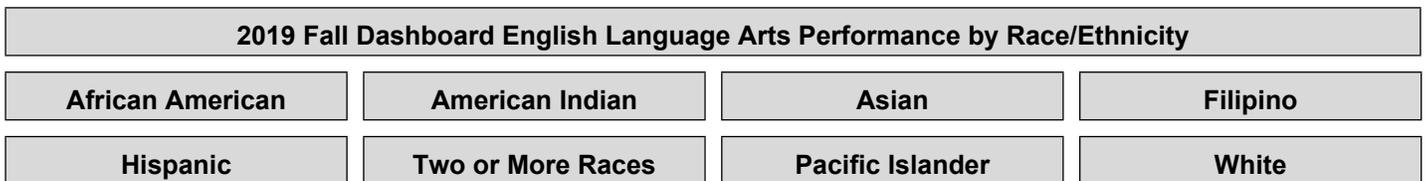
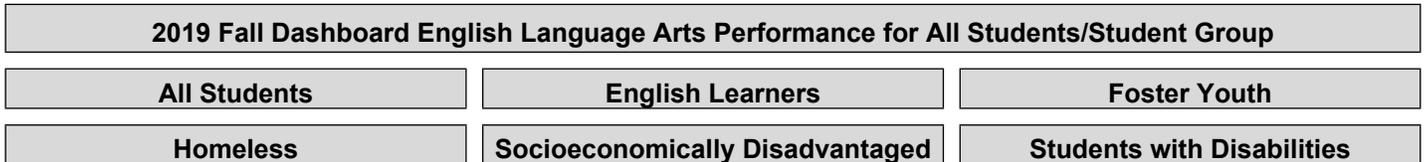
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

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.



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.



### Conclusions based on this data:

- 19/20 was the inaugural year for BEST Academy. This information will be analyzed when available.
- N/A
- N/A



# School and Student Performance Data

## Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

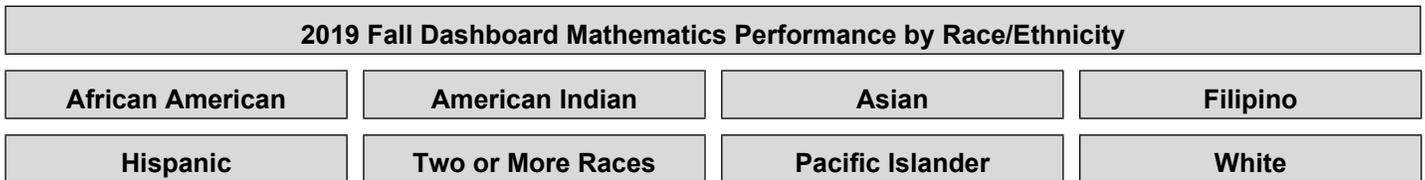
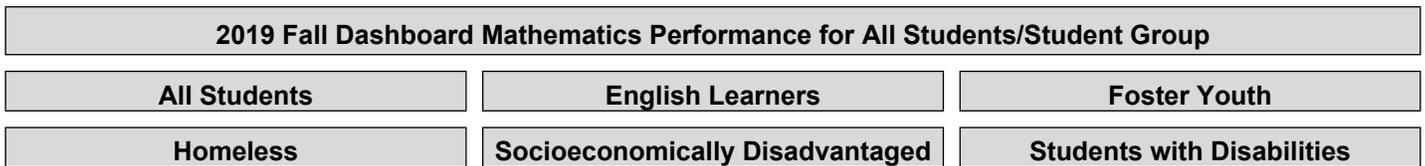
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

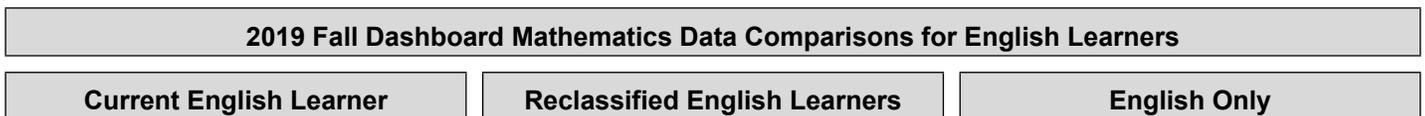
This section provides number of student groups in each color.



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.



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.



### Conclusions based on this data:

1. 19/20 was the inaugural year for BEST Academy. This information will be analyzed when available.
2. N/A
3. N/A



# School and Student Performance Data

## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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
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#### Conclusions based on this data:

- 19/20 was the inaugural year for BEST Academy. This information will be analyzed when available.
- N/A
- N/A

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	18	100
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	17	94.4
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	1	5.6
<b>Two or More Races</b>		
<b>English Learners</b>	12	66.7
<b>Socioeconomically Disadvantaged</b>	18	100
<b>Students with Disabilities</b>	1	5.6
<b>Foster Youth</b>		
<b>Homeless</b>	1	5.6

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. Eligible cohort of 18 students represents a small sample size for statistical analysis of college/career readiness trends.
2. AP and CTE programs were not available to this cohort of students, but are planned for implementation in coming years.
3. B.E.S.T. Academy received WASC Certification and subsequent A-G authorization in 20-21. A-G completion will be an area of growth in coming years.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

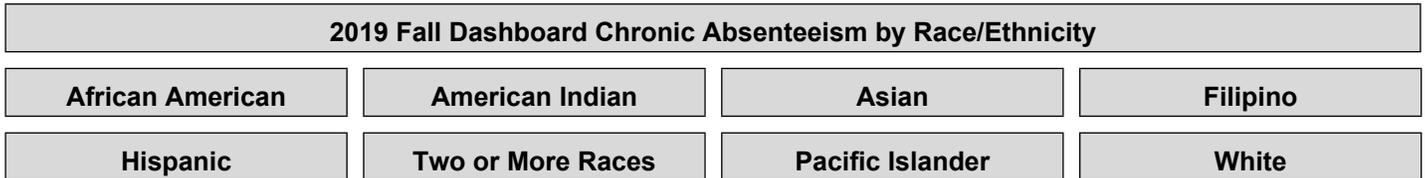
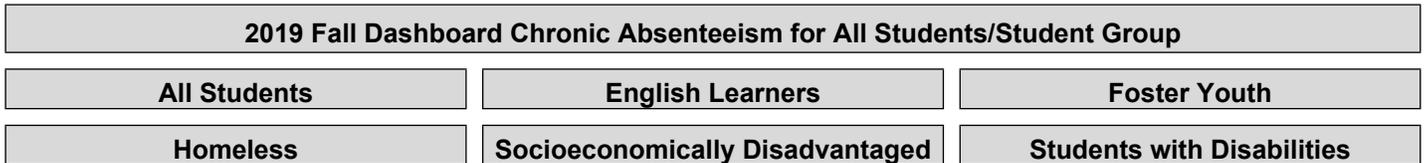
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

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.



### Conclusions based on this data:

1. 19/20 was the inaugural year for BEST Academy. This information will be analyzed when available.
2. N/A
3. N/A

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	18	13	1	72.2
English Learners	12	7	0	58.3
Foster Youth				
Homeless	1		0	
Socioeconomically Disadvantaged	18	13	1	72.2
Students with Disabilities	1		0	
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	17	12	1	70.6
Native Hawaiian or Pacific Islander				
White	1		0	
Two or More Races				

### Conclusions based on this data:

1. 72.2% of eligible students graduated in 2021. B.E.S.T. Academy assisted students with completing high school graduation requirements that were begun at a different education institution.
2. 2021 was the first year for B.E.S.T. Academy to graduate students, and this will continue to be an area of growth for the school.
3. Percentages of Hispanic and Socioeconomically Disadvantaged students completing graduation requirements mirror overall student trends.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

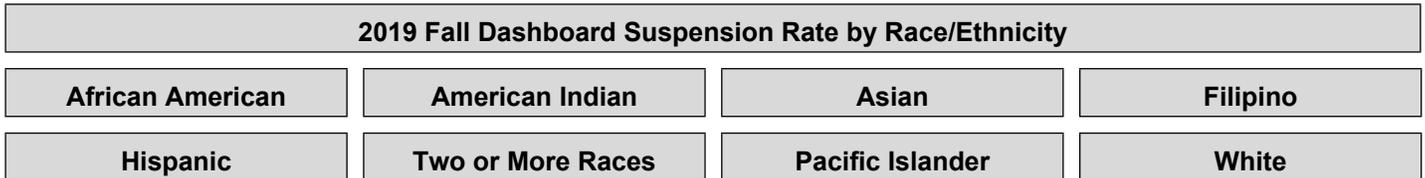
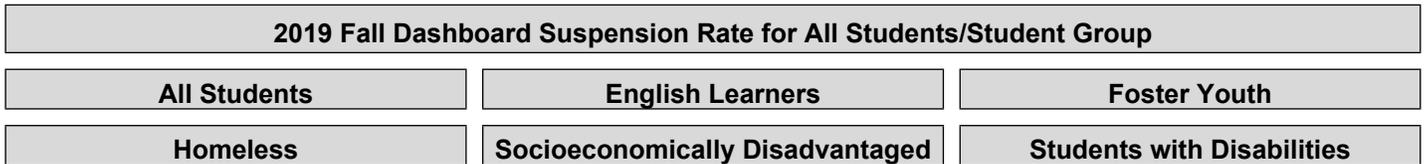
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

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.



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



### Conclusions based on this data:

1. 19/20 was the inaugural year for BEST Academy. This information will be analyzed when available.
2. N/A
3. N/A

# 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

Literacy

## LEA/LCAP Goal

To emphasize and support literacy across all content areas to promote student academic language development.

## Goal 1

Instruction at B.E.S.T. Academy focuses on Literacy across all content areas to support students in Academic Language Development and content literacy. A wide range of Literacy supports will be offered to students, with specific support for all unduplicated students to develop Literacy, access curriculum, and support increased Lexile growth.

## Identified Need

Support for at-risk students, specifically English Learners, to develop Literacy in all content areas and professional development for staff members to more effectively support at-risk students in Academic Language Development.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA RIT Language Exam	Grade levels that not have met targets: Language: 25% of 3rd grade students, 32% of 4th grade students, 35% of 5th grade students, 18% of 6th grade students, 39% of 7th grade students, 34% of 8th grade students, 35% of 9th grade students, 48% of 10th grade students, and 46% of 11th grade students met mid-year growth projections, failing to meet the target of 50%.	85% of students will score results representing a full years' growth, 40% of student will score results representing a 1.5 years' growth, and 10% of student will score results representing a 2 full years' growth.
NWEA RIT Reading Exam	Grade levels that met targets: Reading: 54% of 12th grade students met mid-year growth projection, exceeding the target of 50%.  Grade levels that not have met targets:	85% of students will score results representing a full years' growth, 40% of student will score results representing a 1.5 years' growth, and 10% of student will score results representing a 2 full years' growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>40% of 3rd grade students, 30% of 4th grade students, 23% of 5th grade students, 33% of 6th grade students, 39% of 7th grade students, 23% of 8th grade students, 39% of 9th grade students, 36% of 10th grade students, and 46% of 11th grade students met mid-year growth projections, failing to meet the target of 50%.</p>	
Lexia English	<p>67% of students completed at least 212 units, representing 1 year's growth, failing to meet the target of 85%. 50% of students completed at least 265 units, representing 1.5 year's growth, and 38% of students completed at least 318 units, representing 2 year's growth, exceeding the targets of 40% and 10% respectively.</p>	<p>85% of students will complete lessons representing a full years' growth, 40% of student will complete lessons representing a 1.5 years' growth, and 10% of student will complete lessons representing a 2 full years' growth</p>
Lexia Core 5	<p>83% of students completed at least 115 units, representing 1 year's growth, failing to meet the target of 85%. 64% of students completed at least 175 units, representing 1.5 year's growth, and 57% of students completed at least 210 units, representing 2 year's growth, exceeding the targets of 40% and 10% respectively.</p>	<p>85% of students will complete lessons representing a full years' growth, 40% of student will complete lessons representing a 1.5 years' growth, and 10% of student will complete lessons representing a 2 full years' growth</p>
Lexia PowerUp	<p>Word Study: 60% of students completed at least 60 units, representing 1 year's growth, failing to meet the target of 85%. 44% of students completed at least 75 units, representing 1.5 year's growth, and 33% of students completed at least 90 units, representing 2 year's growth,</p>	<p>85% of students will complete lessons representing a full years' growth, 40% of student will complete lessons representing a 1.5 years' growth, and 10% of student will complete lessons representing a 2 full years' growth</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>exceeding the targets of 40% and 10% respectively.</p> <p>Grammar: 21% of students completed at least 60 units, representing 1 year's growth, 11% of students completed at least 75 units, representing 1.5 year's growth, and 4% of students completed at least 90 units, representing 2 year's growth, failing to meet the targets of 85%, 40% and 10% respectively.</p> <p>Reading: 68% of students completed at least 60 units, representing 1 year's growth, failing to meet the target of 85%.</p> <p>59% of students completed at least 75 units, representing 1.5 year's growth, and 55% of students completed at least 210 units, representing 2 year's growth, exceeding the targets of 40% and 10% respectively.</p>	
Proficiency rates on ELPAC exams	<p>16 students reclassified as Fluent English Proficient in the 21-22 school year. Average Overall ELPAC Proficiency of 1.81. 7.8% of students scored 4, 15.1% of students scored 3, 23.4% of students scored 2 and 49.3% of students scored 3 on Overall ELPAC Proficiency.</p>	Sustained increase in proficiency rates on ELPAC results.

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)

English Learners, Students with an IEP, Homeless/Foster Youth, and Low Income Students

Strategy/Activity

Supplemental support to support student Academic Language Development and literacy development by providing individual support to students and families through mentorship and outreach to support individual student success.

### 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)

45000

Title I  
5000-5999: Services And Other Operating Expenditures  
Tutoring and academic mentorship

### Strategy/Activity 2

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

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

English Learners

Strategy/Activity

Supplemental program subscription to supplement core ELD curriculum and increase content scaffolding, support Integrated ELD and student engagement. This support will also be offered as needed to any student reading below grade level, with specific attention paid to Unduplicated 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)

9000

Title I  
5000-5999: Services And Other Operating Expenditures  
Supplemental Program Subscriptions

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

This goal was implemented as intended. All action items were implemented as outlined in the SPSA.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal was implemented as intended. All action items were implemented as outlined in the SPSA.

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.

Feedback will be implemented to refine and improve actions, and supplemental program subscriptions adjusted to address feedback from Educational Partners.

# 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

College and Career Readiness

## LEA/LCAP Goal

Academic achievement in all content areas to support College and Career Readiness

## Goal 2

BEST Academy Charter School supports student College and Career readiness through a rigorous and engaging independent study curriculum. Core curriculum is aligned to all Common Core State Standards with supplemental programs that increase supports for core curriculum and support Career exposure and readiness.

## Identified Need

Support for at-risk students in achieving proficiency in core content courses. Additionally,

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math Growth Test	<p>Grade levels that met targets: 52% of 4th grade students and 57% of 10th grade students met mid-year growth projection, exceeding the target of 50%</p> <p>Grade levels that not have met targets: 23% of 3rd grade students, 48% of 5th grade students, 29% of 6th grade students, 39% of 7th grade students, 25% of 8th grade students, 43% of 9th grade students, 38% of 11th grade students, and 48% of 12th grade students met mid-year growth projections, failing to meet the target of 50%.</p>	85% of students will score results representing a full years' growth, 40% of student will score results representing a 1.5 years' growth, and 10% of student will score results representing a 2 full years' growth.
NWEA Science Growth Test	Grade levels that met targets: 55% of 10th grade students met mid-year growth	85% of students will score results representing a full years' growth, 40% of student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>projection, exceeding the target of 50%</p> <p>Grade levels that not have met targets:            15% of 3rd grade students,            45% of 4th grade students,            24% of 5th grade students,            27% of 6th grade students,            41% of 7th grade students,            36% of 8th grade students, and            44% of 9th grade students met mid-year growth projections, failing to meet the target of 50%.</p>	<p>will score results representing a 1.5 years' growth, and 10% of student will score results representing a 2 full years' growth.</p>
Beable	<p>58% of students completed at least 25 units, representing 1 year's growth, failing to meet the target of 85%.</p> <p>56% of students completed at least 38 units, representing 1.5 year's growth, and 53% of students completed at least 50 units, representing 2 year's growth, exceeding the targets of 40% and 10% respectively.</p>	<p>85% of students will complete lessons representing a full years' growth, 40% of student will complete lessons representing a 1.5 years' growth, and 10% of student will complete lessons representing a 2 full years' growth</p>
DreamBox	<p>63% of students completed at least 80 units, representing 1 year's growth, and 27% of students completed at least 100 units, representing 1.5 year's growth, failing to meet the targets of 85% and 40% respectively.</p> <p>13% of students completed at least 120 units, representing 2 year's growth, exceeding the target of 10%.</p>	<p>85% of students will complete lessons representing a full years' growth, 40% of student will complete lessons representing a 1.5 years' growth, and 10% of student will complete lessons representing a 2 full years' growth</p>

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)

English Learners, Students with an IEP, Homeless/Foster Youth, and Low Income Students

### Strategy/Activity

Support staff to implement intervention programs to support all students' achievement in core content classes. Student Intervention Coordinator will monitor student data and support students, parents, and staff in coordinating effective intervention programs to support student success in core content classes.

### 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)

66766

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Student Intervention Coordinator

### 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

Supplemental program subscription to supplement core curriculum and address student content needs in core curriculum classes.

### 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)

9000

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Supplemental Program Subscriptions

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

This goal was implemented as intended. All action items were implemented as outlined in the SPSA.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal was implemented as intended. All action items were implemented as outlined in the LCAP. Only minor changes in costs to action steps due to adjusted student enrollment.

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.

Supplemental programs data support will be provided to teachers, students, and parents to strengthen implementation and increase student success.

# 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

Connect 2 Connect

## LEA/LCAP Goal

To increase student, parent and community engagement to support excellence in student success

## Goal 3

BEST Academy Charter School strives to provide students with an engaging and inclusive student community by connecting students in curricular and extracurricular interactions at all school activities. Teachers connect with students during interactive activities at all class meetings to provide students with both social and academic connections during class time. All staff seeks to provide positive interactions with all students and community members to foster personal connections in a digital environment.

## Identified Need

Increased educational partner engagement to support student and parent support.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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.

## Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Digital interactions and activities in Goal 3 were able to be implemented as planned. In-person interactions and activities were delayed and limited due to the ongoing pandemic, particularly in the beginning of the year. Limited in-person interactions were possible near the end of the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Digital interactions and activities in Goal 3 were able to be implemented as planned. In-person interactions and activities were delayed and limited due to the ongoing pandemic, particularly in the beginning of the year. Limited in-person interactions were possible near the end of the school year.

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.

In subsequent LCAP items, B.E.S.T. Academy hopes to expand and continue to implement in-person engagement opportunities to complement the currently provided digital opportunities. Parents feedback on topics for workshops and ways to better engage a wider audience will be implemented to continue to improve in coming years. Items in this goal are able to be implemented with alternate one-time funding.

# 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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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.

# 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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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.

# 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	\$129,766.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$129,766.00

## 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	\$129,766.00

Subtotal of additional federal funds included for this school: \$129,766.00

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

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

Total of federal, state, and/or local funds for this school: \$129,766.00

# 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
Title I	129,766	0.00

## Expenditures by Funding Source

Funding Source	Amount
Title I	129,766.00

## Expenditures by Budget Reference

Budget Reference	Amount
5000-5999: Services And Other Operating Expenditures	129,766.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	Title I	129,766.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	54,000.00
Goal 2	75,766.00

# 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
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Daniel Crook	Principal
Kelly Goldberg	Classroom Teacher
Tanner Herny	Classroom Teacher
Margaret Compton	Classroom Teacher
Donna Colbert	Other School Staff
Jeff Macias	Parent or Community Member
Cielo Vega Mendoza	Parent or Community Member
Mabet Paredes Guerra	Parent or Community Member
Sophia Ledesma	Secondary Student
Jeremy Macias	Secondary Student

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 6/16/2022.

Attested:



Principal, Daniel Crook on 6/16/2022



SSC Chairperson, Jeremy Macias on 6/16/2022

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## 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 make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **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.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## 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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## 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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019