

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Miguel Hidalgo Elementary School	13-63073-6008270	1/20/2022	Feb.08, 2022

Purpose and Description

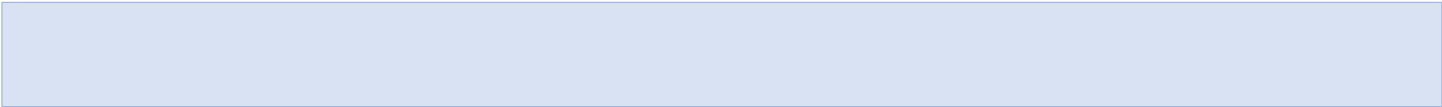
Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Miguel Hidalgo School Plan for Student Achievement (SPSA) describes a Schoolwide Program that includes strategies, actions, and services that address all student's needs. Our school community which includes administration, teachers, and parents works together to provide our students a high-quality education based on California Content Standards. There are 570 students enrolled at Miguel Hidalgo School, 97.2% of which are socio-economically disadvantaged (SED), 30% are English learners, and 0.8% are Foster Youth.

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.

Miguel Hidalgo School Single Plan for Student Achievement (SPSA) is aligned with the goals of the Brawley Elementary School District Local Control and Accountability Plan (LCAP.) This Miguel Hidalgo School Plan is aligned with the District's LCAP through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions, and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.



Comprehensive Needs Assessment Components

Data Analysis

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

Because of the shuttering of schools due to the COVID-19 Pandemic, analysis is heavily dependent on 2018 - 2019 data. However, 2019 - 2020, 2020 - 2021 District Benchmark data has been provided for analysis when available.

The California Dashboard and school performance overview provide some insight to the needs of our student population. Our data in all areas merits deep analysis and the development of systems to improve student academic achievement. There are 610 students enrolled at Miguel Hidalgo School, 96.8% of which are socio-economically disadvantaged (SED), 30% are English learners, and 0.8% are Foster Youth.

Our English Language Arts is 30.5 points below standard, we increased significantly 15.4 on the dashboard and are currently yellow on the dashboard. Our mathematics is 32.9 points below standard, we increased 3.3 points on the dashboard and are currently yellow on the dashboard. Our English learner population, (187 students / 30% total population) is 8.5 % Well Developed, Level 4; 36.4% Moderately Developed, Level 3; 42.7% Somewhat Developed, Level 2; and 12% Beginning Stage, Level 1 on the ELPAC.

Benchmark Data is collected four times in K-2 and three times in grades 3-6.

ELA

In Grade K-2 2018 - 2019 Benchmark passing rates in ELA were:

Kindergarten	1st Grade	2nd Grade
1st Quarter 49.5%	1st Quarter 69.9%	1st Quarter 34.7%
2nd Quarter 66.0%	2nd Quarter 69.9%	2nd Quarter 47.8%
3rd Quarter 74.0%	3rd Quarter 63.8%	3rd Quarter 45.2%
4th Quarter 77.7%	4th Quarter 47.8%	4th Quarter 55.9%

In Grade K-2 2019 - 2020 Benchmark passing rates in ELA were:

Kindergarten

1st Quarter. Skill 1 (Sentence Segmentation) 84% Passing Rate
Skill 2 (Alliteration) 67% Passing Rate

2nd Quarter. Skill 1 (Sentence Segmentation) 90% Passing Rate

Skill 2 (Alliteration) 87% Passing Rate
Skill 3 (Rhyme in Nursery Rhyme) 84% Passing Rate
Skill 4 (Isolate Onset) 95% Passing Rate
Skill 5 (Blend Onset and Rime) 78% Passing Rate
Skill 6 (Segment Onset & Rime) 65% Passing Rate
Skill 7 (Rhyme Recognition) 69% Passing Rate

1st Grade

1st Quarter. Skill 1 (Isolate Initial Phoneme) 93% Passing Rate
Skill 2 (Letter Sounds Percent) 86% Passing Rate
Skill 3 (CVC Word Percent) 70% Passing Rate
Skill 4 (Words w/ Blends Percent) 59% Passing Rate
Skill 5 (High Frequency Words Total) 21 words Passing Rate

2nd Quarter. Skill 1 (Blending Phonemes) 89% Passing Rate

Skill 2 (Ending Blends Percent) 72% Passing Rate
Skill 3 (Digraphs Percent) 64% Passing Rate
Skill 4 (High Frequency Words Total #) 53 Words

2nd Grade

1st Quarter 30.8% Passing Rate
2nd Quarter. 35.4% Passing Rate

MATH

In Grade K-2 2018 - 2019 Benchmark passing rates in Math were:

Kindergarten	1st Grade	2nd Grade
1st Quarter 75%	1st Quarter 69.9%	1st Quarter 67%
2nd Quarter 59.8%	2nd Quarter 62.9%	2nd Quarter 52.2%
3rd Quarter 88.4%	3rd Quarter 71.3%	3rd Quarter 34.1%
4th Quarter 82.1%	4th Quarter 89.2%	4th Quarter
31.9%		

In Grade K-2 2019 - 2020 Benchmark passing rates in Math were:

Kindergarten	1st Grade	2nd Grade
1st Quarter 76.7%	1st Quarter 83.3%	1st Quarter 63.8%
2nd Quarter 77.8%	2nd Quarter 81.6%	2nd Quarter 35.4%
3rd Quarter Not Available	3rd Quarter Not Available	3rd Quarter Not Available

Review of the 2018-2019 data indicates that less than 50% of 2nd grade students are reaching ELA grade level standards. Data further indicates that there is a decline in 2nd grade Math benchmarks results each quarter. For 2019 - 2020, there is no ELA 1st Quarter Benchmark Data available for Kindergarten and 1st Grade; there is a significant drop in the 2nd grade 1st quarter benchmark results when compared to the 2018-2019 1st grade 3rd quarter benchmark results (1st grade-2nd grade cohort.)

In grades 3 – 6, the data foreshadows student CAASPP data results because we are using the interim assessment blocks (IABs) which have been created to predict student outcomes and use as a teaching tools aligned to ELA, Math, summative assessments.

In ELA, students in grades 3 - 6 take the following 3 IABs: Read Literary Text; Listen and Interpret; Read Informational Text.

ELA		
2018 - 2019 Data		
3rd Grade		
1st Quarter (Read Literary Text IAB): 38%	Above Standard: 18%.	Near Standard:
1st Quarter (Read Literary Text IAB): 43%	Above/Near Standard (combined): 56%.	Below Standard:
2nd Quarter (Listen and Interpret IAB): 60%	Above Standard: 10%.	Near Standard:
2nd Quarter (Listen and Interpret IAB): 28%	Above/Near Standard (combined): 70%.	Below Standard:
3rd Quarter (Read Informational Text IAB): 49%	Above Standard: 24%.	Near Standard:
3rd Quarter (Read Informational Text IAB): 27%	Above/Near Standard (combined): 73%.	Below Standard:
4th Grade		
1st Quarter (Read Literary Text IAB): 45%	Above Standard: 13%.	Near Standard:
1st Quarter (Read Literary Text IAB): 42%	Above/Near Standard (combined): 58%.	Below Standard:
2nd Quarter (Listen and Interpret IAB): 57%	Above Standard: 27%.	Near Standard:
2nd Quarter (Listen and Interpret IAB): 16%	Above/Near Standard (combined): 84%.	Below Standard:
3rd Quarter (Read Informational Text IAB): 55%	Above Standard: 36%.	Near Standard:
3rd Quarter (Read Informational Text IAB): 9%	Above/Near Standard (combined): 91%.	Below Standard:
5th Grade		
1st Quarter (Read Literary Text IAB): 48%	Above Standard: 7%.	Near Standard:
1st Quarter (Read Literary Text IAB): 45%	Above/Near Standard (combined): 55%.	Below Standard:

2nd Quarter (Listen and Interpret IAB): 58%	Above Standard: 11%.	Near Standard:
2nd Quarter (Listen and Interpret IAB): 31%	Above/Near Standard (combined): 69%.	Below Standard:
3rd Quarter (Read Informational Text IAB): 55%	Above Standard: 40%.	Near Standard:
3rd Quarter (Read Informational Text IAB): 5%	Above/Near Standard (combined): 95%.	Below Standard:
6th Grade		
1st Quarter (Read Literary Text IAB): 54%	Above Standard: 3%.	Near Standard:
1st Quarter (Read Literary Text IAB): 43%	Above/Near Standard (combined): 57%.	Below Standard:
2nd Quarter (Listen and Interpret IAB): 49%	Above Standard: 23%.	Near Standard:
2nd Quarter (Listen and Interpret IAB): 28%	Above/Near Standard (combined): 72%.	Below Standard:
3rd Quarter (Read Informational Text IAB): 66%	Above Standard: 11%.	Near Standard:
3rd Quarter (Read Informational Text IAB): 23%	Above/Near Standard (combined): 77%.	Below Standard:
ELA 2019 - 2020 Data		
3rd Grade		
1st Quarter (Read Literary Text IAB): 34%	Above Standard: 12%.	Near Standard:
1st Quarter (Read Literary Text IAB): 54%	Above/Near Standard (combined): 46%.	Below Standard:
2nd Quarter (Listen and Interpret IAB): 40.6%	Above Standard: 13.5%.	Near Standard:
2nd Quarter (Listen and Interpret IAB): 45.8%	Above/Near Standard (combined): 44.1%.	Below Standard:
3rd Quarter (Read Informational Text IAB):	Not Available	
4th Grade		
1st Quarter (Read Literary Text IAB): 46%	Above Standard: 16%.	Near Standard:
1st Quarter (Read Literary Text IAB): 37%	Above/Near Standard (combined): 62%.	Below Standard:
2nd Quarter (Listen and Interpret IAB): 60.0%	Above Standard: 11.1%.	Near Standard:
2nd Quarter (Listen and Interpret IAB): 28.9%	Above/Near Standard (combined): 71.1%.	Below Standard:
3rd Quarter (Read Informational Text IAB):	Not Available	
5th Grade		
1st Quarter (Read Literary Text IAB): 46%	Above Standard: 22%.	Near Standard:
1st Quarter (Read Literary Text IAB): 32%	Above/Near Standard (combined): 68%.	Below Standard:
2nd Quarter (Listen and Interpret IAB): 60.2%	Above Standard: 14.5%	Near Standard:
2nd Quarter (Listen and Interpret IAB): 25.3%	Above/Near Standard (combined): 74.7%.	Below Standard:
3rd Quarter (Read Informational Text IAB):	Not Available	
6th Grade		
1st Quarter (Read Literary Text IAB): 53%	Above Standard: 14%.	Near Standard:

1st Quarter (Read Literary Text IAB): 33%	Above/Near Standard (combined): 67%.	Below Standard:
2nd Quarter (Listen and Interpret IAB): 55.9%	Above Standard: 32.2%.	Near Standard:
2nd Quarter (Listen and Interpret IAB): 11.9%	Above/Near Standard (combined): 88.1%.	Below Standard:
3rd Quarter (Read Informational Text IAB):	Not Available	

In ELA the data reflects that all grade levels, 3 – 6, have scored above 50% Above or Near Standard in the first two benchmarks (Read Literary Text & Listen and Interpret) with 85% of 4th grade students scoring Above or Near Standard on the Listen and Interpret IAB.

MATH

2018 - 2019 Data

3rd Grade

1st Quarter (Ratios and Proportional Relationships IAB): 47%	Above Standard: 14%	Near Standard:
1st Quarter (Ratios and Proportional Relationships IAB): 39%	Above/Near Standard (combined): 61%.	Below Standard:
2nd Quarter (The Number System IAB): 50%	Above Standard: 23%	Near Standard:
2nd Quarter (The Number System IAB): 27%	Above/Near Standard (combined): 73%	Below Standard:
3rd Quarter (IAB - NF): 18%	Above Standard: 79%	Near Standard:
3rd Quarter (IAB - NF): 3%	Above/Near Standard (combined): 97%.	Below Standard:
3rd Quarter (PT): 54%	Above Standard: 31 %	Near Standard:
3rd Quarter (PT): 15%	Above/Near Standard (combined): 85%.	Below Standard:

4th Grade

1st Quarter (Ratios and Proportional Relationships IAB): 48%	Above Standard: 35%.	Near Standard:
1st Quarter (Ratios and Proportional Relationships IAB): 39%	Above/Near Standard (combined): 61%.	Below Standard:
2nd Quarter (The Number System IAB): 48%	Above Standard: 38%.	Near Standard:
2nd Quarter (The Number System IAB): 13%	Above/Near Standard (combined): 86%.	Below Standard:
3rd Quarter (IAB - NF): 44%	Above Standard: 35%	Near Standard:
3rd Quarter (IAB - NF): 20%	Above/Near Standard (combined): 79%.	Below Standard:
3rd Quarter (PT): 61%	Above Standard: 37 %	Near Standard:
3rd Quarter (PT): 3%	Above/Near Standard (combined): 98%.	Below Standard:

5th Grade

1st Quarter (Ratios and Proportional Relationships IAB): 51%	Above Standard: 9%.	Near Standard:
1st Quarter (Ratios and Proportional Relationships IAB): 40%	Above/Near Standard (combined): 60%.	Below Standard:
2nd Quarter (The Number System IAB): 41%	Above Standard: 11%.	Near Standard:
2nd Quarter (The Number System IAB): 48%	Above/Near Standard (combined): 52%.	Below Standard:

3rd Quarter (IAB - NF): 48%	Above Standard: 24%	Near Standard:
3rd Quarter (IAB - NF): 29%	Above/Near Standard (combined): 72%	Below Standard:
3rd Quarter (PT): 69%	Above Standard: 16%	Near Standard:
3rd Quarter (PT): 16%	Above/Near Standard (combined): 85%	Below Standard:
6th Grade		
1st Quarter (Ratios and Proportional Relationships IAB): 36%	Above Standard: 21%	Near Standard:
1st Quarter (Ratios and Proportional Relationships IAB): 43%	Above/Near Standard (combined): 57%	Below Standard:
2nd Quarter (The Number System IAB): 47%	Above Standard: 22%	Near Standard:
2nd Quarter (The Number System IAB): 31%	Above/Near Standard (combined): 69%	Below Standard:
3rd Quarter (IAB - EE): 44%	Above Standard: 27%	Near Standard:
3rd Quarter (IAB - EE): 30%	Above/Near Standard (combined): 71%	Below Standard:
3rd Quarter (PT): 71%	Above Standard: 7 %	Near Standard:
3rd Quarter (PT): 22%	Above/Near Standard (combined): 78%	Below Standard:
MATH		
2019 - 2020 Data		
3rd Grade		
1st Quarter (NBT IAB): 34%	Above Standard: 12%	Near Standard:
1st Quarter (NBT IAB): Standard: 54%	Above/Near Standard (combined): 46%	Below
2nd Quarter (OA IAB): 42.7%	Above Standard: 20.8%	Near Standard:
2nd Quarter (OA IAB): Standard: 36.5%	Above/Near Standard (combined): 63.5%	Below
3rd Quarter	Not Available	
4th Grade		
1st Quarter (NBT IAB): 46%	Above Standard: 16%	Near Standard:
1st Quarter (NBT IAB): Standard: 37%	Above/Near Standard (combined): 62%	Below
2nd Quarter (OA IAB): 49.4%	Above Standard: 14.6%	Near Standard:
2nd Quarter (OA IAB): Standard: 36%	Above/Near Standard (combined): 64%	Below
3rd Quarter	Not Available	
5th Grade		
1st Quarter (NBT IAB): 46%	Above Standard: 22%	Near Standard:
1st Quarter (NBT IAB): Standard: 32%	Above/Near Standard (combined): 68%	Below

2nd Quarter (NF IAB): 53.6%	Above Standard: 23.8%	Near Standard:
2nd Quarter (NF IAB): Standard: 22.6%	Above/Near Standard (combined): 79.8%	Below
3rd Quarter	Not Available	
6th Grade		
1st Quarter (The Number System IAB): Standard: 53%	Above Standard: 14%	Near
1st Quarter (The Number System IAB): Standard: 33%	Above/Near Standard (combined): 67%	Below
2nd Quarter (RP IAB): Standard: 37.3%	Above Standard: 16.9%	Near
2nd Quarter (RP IAB): Standard: 45.8%	Above/Near Standard (combined): 54.2%	Below
3rd Quarter	Not Available	

In Mathematics, students in Grades 3 – 5 have taken the following two IABs: Number and Operations Base Ten; and Operations and Algebraic Thinking. Scores have been above 50% Above or Near Standard on these two assessments with 4th grade students scoring 84% Above or Near Standard on the Number and Operations Base Ten IAB and 86% Above or Near Standard on the Operations and Algebraic Thinking IAB. 6th Grade Students have scored 57% Above or Near Standard on the Ratios and Proportional Relationships IAB; and 72% on the Number Systems IAB.

During the 2020 - 2021 School Year, Grade Levels implemented Learning Cycles and developed Common Formative Assessments (CFAs) to monitor student achievement towards selected CCSS in ELA and Math. A Diagnostic Assessment, assessing Essential Standards was also administered at the beginning of the year:

ELA Cycle 1:

Kinder: CCSS: CA.ELA.RF.K.3

97.2% of Miguel Hidalgo School Kindergarten Students Met or Exceeded the Standard on the CFA.

Kinder: CCSS: CCSS.ELA-Literacy-RL.K.3

78.5% of Miguel Hidalgo School Kindergarten Students Met or Exceeded the Standard on the CFA.

1st Grade: CCSS: CCSS.ELA.Literacy.RL.1.2

83.0% of Miguel Hidalgo School 1st Grade Students Met or Exceeded the Standard on the CFA.

2nd Grade: CCSS: CA.ELA.RL.2.5

77.7% of Miguel Hidalgo School 2nd Grade Students Met or Exceeded the Standard on the CFA.

3rd Grade: CCSS: CA.ELA.RI.3.2

40.2% of Miguel Hidalgo School 3rd Grade Students Met or Exceeded the Standard on the CFA.

4th Grade: CCSS: CCSS.ELA.Literacy.RL.4.1

48.5% of Miguel Hidalgo School 4th Grade Students Met or Exceeded the Standard on the CFA.

5th Grade: CCSS: CCSS.ELA.Literacy.RI.5.3

39.5% of Miguel Hidalgo School 5th Grade Students Met or Exceeded the Standard on the CFA.

6th Grade: CCSS: CCSS.ELA.Literacy.RI.6.1

38.1% of Miguel Hidalgo School 6th Grade Students Met or Exceeded the Standard on the CFA.

ELA Cycle 2

Kinder: CCSS: CA.ELA.RI.K.2

88.2% of Miguel Hidalgo School Kindergarten Students Met or Exceeded the Standard on the CFA.

1st Grade: CCSS: CCSS.ELA.RI.1.2

59.3% of Miguel Hidalgo School 1st Grade Students Met or Exceeded the Standard on the CFA.

2nd Grade: CCSS: CA.ELA.RI.2.1

53.1% of Miguel Hidalgo School 2nd Grade Students Met or Exceeded the Standard on the CFA.

3rd Grade: CCSS: CA.ELA.RL.3.1

36.8% of Miguel Hidalgo School 3rd Grade Students Met or Exceeded the Standard on the CFA.

4th Grade: CCSS: CCSS.ELA.Literacy.RL.4.6

8.7% of Miguel Hidalgo School 4th Grade Students Met or Exceeded the Standard on the CFA.

5th Grade: CCSS: CCSS.ELA.Literacy.RL.5.6

24.3% of Miguel Hidalgo School 5th Grade Students Met or Exceeded the Standard on the CFA.

6th Grade: CCSS: CCSS.ELA.Literacy.RI.6.6

31.7% of Miguel Hidalgo School 6th Grade Students Met or Exceeded the Standard on the CFA.

ELA Cycle 3

Kinder: CCSS: CA.ELA.RF.K.3.a

77.8% of Miguel Hidalgo School Kindergarten Students Met or Exceeded the Standard on the CFA.

1st Grade: CCSS: CCSS.ELA.RF.1.1.a

64.3% of Miguel Hidalgo School 1st Grade Students Met or Exceeded the Standard on the CFA.

2nd Grade: CCSS: CA.ELA.RL.2.5

59.5% of Miguel Hidalgo School 2nd Grade Students Met or Exceeded the Standard on the CFA.

3rd Grade: CCSS: CA.ELA.RL.3.1

40.0% of Miguel Hidalgo School 3rd Grade Students Met or Exceeded the Standard on the CFA.

4th Grade: CCSS: CCSS.ELA.Literacy.RI.4.2

53.4% of Miguel Hidalgo School 4th Grade Students Met or Exceeded the Standard on the CFA.

5th Grade: CCSS: CCSS.ELA.Literacy.RL.5.2

28.0% of Miguel Hidalgo School 5th Grade Students Met or Exceeded the Standard on the CFA.

6th Grade: CCSS: CCSS.ELA.Literacy.RI.6.8

31.6% of Miguel Hidalgo School 6th Grade Students Met or Exceeded the Standard on the CFA.

ELA Cycle 5

Kinder: CCSS: CA.ELA.RF.K.3.a

77.8% of Miguel Hidalgo School Kindergarten Students Met or Exceeded the Standard on the CFA.

1st Grade: CCSS: CCSS.ELA.RF.1.1.a

64.3% of Miguel Hidalgo School 1st Grade Students Met or Exceeded the Standard on the CFA.

2nd Grade: CCSS: CA.ELA.RI.2.1

63.5% of Miguel Hidalgo School 2nd Grade Students Met or Exceeded the Standard on the CFA.

3rd Grade: CCSS: CA.ELA.RI.3.1

31.6% of Miguel Hidalgo School 3rd Grade Students Met or Exceeded the Standard on the CFA.

4th Grade: CCSS: CCSS.ELA.Literacy.RI.4.3

59.3% of Miguel Hidalgo School 4th Grade Students Met or Exceeded the Standard on the CFA.

5th Grade: CCSS: CCSS.ELA.Literacy.RI.5.7

38.0% of Miguel Hidalgo School 5th Grade Students Met or Exceeded the Standard on the CFA.

6th Grade: CCSS: CCSS.ELA.Literacy.RI.6.1

41.6% of Miguel Hidalgo School 6th Grade Students Met or Exceeded the Standard on the CFA.

Math Cycle I:

Kinder: CCSS: CA.MA.K.CC.6

87.2% of Miguel Hidalgo School Kindergarten Students Met or Exceeded the Standard on the CFA.

1st Grade: CCSS: CCSS.MA.1.OA.7

79.7% of Miguel Hidalgo School 1st Grade Students Met or Exceeded the Standard on the CFA.

2nd Grade: CCSS: CA.MA.2.NBT.3

84.5% of Miguel Hidalgo School 2nd Grade Students Met or Exceeded the Standard on the CFA.

3rd Grade: CCSS: CA.MA.3.OA.3

74.5% of Miguel Hidalgo School 3rd Grade Students Met or Exceeded the Standard on the CFA.

4th Grade: CCSS: CCSS.CA.MA.4.NBT.5

56.2% of Miguel Hidalgo School 4th Grade Students Met or Exceeded the Standard on the CFA.

5th Grade: CCSS: CCSS.CA.MA.5.NBT.3.a

39.5% of Miguel Hidalgo School 5th Grade Students Met or Exceeded the Standard on the CFA.

6th Grade: CCSS: CCSS.CA.MA.RP.3.b

58.7% of Miguel Hidalgo School 6th Grade Students Met or Exceeded the Standard on the CFA.

Math Cycle 2:

Kinder: CCSS: CA.MA.K.CC.2

87.2% of Miguel Hidalgo School Kindergarten Students Met or Exceeded the Standard on the CFA.

1st Grade: CCSS: CCSS.MA.1.OA.1

77.9% of Miguel Hidalgo School 1st Grade Students Met or Exceeded the Standard on the CFA.

2nd Grade: CCSS: CA.MA.2.OA.1

71.7% of Miguel Hidalgo School 2nd Grade Students Met or Exceeded the Standard on the CFA.

3rd Grade: CCSS: CA.MA.3.MD.7.b

50.7% of Miguel Hidalgo School 3rd Grade Students Met or Exceeded the Standard on the CFA.

4th Grade: CCSS: CCSS.CA.MA.4.NBT.6

54.3% of Miguel Hidalgo School 4th Grade Students Met or Exceeded the Standard on the CFA.

5th Grade: CCSS: CCSS.CA.MA.5.NBT.7

29.2% of Miguel Hidalgo School 5th Grade Students Met or Exceeded the Standard on the CFA.

6th Grade: CCSS: CCSS.CA.MA.RP.3.c

56.2% of Miguel Hidalgo School 6th Grade Students Met or Exceeded the Standard on the CFA.

Math Cycle 3:

Kinder: CCSS: CA.MA.K.OA.2

90.4% of Miguel Hidalgo School Kindergarten Students Met or Exceeded the Standard on the CFA.

1st Grade: CCSS: CCSS.MA.1.OA.1

87.1% of Miguel Hidalgo School 1st Grade Students Met or Exceeded the Standard on the CFA.

2nd Grade: CCSS: CA.MA.2.OA.1

64.2% of Miguel Hidalgo School 2nd Grade Students Met or Exceeded the Standard on the CFA.

3rd Grade: CCSS: CA.MA.3.OA.3

63.2% of Miguel Hidalgo School 3rd Grade Students Met or Exceeded the Standard on the CFA.

4th Grade: CCSS: CCSS.CA.MA.4.NF.3

48.6% of Miguel Hidalgo School 4th Grade Students Met or Exceeded the Standard on the CFA.

5th Grade: CCSS: CCSS.CA.MA.5.NBT.6

56.6% of Miguel Hidalgo School 5th Grade Students Met or Exceeded the Standard on the CFA.

6th Grade: CCSS: CCSS.CA.MA.EE.8

53.8% of Miguel Hidalgo School 6th Grade Students Met or Exceeded the Standard on the CFA.

Math Cycle 5:

2nd Grade: CCSS: CA.MA.2.G.A.3

66.7% of Miguel Hidalgo School 2nd Grade Students Met or Exceeded the Standard on the CFA.

3rd Grade: CCSS: CA.MD.1

67.7% of Miguel Hidalgo School 3rd Grade Students Met or Exceeded the Standard on the CFA.

4th Grade: CCSS:

00.0% of Miguel Hidalgo School 4th Grade Students Met or Exceeded the Standard on the CFA.

5th Grade: CCSS: CCSS.CA.MA.5.G.2

45.8% of Miguel Hidalgo School 5th Grade Students Met or Exceeded the Standard on the CFA.

6th Grade: CCSS: CCSS.CA.MA.EE.6.8

49.6% of Miguel Hidalgo School 6th Grade Students Met or Exceeded the Standard on the CFA.

All grades have targeted students not meeting standards to reteach (small groups) concepts and skills during RTI and MIT. The use of the Achieve 3000 online ELA support program and the Dreambox online Math support program is being utilized in all classrooms to assist students in their respective areas. Some Teachers are also providing before and after school tutoring.

Two part time classified para-Educators are presently assigned to Miguel Hidalgo School. These para-educators are strategically placed in classrooms to support students areas of needs.

An Early Reading Intervention Teacher and two classified para-educators provide instruction and support to 1st, 2nd, 3rd grade students needing additional assistance with reading.

2020-21 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

School Profile

Demographics

The Imperial Valley is located in Imperial County in the Southeast corner of the State. It extends over 4,597 square miles, bordering on Mexico to the south, Riverside County to the north, San Diego County to the west, and the State of Arizona on the East. The terrain varies from 235 feet below sea level at the Salton Sea to 4,548 feet above at Blue Angel Peak.

Imperial County continues to have a high unemployment rate, 17.7 percent in October 2021, down from a revised 19.7 percent in August 2021. Nearly half the population has not completed high school and the local workforce is not well prepared for positions beyond unskilled entry-level, non-career minimum wage jobs. Achievement test scores in the county have been among the lowest in California for the last decade, but are on an upward trend. Approximately 1 in 5 families is a single-parent household.

Brawley Elementary School District is located in Brawley, California, which is situated in Imperial County. Brawley, with a population of approximately 24,953, is a rural community twenty-seven miles north of the Port of Entry into the United States from Mexicali, Mexico. Imperial Valley is ranked fourth in the nation in terms of agricultural production and 30% of our parents are employed in agricultural-related jobs. Brawley is a desert setting where the average winter temperature is in the mid-seventies. The climate is hot and dry, ranging from lows in the mid-'30s in January to highs of 110+ in July and August (mean temperatures: low-55.0; high- 89.6), with little moisture (average annual rainfall: 2.92 inches; 25 percent average relative humidity). It has a small-town atmosphere with a variety of family-oriented facilities that include boating, fishing, swimming, and other sports. Parks and recreational facilities include fourteen city parks, twelve tennis courts, a public swimming pool, and an eighteen-hole golf course.

There are 570 students enrolled at Miguel Hidalgo Elementary School. Miguel Hidalgo's Student Population is 97% Hispanic; 0.1% African American; 1% White and 96.8% of our student population at Miguel Hidalgo School qualify for free or reduced lunch and are considered Socioeconomically Disadvantaged.

Our English Language Learner population is 30%. 0.8% of our population are considered Foster Youth. 0.8% of our population qualify as Homeless.

Miguel Hidalgo School is one of five schools in the Brawley Elementary School District located in the Imperial Valley. The school offers instruction for students in Grades TK - 6 and one Special Day Class. During the 2021 - 2022 school year, Miguel Hidalgo School will consist of 1 Transitional Kindergarten, 3 kindergartens, 3 first grades, 3-second grades, 3 third grades, 3 fourth grades, 3 fifth grades, 3 sixth grades, 1 5th / 6th grade Special Day Class (SDC). The school's special education program consists of SDC and a Resource Specialist Program (RSP).

The staff at Miguel Hidalgo School consists of 1 principal, 1 vice-principal, 26 classroom teachers, 2 full-time Secretaries, 1 full-time office clerk, 1 full-time health assistant, 6 cafeteria servers, and 3 full-time custodians. Support staff includes one full-time Early Reading Intervention (ERI) Teacher, one full-time RSP teacher, one full time certificated Academic Coach, a school counselor, a district psychologist (one day a week), a speech pathologist (2 days per week), 1 full-time Computer Lab Aide, 5 part-time Para Educators (two assigned to work with our ERI Teacher), 2 part-time library clerk, 2 full-time SDC Paraeducators, and 1 full-time RSP Paraeducators.

Of the 29 certificated staff, 9 are fully credentialed Bilingual Cross-Cultural Language and Academic Development (BCLAD) personnel, 14 have their Cross-Cultural Language and Academic Development (CLAD) credentials, and 3 hold a Specially Designed Academic Instruction in English (SDAIE)/English Language Development (ELD) certificate. Site facilities include a music room that serves band and orchestra students 2-3 times during the week and a library. Special programs currently existing at Miguel Hidalgo School are Title I, Migrant, Immigrant, English Learners, Special Education, and Gifted and Talented Education (GATE).

The enrollment fluctuated between 570 and 605 during the 2021 - 2022 school year. The ethnic makeup of the school population is predominately Hispanic (97%). During the 2020 - 2021 school year, 97% of our students were eligible for the Free or Reduced lunch program.

Miguel Hidalgo School provides a safe, supportive and effective learning environment for your child and strives to address the individual needs of each child. It provides every student with a high-quality curriculum and instruction by teaching grade-level skills and concepts that enable children to meet the State's academic achievement standards. Expectations for all students and staff are very high. The teachers are very serious about their goals.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

Time and funds are being allocated so that teachers can work together and collaborate to share best practices and strategies for providing effective instruction. Schoolwide and Grade level Academic goals aligned our SPSA goals will be developed at the beginning of the year by staff.

Teachers will also collaborate to develop and implement grade level common formative assessments to be utilized along with District Benchmark Assessments. All grade levels will participate in Learning Cycles. There are four stages in the teaching and learning cycle: initial and diagnostic assessment, course and lesson planning, teaching and learning, and assessment and review.(summative and formative assessment).

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Miguel Hidalgo School's School wide Student SBAC Assessment results have increased each year in 2017 and 2018.

2016 SBAC Data Results: Students Meeting or Exceeding Standard

Miguel Hidalgo School Overall: ELA 9% Math 17%

2017 SBAC Data Results: Students Meeting or Exceeding Standard

Miguel Hidalgo School Overall: ELA 29.88% Math 27.95%

English Learners: ELA 7.4% Math 10.81%

2018 SBAC Data Results: Students Meeting or Exceeding Standard

Miguel Hidalgo School Overall: ELA 32.49% Math 36.79%

2019 SBAC Data Results: Students Meeting or Exceeding Standard
Miguel Hidalgo School Overall: ELA 38.53% Math 36.0%

There is no SBAC Data for the years 2020 & 2021 due to the COVID-19 Pandemic School Closure.

Miguel Hidalgo School is on upward trend in student improvement towards proficiency of the State Standards.

2018 Proficiency Levels in Mathematics are an improvement with all School Subgroups

School subgroups

English Only (EO): Math 36.77%

RFEP: Math 50.52%

English Learners(ELL): Math 32.35%

SED: Math 36.6%

Miguel Hidalgo School has introduced implementation of Positive Behavioral Intervention & Support (PBIS) and Tier I interventions and supports are well established. The school will continue with the establishment and implementation of Tier II interventions during the 2021 - 2022 school year. Tier III interventions will also be implemented with students as needed.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Our students with disabilities subgroup reduced the gap on the Distance from Standard (Increased Significantly) this subgroup nevertheless is in the "Orange" Performance category in 2019 English Language Arts and Math. RTI and MIT are embedded in the master schedule and are being provided on a regular schedule. Tier II level of intervention in the form of Before and After school tutoring is available for students needing additional assistance. Additional Tier II Level interventions are being implemented in classrooms with teachers providing small group and one to one intervention time and reteaching.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Albeit there are no subgroups that are below the "all students" performance, Miguel Hidalgo School staff is aware that additional ELA intervention needs to be provided to our English Learners and Socioeconomically Disadvantaged student population. English Language Development (ELD) is embedded in the Master Schedule and is taught daily. RTI and MIT are embedded in the master schedule and teachers are required to document the amount teacher directed RTI / MIT is being provided on a regular schedule. Before and After school tutoring is available for students needing additional assistance.

Lesson Design and Instructional Strategies will be developed and implemented to be used during designated ELD Time.

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

SPSA has been reviewed at past Site Council meetings.
2021 - 2022 SPSA was reviewed with Hidalgo staff on the following dates: 12/3/21; 12/10/21;
2021 - 2022 SPSA reviewed, revised, and approved by School Site Council on the following dates:
SPSA goals will be reviewed and revised if necessary after the BESD 1st Quarter Benchmark assessments during the 2021-2022 school year. Due to the COVID-19 National Emergency Pandemic School Closure, students did not take the SBAC during the Spring of 2021.

Impact on SPSA and Annual Update

How did these consultations impact the LCAP for the upcoming year?

SPSA Goals for Miguel Hidalgo School will be aligned with BESD LCAP Goals:
LCAP Goal 1: BESD will provide a high quality well balanced educational system to raise academic achievement for ALL students.
LCAP Goal 2: BESD will narrow the achievement gap by providing a high quality educational system for ALL students focusing on high academic rigor with a Multi-tiered System of Support (MTSS).
LCAP Goal 3: BESD will provide students and parents with a safe and engaging learning environment.
Miguel Hidalgo School SPSA Goals:
MHS SPSA Goal 1: Students will reach high standards attaining proficiency or better in all content areas. Students will demonstrate an increase in District Benchmark Assessments and SBAC ELA and Math Assessments.
MHS SPSA Goal 2: All student will receive a rigorous curriculum and instruction. Teachers will monitor student progress using Grade Level Formative Assessments; data will be used to identify students not proficient and students will be provided appropriate and and effective support. There will be a 5% increase of the number of students that master the Grade Level Essential Standards at every grade level.
MHS SPSA Goal 3: All students will be provided an engaging and safe environment. Miguel Hidalgo School Staff will establish a proactive system of socio-emotional support. Attendance rates will improve on a year to year basis. The number of Student Discipline Incidences will decrease from year to year. The school climate survey administered to all parents will demonstrate a year to year improvement. Parents and Community members will be encouraged to participate in parent nights and the volunteer in classrooms and other locations of the school. Development and Implementation Positive Behavior Interventions and Support (PBIS) Tier I and II will continue during the 2021-2022 school year.

Resource Inequities

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

Miguel Hidalgo School data shows that Miguel Hidalgo Students continue to grow in SBAC ELA and Math assessments. Albeit the (2019) California School Dashboard shows improvement the area of Chronic Attendance Miguel Hidalgo School Staff and Community agree that attendance is an area of focus. During the 2021-2022 school year, there will be a focus to provide our Special Education Staff with coaching for instructional strategies to better support the needs of those students with disabilities. In addition, a focus will be placed on providing all teachers with coaching for instructional strategies and materials to differentiate classroom instruction to meet the unique learning needs of students with disabilities. The RSP teacher and a General Education teacher will be encouraged and supported to collaborate and Co-Teach in order to better meet the needs of students with disabilities. Miguel Hidalgo school had a 95.6% attendance rate in 2018-2019 and a 95.3% attendance rate prior to the School Closure in March of 2020 due to the COVID-19 National Emergency Pandemic. Our staff is reaching out to all students to address and support them with their daily attendance. We are sending a clear message that coming to school every day is a priority by providing regular recognition and incentives to students and families that have good and improved attendance. Incentives and

contest take advantage of the fact that students often respond better to positive recognition than they do to lectures from parents and teachers. Incentives are not costly, but simple rewards such as recognition from peers, teachers, staff and administration. I.e. Principal and Vice-Principal regularly greet and welcome students at the front gate as they arrive to school.

Due to the COVID-19 Pandemic school Closure and the implementation of Remote Teaching / Distance Learning the staff at Miguel Hidalgo School has committed to continue to provide our students with a quality education. At the beginning of the 20-21 school year, All students were assigned chromebooks so that they may access our digital classrooms and the curriculum. Students were also provided curricular materials and are provided with support material periodically through the school year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0.2%	0	0	1
African American	0.63%	1.12%	0.7%	4	7	4
Asian	0%	0%	%	0	0	
Filipino	0%	0%	%	0	0	
Hispanic/Latino	97.49%	97.11%	97.5%	622	605	591
Pacific Islander	0%	0%	%	0	0	
White	1.25%	1.12%	1.0%	8	7	6
Multiple/No Response	%	0.64%	%		0	
Total Enrollment				638	623	606

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	125	104	94
Grade 1	93	78	71
Grade 2	95	105	91
Grade3	94	99	85
Grade 4	92	93	92
Grade 5	67	84	93
Grade 6	72	60	80
Total Enrollment	638	623	606

Conclusions based on this data:

1. Miguel Hidalgo School student population continues to be overwhelmingly Hispanic: 2016-2017 99.2%. 2017-2018 97.36%. 2018-2019 97.49% 2019-2020 97.65%
2. There was a decrease in student population in the 2017-2018 school year compared to the 2016-2017 school year at Miguel Hidalgo School. Albeit there was an increase in student population during the 2018-2019 year, there was a decrease in the 2019-2020 school year. There was a decrease in the student population in every grade level from 2016-2017 to 2017-2018: Kinder to 1st; 1st to 2nd; 3rd to 4th etc. 2018-2019 saw an increase in the following grades: 1st to 2nd; and 4th to 5th.
3. Due to the COVID 19 National Emergency Pandemic, it is possible that there will be a decrease in student population if parents decide to keep children home and pursue home schooling options for the 2021 - 2022 School Year.

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	292	281	280	45.8%	45.1%	46.2%
Fluent English Proficient (FEP)	59	88	66	9.2%	14.1%	10.9%
Reclassified Fluent English Proficient (RFEP)	38	39	0	15.0%	13.4%	0.0%

Conclusions based on this data:

1. There was an increase in the percentage of students that reclassified as Fluent English Proficient during the 2017-2018 school year in comparison to the 2016 - 2017 school year. There was also an increase in the percentage of students that reclassified as Fluent English Proficient during the 2018-2019 school year compared to the 2017-2018 school year.
2. The percentage of students reclassifying as Fluent English Proficient (RFEP) has increased each year from 2015-2016, 2016-2017, 2017-2018, 2018-2019. RFEP SBAC Proficiency Levels continue to be at 50% proficient or better each year from 2015-2016, 2016-2017, 2017-2018, 2018-2019. Due to the National COVID-19 Pandemic, schools in California were closed on March 17, 2020, prior to the administration of the ELPAC and SBAC assessments.
3. The English Learners population increased from 38.9% in 2016-2017 to 42% in 2017-2018 to 45.8% in 2018-2019 to 45.1% in 2019 - 2020. There was a 0.7% decrease in the number of English Learners in 2019-2020 when compared to 2018 - 2019, however, the percentage was still higher than 2017 - 2018 which had a 42% English Learner population.

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	96	96	84	95	96	0	95	96	0	99	100	0.0
Grade 4	62	92	89	61	92	0	61	92	0	98.4	100	0.0
Grade 5	67	67	93	67	67	0	67	67	0	100	100	0.0
Grade 6	94	71	85	94	70	0	94	70	0	100	98.6	0.0
All Grades	319	326	351	317	325	0	317	325	0	99.4	99.7	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	2413.	2402.		22.11	16.67		18.95	18.75		29.47	32.29		29.47	32.29	
Grade 4	2433.	2453.		4.92	22.83		27.87	19.57		26.23	20.65		40.98	36.96	
Grade 5	2426.	2463.		4.48	4.48		13.43	28.36		23.88	28.36		58.21	38.81	
Grade 6	2480.	2499.		5.32	4.29		28.72	38.57		29.79	30.00		36.17	27.14	
All Grades	N/A	N/A	N/A	10.09	13.23		22.40	25.23		27.76	27.69		39.75	33.85	

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.

Reading Demonstrating understanding of literary and non-fictional texts									
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	20.00	19.79		44.21	50.00		35.79	30.21	
Grade 4	9.84	18.48		52.46	48.91		37.70	32.61	
Grade 5	5.97	10.45		40.30	52.24		53.73	37.31	
Grade 6	8.51	14.29		46.81	47.14		44.68	38.57	
All Grades	11.67	16.31		45.74	49.54		42.59	34.15	

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 Producing clear and purposeful writing									
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	18.95	9.38		42.11	50.00		38.95	40.63	
Grade 4	9.84	18.48		57.38	50.00		32.79	31.52	
Grade 5	5.97	10.45		37.31	47.76		56.72	41.79	
Grade 6	5.32	7.14		48.94	58.57		45.74	34.29	
All Grades	10.41	11.69		46.06	51.38		43.53	36.92	

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 Demonstrating effective communication skills									
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	14.74	15.63		67.37	67.71		17.89	16.67	
Grade 4	13.11	18.48		68.85	58.70		18.03	22.83	
Grade 5	2.99	1.49		56.72	83.58		40.30	14.93	
Grade 6	6.38	17.14		70.21	64.29		23.40	18.57	
All Grades	9.46	13.85		66.25	67.69		24.29	18.46	

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	24.21	13.54		51.58	52.08		24.21	34.38	
Grade 4	8.20	16.30		59.02	51.09		32.79	32.61	
Grade 5	7.46	11.94		37.31	49.25		55.22	38.81	
Grade 6	14.89	22.86		56.38	50.00		28.72	27.14	
All Grades	14.83	16.00		51.42	50.77		33.75	33.23	

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. There was a 5% increase from 2017-2018 to 2018-2019 in the percentage of students that Exceeded/Met Standard. Due to the National Emergency Pandemic COVID-19 School Closures that was implemented on March 17, 2020, there are no 2019-2020, 2020 - 2021 SBAC results.

2. 2019 Data shows that students are comfortable with Research and Inquiry; 66.77% students were Above Standard and At or Near Standard. Only 33.23% of Students were below Standard.
3. The Writing Claim needs to be an area of focus at all grade levels; 37.54% scoring Below Standard in 2019.

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	96	96	84	95	96	0	95	96	0	99	100	0.0
Grade 4	62	92	89	62	92	0	62	92	0	100	100	0.0
Grade 5	67	67	93	67	67	0	67	67	0	100	100	0.0
Grade 6	94	71	85	94	70	0	94	70	0	100	98.6	0.0
All Grades	319	326	351	318	325	0	318	325	0	99.7	99.7	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	2437.	2421.		20.00	12.50		33.68	36.46		24.21	21.88		22.11	29.17	
Grade 4	2462.	2458.		8.06	7.61		30.65	29.35		40.32	38.04		20.97	25.00	
Grade 5	2452.	2468.		4.48	8.96		14.93	13.43		25.37	28.36		55.22	49.25	
Grade 6	2490.	2491.		15.96	12.86		14.89	17.14		32.98	34.29		36.17	35.71	
All Grades	N/A	N/A	N/A	13.21	10.46		23.58	25.54		30.19	30.46		33.02	33.54	

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.

Concepts & Procedures Applying mathematical concepts and procedures									
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	34.74	30.21		40.00	38.54		25.26	31.25	
Grade 4	19.35	21.74		46.77	35.87		33.87	42.39	
Grade 5	10.45	14.93		28.36	28.36		61.19	56.72	
Grade 6	20.21	22.86		29.79	31.43		50.00	45.71	
All Grades	22.33	23.08		35.85	34.15		41.82	42.77	

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.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.21	13.54		44.21	55.21		31.58	31.25	
Grade 4	6.45	9.78		56.45	56.52		37.10	33.70	
Grade 5	5.97	5.97		35.82	40.30		58.21	53.73	
Grade 6	14.89	14.29		42.55	44.29		42.55	41.43	
All Grades	14.15	11.08		44.34	50.15		41.51	38.77	

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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	31.58	26.04		45.26	52.08		23.16	21.88	
Grade 4	14.52	18.48		59.68	52.17		25.81	29.35	
Grade 5	2.99	2.99		43.28	52.24		53.73	44.78	
Grade 6	14.89	11.43		45.74	47.14		39.36	41.43	
All Grades	17.30	16.00		47.80	51.08		34.91	32.92	

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:

- Students did better overall in the area of Problem Solving & Modeling/Data Analysis than the other two areas.
- There was a 0.79% decrease in the number of students that Exceeded and Met Standard in 2018-2019 compared to 2017-2018.
- Looking at 2019/2018 Grade Level Cohorts, there was a decrease in the Exceeded and Met Standard Grade Level Standards in the Cohort 4th from 3rd (-6.71%); Cohort 5th from 4th (-16.32%). The 6th from 5th Cohort had a +10.59% increase.
Due to the National Emergency Pandemic COVID-19 School Closures that was implemented on March 17, 2020, there are no 2019-2020, 2020 - 2021 SBAC results.

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
K	1394.6	1399.2	1367.8	1401.2	1403.5	1379.9	1379.2	1389.0	1339.5	55	59	51
1	1441.8	1427.6	1399.4	1441.6	1436.5	1413.6	1441.5	1418.1	1384.9	47	59	39
2	1468.1	1491.2	1444.7	1459.9	1488.6	1440.8	1475.7	1493.1	1448.0	60	48	44
3	1496.7	1494.6	1481.4	1486.5	1488.8	1492.1	1506.4	1499.9	1470.2	49	54	47
4	1499.1	1528.8	1487.9	1484.1	1523.8	1481.7	1513.6	1533.5	1493.6	30	40	35
5	1497.9	1516.9	1494.3	1482.9	1519.8	1496.2	1512.5	1513.4	1491.9	21	24	44
6	1503.2	1484.5	1508.5	1480.1	1467.0	1515.7	1525.8	1501.5	1500.8	37	22	30
All Grades										299	306	290

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
K	*	10.17	1.96	27.27	11.86	9.80	27.27	52.54	33.33	36.36	25.42	54.90	55	59	51
1	*	1.69	0.00	*	27.12	15.38	31.91	40.68	33.33	27.66	30.51	51.28	47	59	39
2	28.33	12.50	4.55	43.33	50.00	38.64	20.00	35.42	25.00	*	2.08	31.82	60	48	44
3	26.53	18.52	8.51	24.49	38.89	34.04	28.57	29.63	38.30	*	12.96	19.15	49	54	47
4	*	27.50	8.82	56.67	47.50	29.41	*	25.00	32.35	*	0.00	29.41	30	40	34
5	*	16.67	13.64	*	25.00	22.73	*	50.00	36.36	*	8.33	27.27	21	24	44
6	*	0.00	10.00	48.65	27.27	33.33	*	27.27	40.00	*	45.45	16.67	37	22	30
All Grades	17.73	12.42	6.57	36.12	32.35	25.61	24.41	37.91	33.91	21.74	17.32	33.91	299	306	289

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
K	*	8.47	1.96	30.91	15.25	9.80	*	50.85	43.14	38.18	25.42	45.10	55	59	51
1	23.40	8.47	7.69	*	23.73	17.95	27.66	45.76	38.46	29.79	22.03	35.90	47	59	39
2	36.67	29.17	18.18	35.00	41.67	25.00	20.00	29.17	25.00	*	0.00	31.82	60	48	44
3	32.65	33.33	31.91	32.65	31.48	36.17	*	22.22	14.89	*	12.96	17.02	49	54	47
4	*	37.50	20.59	53.33	55.00	26.47	*	7.50	26.47	*	0.00	26.47	30	40	34
5	*	33.33	20.45	*	50.00	45.45	*	12.50	13.64	*	4.17	20.45	21	24	44
6	*	18.18	23.33	43.24	13.64	50.00	*	22.73	10.00	*	45.45	16.67	37	22	30
All Grades	26.09	22.55	17.30	33.44	31.70	29.07	18.73	30.72	25.26	21.74	15.03	28.37	299	306	289

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
K	*	11.86	1.96	*	10.17	11.76	54.55	57.63	31.37	29.09	20.34	54.90	55	59	51
1	23.40	1.69	0.00	27.66	20.34	2.56	*	38.98	28.21	31.91	38.98	69.23	47	59	39
2	31.67	14.58	0.00	21.67	31.25	38.64	31.67	39.58	27.27	*	14.58	34.09	60	48	44
3	*	12.96	2.13	*	31.48	12.77	24.49	38.89	40.43	34.69	16.67	44.68	49	54	47
4	*	22.50	5.88	40.00	35.00	14.71	*	37.50	38.24	*	5.00	41.18	30	40	34
5	*	8.33	2.27	*	4.17	11.36	*	54.17	47.73	*	33.33	38.64	21	24	44
6	*	4.55	0.00	*	13.64	13.33	*	18.18	30.00	35.14	63.64	56.67	37	22	30
All Grades	18.06	11.11	1.73	23.08	22.22	15.22	31.44	42.16	34.95	27.42	24.51	48.10	299	306	289

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
K	25.45	6.78	1.96	50.91	69.49	68.63	23.64	23.73	29.41	55	59	51
1	40.43	22.03	10.26	42.55	55.93	58.97	*	22.03	30.77	47	59	39
2	50.00	35.42	22.73	46.67	60.42	47.73	*	4.17	29.55	60	48	44
3	34.69	24.07	21.28	48.98	53.70	63.83	*	22.22	14.89	49	54	47
4	*	32.50	35.29	66.67	65.00	55.88	*	2.50	8.82	30	40	34
5	*	12.50	13.64	61.90	79.17	68.18	*	8.33	18.18	21	24	44
6	32.43	4.55	13.33	54.05	45.45	66.67	*	50.00	20.00	37	22	30
All Grades	35.12	20.92	16.26	51.17	61.11	61.59	13.71	17.97	22.15	299	306	289

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
K	*	11.86	3.92	43.64	50.85	29.41	40.00	37.29	66.67	55	59	51
1	*	8.47	10.26	44.68	66.10	53.85	40.43	25.42	35.90	47	59	39
2	35.00	33.33	20.45	50.00	56.25	52.27	*	10.42	27.27	60	48	44
3	46.94	48.15	42.55	28.57	40.74	40.43	24.49	11.11	17.02	49	54	47
4	46.67	52.50	26.47	36.67	42.50	35.29	*	5.00	38.24	30	40	34
5	52.38	62.50	50.00	*	29.17	29.55	*	8.33	20.45	21	24	44
6	*	27.27	60.00	56.76	22.73	26.67	*	50.00	13.33	37	22	30
All Grades	30.77	31.37	29.07	41.81	48.04	38.41	27.42	20.59	32.53	299	306	289

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
K	*	5.08	1.96	78.18	76.27	49.02	*	18.64	49.02	55	59	51
1	42.55	13.56	0.00	31.91	45.76	33.33	25.53	40.68	66.67	47	59	39
2	33.33	14.58	16.67	40.00	66.67	54.76	26.67	18.75	28.57	60	48	42
3	22.45	5.56	6.38	32.65	66.67	42.55	44.90	27.78	51.06	49	54	47
4	*	17.50	8.82	56.67	55.00	52.94	*	27.50	38.24	30	40	34
5	*	8.33	4.55	57.14	58.33	47.73	*	33.33	47.73	21	24	44
6	*	4.55	0.00	*	22.73	20.00	62.16	72.73	80.00	37	22	30
All Grades	23.08	10.13	5.57	45.15	59.15	43.90	31.77	30.72	50.52	299	306	287

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
K	*	25.42	9.80	45.45	42.37	33.33	36.36	32.20	56.86	55	59	51
1	*	1.69	0.00	55.32	62.71	20.51	36.17	35.59	79.49	47	59	39
2	33.33	16.67	2.27	56.67	77.08	54.55	*	6.25	43.18	60	48	44
3	24.49	20.37	8.51	55.10	64.81	53.19	*	14.81	38.30	49	54	47
4	*	32.50	5.88	70.00	67.50	58.82	*	0.00	35.29	30	40	34
5	*	4.17	0.00	57.14	83.33	67.44	*	12.50	32.56	21	24	43
6	*	4.55	0.00	89.19	59.09	90.00	*	36.36	10.00	37	22	30
All Grades	20.40	16.34	4.17	59.53	63.40	52.08	20.07	20.26	43.75	299	306	288

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:

- 63.63% of our 55 English Learners in Kindergarten are in Level 1 or Level 2. The amount of time designated for English Language Development (ELD) needs to increase and instruction needs to be strategic and intentional.
- In the Writing Domain, 89% of our 37 English Learners in 6th grade are in the Somewhat Moderately Performance Level. English Learners in the 6th grade need to be given more opportunities to write during the school day.
- In the Reading Domain, 62.16% of 37 English Learners in the 6th grade are Beginning Level. English Learners in the 6th grade need to be given more opportunities to read grade level material during the school day. Due to the National Emergency Pandemic COVID-19 School Closures that was implemented on March 17, 2020, there are no 2019-2020 ELPAC results.

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
606	94.7	46.2	0.8
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	280	46.2
Foster Youth	5	0.8
Homeless	2	0.3
Socioeconomically Disadvantaged	574	94.7
Students with Disabilities	67	11.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7
American Indian or Alaska Native	1	0.2
Asian		
Filipino		
Hispanic	591	97.5
Two or More Races		
Native Hawaiian or Pacific Islander		
White	6	1.0

Conclusions based on this data:

- 95.5% of the student population Socio Economically disadvantaged in 2018-2019 school year.

2. 45.8% of the student population are English Learners. The amount of time designated for English Language Development (ELD) needs to increase and instruction needs to be strategic and intentional to meet the needs of this subgroup.
3. 76 students (11.8%) are students with Disabilities; student disabilities need to be addressed with strategic and intentional instruction to help our students with disabilities be successful. The staff at Miguel Hidalgo School is committed to meet the needs of our Homeless and Foster Youth students (total of 10 students for 1.5% of the school population) and ensure their success. In 2018 - 2019, Miguel Hidalgo School had two SDC Classes: A TK-K-1 SDC class and a 2-3 SDC class as well as students enrolled in General Education settings with RSP services. In 2020 - 2021, Miguel Hidalgo School had one SDC Class: 5th/6th Grade. For the 2021 - 2022 school year, Miguel Hidalgo School will have one 5/6 grade SDC Class as well as students enrolled in General Education settings with RSP services.





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
English Language Arts  Yellow	Chronic Absenteeism  Blue	Suspension Rate  Yellow
Mathematics  Yellow		

Conclusions based on this data:

1. The school made a strong effort of addressing Chronic Absenteeism as it was a concern during the 2017 - 2018 school year. There was a decrease in Chronic Absenteeism during the 2018 - 2019 school year. The school will continue to address Chronic absenteeism during the 2019 - 2020 school year. Due to the National Emergency Pandemic COVID-19 School Closures that was implemented on March 17, 2020, there are no 2019-2020 Dashboard results. There are also no 2020-2021 SBAC results due to the National Emergency Pandemic COVID-19 School Closures.
2. The School Suspension rate continues to go down and improve. It is expected that with the implementation of PBIS Tier I and Tier 2, there will continue to be an improvement in Miguel Hidalgo School's Suspension rate during the 2021 - 2022 school year.
3. In the areas of English Language Arts and Mathematics, the dashboard gauge remained "Yellow" due to students increasing significantly in these areas. Miguel Hidalgo School staff need to continue to implement ELA Response to Intervention and Math Intervention Time to address students needs in these core areas in order to move from "yellow" to "green" (met standard). Due to the National Emergency Pandemic COVID-19 School Closures that was

implemented on March 17, 2020, there are no 2019-2020 Dashboard results. There are also no 2020-2021 SBAC results due to the National Emergency Pandemic COVID-19 School Closures.

School and Student Performance Data

Academic Performance English Language Arts

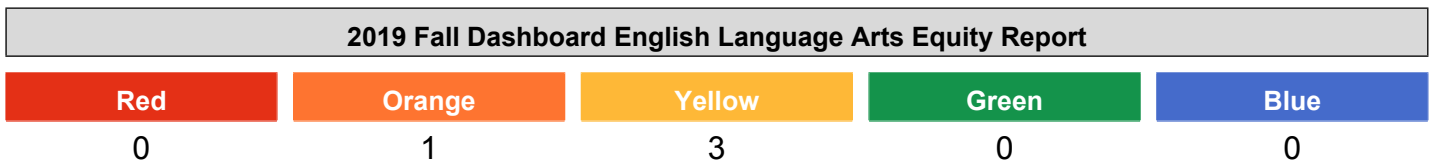
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 25.3 points below standard Increased Significantly ++16.1 points 310	<p>English Learners</p> Yellow 30.2 points below standard Increased Significantly ++20.2 points 174	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Yellow 25.4 points below standard Increased Significantly ++16.5 points 301	<p>Students with Disabilities</p> Orange 88.5 points below standard Increased Significantly ++38.8 points 44

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 25.7 points below standard Increased Significantly ++15 points 304	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
67.9 points below standard	37.9 points above standard	22 points below standard
Increased Significantly ++22.2 points 112	Increased Significantly ++25.5 points 62	Increased ++9.8 points 131

Conclusions based on this data:

1. Miguel Hidalgo School Staff need to continue to implement proven intervention strategies to reach the goal of having all students at met or exceeded standards by 2023. The school needs to have an average growth of 6.5 points growth each year for the next 4 years to meet this goal. Due to the National Emergency Pandemic COVID-19 School Closures that was implemented on March 17, 2020, there are no 2019-2020 SBAC results. There are also no 2020-2021 SBAC results due to the National Emergency Pandemic COVID-19 School Closures.
2. Miguel Hidalgo School Staff need to continue to implement proven intervention strategies to reach the goal of having all English Learners at met or exceeded standards by 2023. English Learners needs to have an average growth of 8 points growth each year for the next 4 years to meet this goal. Implementation of BeGLAD Language Acquisition Strategies need to be used consistently throughout the school day/year providing English Learners continual English Language Development. Due to the National Emergency Pandemic COVID-19 School Closures that was implemented on March 17, 2020, there are no 2019-2020 SBAC results. There are also no 2020-2021 SBAC results due to the National Emergency Pandemic COVID-19 School Closures

3. Students with Disabilities need to be provided with a rigorous grade level curriculum, albeit with accommodations, so that they move towards meeting and/or exceeding grade level standards. Students with Disabilities need to have an average growth of 23 points each year for the next 4 years to meet this goal. Due to the National Emergency Pandemic COVID-19 School Closures that was implemented on March 17, 2020, there are no 2019-2020 SBAC results. There are also no 2020-2021 SBAC results due to the National Emergency Pandemic COVID-19 School Closures

School and Student Performance Data

Academic Performance Mathematics

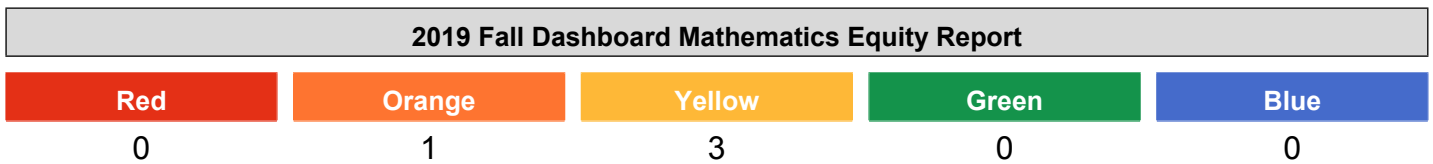
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:





This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>32.9 points below standard</p> <p>Increased ++3.3 points</p> <p>310</p>	<p>English Learners</p> <p>Yellow</p> <p>35.2 points below standard</p> <p>Increased ++5.5 points</p> <p>174</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>33.4 points below standard</p> <p>Increased ++3.4 points</p> <p>301</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>105.4 points below standard</p> <p>Increased Significantly ++26 points</p> <p>44</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2			
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.4 points below standard Increased ++3 points 304			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
59.8 points below standard Increased ++9.5 points 112	9.3 points above standard Increased ++11.9 points 62	30.7 points below standard Maintained ++1.1 points 131

Conclusions based on this data:

1. Miguel Hidalgo School Staff need to continue to implement proven intervention strategies to reach the goal of having all students at met or exceeded standards by 2023. The school needs to have an average growth of 8.25 points growth each year for the next 4 years to meet this goal. Due to the National Emergency Pandemic COVID-19 School Closures that was implemented on March 17, 2020, there are no 2019-2020 Dashboard results. There are also no 2020-2021 SBAC results due to the National Emergency Pandemic COVID-19 School Closures.
2. Miguel Hidalgo School Staff need to continue to implement proven intervention strategies to reach the goal of having all English Learners at met or exceeded standards by 2023. English Learners needs to have an average growth of 8.9 points growth each year for the next 4 years to meet this goal. Staff will need to incorporate BeGLAD reading and writing strategies to teach mathematics. Special emphasis will need to be placed on teaching academic vocabulary and sprinkling the curriculum with highly effective GLAD strategies during math instruction. Due to the National Emergency Pandemic COVID-19 School Closures that was implemented on March 17, 2020, there are no 2019-2020 Dashboard results. There are also no 2020-2021 SBAC results due to the National Emergency Pandemic COVID-19 School Closures.
3. Students with Disabilities need to be provided with a rigorous grade level curriculum, albeit with accommodations, so that they move towards meeting and/or exceeding grade level standards. Students with Disabilities need to have an

average growth of 27 points each year for the next 4 years to meet this goal. The strategy of Co-Teaching involving the RSP teacher and a General Education teacher will be implemented during the 2020 - 2021 school year in an attempt to meet the needs of our Students with Disabilities. Due to the National Emergency Pandemic COVID-19 School Closures that was implemented on March 17, 2020, there are no 2019-2020 Dashboard results. There are also no 2020-2021 SBAC results due to the National Emergency Pandemic COVID-19 School Closures.

School and Student Performance Data

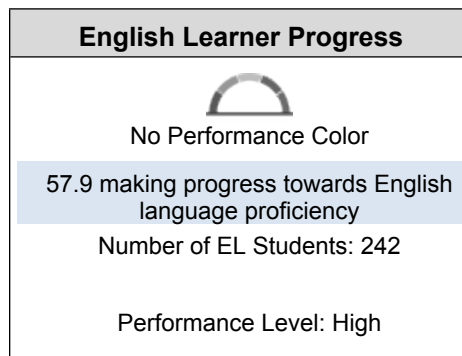
Academic Performance English Learner Progress

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



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
18.1	23.9	3.7	54.1

Conclusions based on this data:

1. Miguel Hidalgo School Staff need to continue to implement proven intervention strategies to reach the goal of having all English Learners at Level 4 and Redesignated.. Implementation of BeGLAD Language Acquisition Strategies need to be used consistently throughout the school day/year providing English Learners continual English Language Development.
Due to the National Emergency Pandemic COVID-19 School Closures that was implemented on March 17, 2020, there are no 2019-2020 Dashboard results. There are also no 2020-2021 SBAC results due to the National Emergency Pandemic COVID-19 School Closures.
2. English Learners need to be given more opportunities to read for comprehension during the school day.
3. English Learners need to be given more opportunities to write during the school day.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

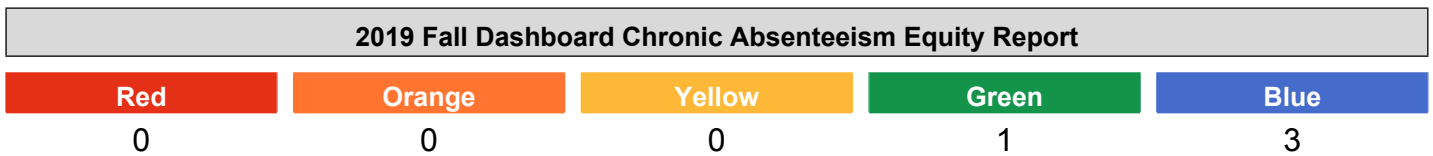
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>2.2</p> <p>Declined Significantly -13.9</p> <p>671</p>	<p>English Learners</p> <p>Blue</p> <p>1.6</p> <p>Declined Significantly -14.8</p> <p>320</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0</p> <p>Declined -21.7</p> <p>12</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>2.3</p> <p>Declined Significantly -14.4</p> <p>642</p>	<p>Students with Disabilities</p> <p>Green</p> <p>4.4</p> <p>Declined -13.6</p> <p>91</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Blue 2.3 Declined Significantly -14.2 654	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

Conclusions based on this data:

- There was a decrease in the percentage chronically absent students in all subgroups with several subgroups and the overall student population declining significantly. Due to the National Emergency Pandemic COVID-19 School Closures that was implemented on March 17, 2020, there are no 2019-2020 Dashboard results. There are also no 2020-2021 SBAC results due to the National Emergency Pandemic COVID-19 School Closures.
- Chronically Absent rate for students with disability was at 4% chronically absent, this was an a decline of 14%.
- All Subgroups were either in the green or blue zone with the overall population gauging in the Blue Zone.

School and Student Performance Data

Conditions & Climate Suspension Rate

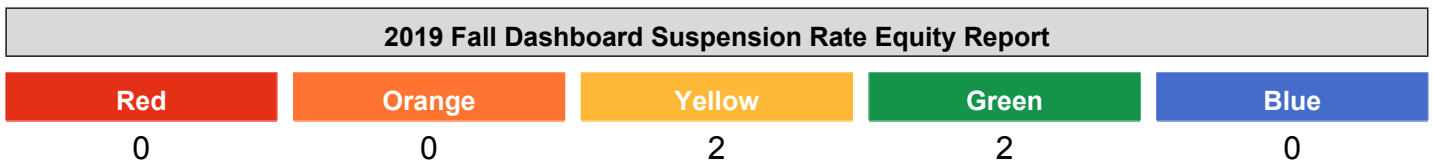
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:







This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>2.5</p> <p>Maintained -0.1</p> <p>690</p>	<p>English Learners</p> <p>Green</p> <p>1.5</p> <p>Declined Significantly -1.8</p> <p>325</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0</p> <p>Declined -7.4</p> <p>15</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>2.6</p> <p>Maintained -0.1</p> <p>660</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>4.4</p> <p>Declined -5.3</p> <p>91</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5			
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.4 Declined -0.3 671	 No Performance Color Less than 11 Students - Data 5		 No Performance Color Less than 11 Students - Data 9

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.6	2.5

Conclusions based on this data:

1. The 2019 Suspension of Students suspended at least once was 2.5% of all students; this is a 0.1% decline from the previous year. Due to the National Emergency Pandemic COVID-19 School Closures there is no Suspension Data for 2019 - 2020 nor for 2020 - 2021 school years.
2. 4.4% of our Students with Disabilities population was suspended at least once in 2019; this is a 5.3% decline from the previous year. Suspension rate is higher for Students with Disabilities (4.4%) than the school's overall Suspension rate (2.5%). Due to the National Emergency Pandemic COVID-19 School Closures there is no Suspension Data for the 2019-2020; 2020-2021 School years.
3. 1.5% of our English Learners Population was suspended at least once in 2019; this is a significant decline of 1.8% decline from 2018. Due to the National Emergency Pandemic COVID-19 School Closures that was implemented on March 17, 2020, there are no 2019-2020 Dashboard results nor for 2020 - 2021 school years.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 1: BESD will provide a high quality, well-balanced educational system to raise academic achievement for ALL students

Goal 1

1) The Faculty and Staff of Miguel Hidalgo School will provide a high quality well balanced educational system to raise academic achievement for all students.
Students will demonstrate an increase in District Benchmark Assessments, SBAC ELA and Math Assessments, and ELPAC.

Identified Need

Benchmark Data is collected four times in K-2 and three times in grades 3-6.

In Grade K-2 2019 - 2020 Benchmark passing rates in ELA were:

Kinder 1st Quarter:

Skill

Sentence Segmentation: 84% Passing Rate

Alliteration: 67% Passing Rate

1st Grade 1st Quarter:

Skill

Isolate Initial Phoneme: 93% Passing Rate

Letter Sounds Percent: 86% Passing Rate

CVC Words Percent: 70% Passing Rate

Words w/Blends Total #: 21 words

Kinder 2nd Quarter:

Skill

Sentence Segmentation: 90% Passing Rate

Alliteration: 87% Passing Rate

Rhyme in Nursery Rhymes: 81% Passing Rate

Isolate Onset: 95% Passing Rate

Blend onset and rime: 78% Passing Rate

Segment onset and rime: 65% Passing Rate

Rhyme Recognition: 69% Passing Rate

1st Grade 2nd Quarter:

Skill:

Blending Phonemes: 89% Passing Rate

Ending Blends Percent: 72% Passing Rate

Digraphs Percent: 64% Passing Rate

High Frequency Words Total #: 53 Words

Kindergarten	1st Grade	2nd Grade
1st Quarter 30.8%		

2nd Quarter 35.4%
 3rd Quarter 00.0% 3rd Quarter 00.0% 3rd Quarter 00.0%

In Grade K-2 Benchmark passing rates in Math were:
 Kindergarten 1st Grade 2nd Grade
 1st Quarter 76.7% 1st Quarter 74.4% 1st Quarter 63.8%
 2nd Quarter 77.8% 2nd Quarter 81.6% 2nd Quarter 35.4%
 3rd Quarter 00.0% 3rd Quarter 00.0% 3rd Quarter 00.0%

In Grade K-2 2018 - 2019 Benchmark passing rates in ELA were:
 Kindergarten 1st Grade 2nd Grade
 1st Quarter 49.5% 1st Quarter 69.9% 1st Quarter 34.7%
 2nd Quarter 66.0% 2nd Quarter 69.9% 2nd Quarter 47.8%
 3rd Quarter 74.0% 3rd Quarter 63.8% 3rd Quarter 45.2%

In Grade K-2 Benchmark passing rates in Math were:
 Kindergarten 1st Grade 2nd Grade
 1st Quarter 75.0% 1st Quarter 69.9% 1st Quarter 67.0%
 2nd Quarter 59.8% 2nd Quarter 62.9% 2nd Quarter 52.2%
 3rd Quarter 88.4% 3rd Quarter 71.3% 3rd Quarter 34.1%

Review of the data indicates that less than 50% of 2nd grade students are reaching ELA grade level standards. Data further indicates that there is a decline in 2nd grade Math benchmarks results each quarter..

Benchmark Data

2019 - 2020 Grade 3 - 6 Benchmark Assessment Results:

Q1 ELA Data.	Total Students Tested	% Students Above.	% Students
Near % Students Below			
3rd Grade:	89	12%	34%
54%			
4th Grade:	91	16%	46%
37%			
5th Grade:	76	22%	46%
32%			
6th Grade:	58	14%	53%
33%			

Q1 MATH Data.	Total Students Tested	% Students Above.	% Students
Near % Students Below			
3rd Grade:	98	16%	34%
50%			
4th Grade:	92	24%	43%
33%			
5th Grade:	84	21%	52%
26%			
6th Grade:	59	10%	51%
39%			

Q2 ELA Data.	Total Students Tested	% Students Above.	% Students
Near % Students Below			
3rd Grade: 45.8%	96	13.5%	40.6%
4th Grade: 28.9%	90	11.1%	60.0%
5th Grade: 25.3%	83	14.5%	60.2%
6th Grade: 11.9%	59	32.2%	55.9%

Q2 MATH Data.	Total Students Tested	% Students Above.	% Students
Near % Students Below			
3rd Grade: 36.5%	96	20.8%	42.7%
4th Grade: 36.0%	89	14.6%	49.4%
5th Grade: 22.6%	84	23.8%	53.6%
6th Grade: 45.8%	59	16.9%	37.3%

SBAC Data

2016 SBAC Data Results: Students Meeting or Exceeding Standard

3rd Grade:	ELA	9%	Math	14%
4th Grade:	ELA	28%	Math	28%
5th Grade:	ELA	34%	Math	14%
6th Grade:	ELA	27%	Math	10%
Miguel Hidalgo School Overall:	ELA	9%	Math	17%

2017 SBAC Data Results: Students Meeting or Exceeding Standard

3rd Grade:	ELA	31.08%	Math	32%
4th Grade:	ELA	21.67%	Math	17.74%
5th Grade:	ELA	19.58%	Math	23.47%
6th Grade:	ELA	45.98%	Math	36.79%
Miguel Hidalgo School Overall:	ELA	29.88%	Math	27.95%
English Learners:	ELA	7.4%	Math	10.81%

2018 SBAC Data Results: Students Meeting or Exceeding Standard

3rd Grade:	ELA	41.06%	Math	53.68%
4th Grade:	ELA	32.79%	Math	38.71%
5th Grade:	ELA	17.91%	Math	19.41%
6th Grade:	ELA	34.04%	Math	30.85%
Miguel Hidalgo School Overall:	ELA	32.49%	Math	36.79%
School subgroups				

English Only (EO):	ELA	37.49%	Math	36.77%
RFEP:	ELA	54.76%	Math	50.52%
English Learners(ELL):	ELA	19.26%	Math	32.35%
SED:	ELA	32.14%	Math	36.6%

2019 SBAC Data Results: Students Meeting or Exceeding Standard

3rd Grade:	ELA	35.42%	Math	48.96%
4th Grade:	ELA	42.40%	Math	36.96%
5th Grade:	ELA	32.84%	Math	22.39%
6th Grade:	ELA	41.43%	Math	30.00%
Miguel Hidalgo School Overall:	ELA	38.15%	Math	36.00%

School subgroups

English Only (EO):	ELA	37.49%	Math	36.77%
RFEP:	ELA	54.76%	Math	50.52%
English Learners(ELL):	ELA	19.26%	Math	32.35%
SED:	ELA	32.14%	Math	36.6%

2018 - 2019 Interim Assessment Data

In grades 3 – 6, the data foreshadows student CAASPP data results because we are using the interim assessment blocks (IABs) which have been created to predict student outcomes and use as a teaching tools aligned to ELA, Math, Science summative assessments.

In ELA the data reflects that all grade levels, 3 – 6, have scored above 50% Above or Near Standard in the first two benchmarks (Read Literary Text & Listen and Interpret) with 85% of 4th grade students scoring Above or Near Standard on the Listen and Interpret IAB.

In Mathematics, students in Grades 3 – 5 have taken the following two IABs: Number and Operations Base Ten; and Operations and Algebraic Thinking. Scores have been above 50% Above or Near Standard on these two assessments with 4th grade students scoring 84% Above or Near Standard on the Number and Operations Base Ten IAB and 86% Above or Near Standard on the Operations and Algebraic Thinking IAB. 6th Grade Students have scored 57% Above or Near Standard on the Ratios and Proportional Relationships IAB; and 72% on the Number Systems IAB.

During the 2020 - 2021 School Year, Grade Levels implemented Learning Cycles and developed Common Formative Assessments (CFAs) to monitor student achievement towards selected CCSS in ELA and Math. A Diagnostic Assessment, assessing Essential Standards was also administered at the beginning of the year:

ELA Cycle I:

Kinder: CCSS: CA.ELA.RF.K.3

97.2% of Miguel Hidalgo School Kindergarten Students Met or Exceeded the Standard on the CFA.

Kinder: CCSS: CCSS.ELA-Literacy-RL.K.3

78.5% of Miguel Hidalgo School Kindergarten Students Met or Exceeded the Standard on the CFA.

1st Grade: CCSS: CCSS.ELA.Literacy.RL.1.2

83.0% of Miguel Hidalgo School 1st Grade Students Met or Exceeded the Standard on the CFA.

2nd Grade: CCSS: CA.ELA.RL.2.5

77.7% of Miguel Hidalgo School 2nd Grade Students Met or Exceeded the Standard on the CFA.

3rd Grade: CCSS: CA.ELA.RI.3.2

40.2% of Miguel Hidalgo School 3rd Grade Students Met or Exceeded the Standard on the CFA.

4th Grade: CCSS: CCSS.ELA.Literacy.RL.4.1

48.5% of Miguel Hidalgo School 4th Grade Students Met or Exceeded the Standard on the CFA.

5th Grade: CCSS: CCSS.ELA.Literacy.RI.5.3

39.5% of Miguel Hidalgo School 5th Grade Students Met or Exceeded the Standard on the CFA.

6th Grade: CCSS: CCSS.ELA.Literacy.RI.6.1

38.1% of Miguel Hidalgo School 6th Grade Students Met or Exceeded the Standard on the CFA.

ELA Cycle 2

Kinder: CCSS: CA.ELA.RI.K.2

88.2% of Miguel Hidalgo School Kindergarten Students Met or Exceeded the Standard on the CFA.

1st Grade: CCSS: CCSS.ELA.RI.1.2

59.3% of Miguel Hidalgo School 1st Grade Students Met or Exceeded the Standard on the CFA.

2nd Grade: CCSS: CA.ELA.RI.2.1

53.1% of Miguel Hidalgo School 2nd Grade Students Met or Exceeded the Standard on the CFA.

3rd Grade: CCSS: CA.ELA.RL.3.1

36.8% of Miguel Hidalgo School 3rd Grade Students Met or Exceeded the Standard on the CFA.

4th Grade: CCSS: CCSS.ELA.Literacy.RL.4.6

8.7% of Miguel Hidalgo School 4th Grade Students Met or Exceeded the Standard on the CFA.

5th Grade: CCSS: CCSS.ELA.Literacy.RL.5.6

24.3% of Miguel Hidalgo School 5th Grade Students Met or Exceeded the Standard on the CFA.

6th Grade: CCSS: CCSS.ELA.Literacy.RI.6.6

31.7% of Miguel Hidalgo School 6th Grade Students Met or Exceeded the Standard on the CFA.

ELA Cycle 3

Kinder: CCSS: CA.ELA.RF.K.3.a

77.8% of Miguel Hidalgo School Kindergarten Students Met or Exceeded the Standard on the CFA.

1st Grade: CCSS: CCSS.ELA.RF.1.1.a

64.3% of Miguel Hidalgo School 1st Grade Students Met or Exceeded the Standard on the CFA.

2nd Grade: CCSS: CA.ELA.RL.2.5

59.5% of Miguel Hidalgo School 2nd Grade Students Met or Exceeded the Standard on the CFA.

3rd Grade: CCSS: CA.ELA.RL.3.1

40.0% of Miguel Hidalgo School 3rd Grade Students Met or Exceeded the Standard on the CFA.

4th Grade: CCSS: CCSS.ELA.Literacy.RI.4.2

53.4% of Miguel Hidalgo School 4th Grade Students Met or Exceeded the Standard on the CFA.

5th Grade: CCSS: CCSS.ELA.Literacy.RL.5.2

28.0% of Miguel Hidalgo School 5th Grade Students Met or Exceeded the Standard on the CFA.

6th Grade: CCSS: CCSS.ELA.Literacy.RI.6.8

31.6% of Miguel Hidalgo School 6th Grade Students Met or Exceeded the Standard on the CFA.

ELA Cycle 5

Kinder: CCSS: CA.ELA.RF.K.3.a

77.8% of Miguel Hidalgo School Kindergarten Students Met or Exceeded the Standard on the CFA.

1st Grade: CCSS: CCSS.ELA.RF.1.1.a

64.3% of Miguel Hidalgo School 1st Grade Students Met or Exceeded the Standard on the CFA.

2nd Grade: CCSS: CA.ELA.RI.2.1

63.5% of Miguel Hidalgo School 2nd Grade Students Met or Exceeded the Standard on the CFA.

3rd Grade: CCSS: CA.ELA.RI.3.1

31.6% of Miguel Hidalgo School 3rd Grade Students Met or Exceeded the Standard on the CFA.

4th Grade: CCSS: CCSS.ELA.Literacy.RI.4.3

59.3% of Miguel Hidalgo School 4th Grade Students Met or Exceeded the Standard on the CFA.

5th Grade: CCSS: CCSS.ELA.Literacy.RI.5.7

38.0% of Miguel Hidalgo School 5th Grade Students Met or Exceeded the Standard on the CFA.

6th Grade: CCSS: CCSS.ELA.Literacy.RI.6.1

41.6% of Miguel Hidalgo School 6th Grade Students Met or Exceeded the Standard on the CFA.

Math Cycle I:

Kinder: CCSS: CA.MA.K.CC.6

87.2% of Miguel Hidalgo School Kindergarten Students Met or Exceeded the Standard on the CFA.

1st Grade: CCSS: CCSS.MA.1.OA.7

79.7% of Miguel Hidalgo School 1st Grade Students Met or Exceeded the Standard on the CFA.

2nd Grade: CCSS: CA.MA.2.NBT.3

84.5% of Miguel Hidalgo School 2nd Grade Students Met or Exceeded the Standard on the CFA.

3rd Grade: CCSS: CA.MA.3.OA.3

74.5% of Miguel Hidalgo School 3rd Grade Students Met or Exceeded the Standard on the CFA.

4th Grade: CCSS: CCSS.CA.MA.4.NBT.5

56.2% of Miguel Hidalgo School 4th Grade Students Met or Exceeded the Standard on the CFA.

5th Grade: CCSS: CCSS.CA.MA.5.NBT.3.a

39.5% of Miguel Hidalgo School 5th Grade Students Met or Exceeded the Standard on the CFA.

6th Grade: CCSS: CCSS.CA.MA.RP.3.b

58.7% of Miguel Hidalgo School 6th Grade Students Met or Exceeded the Standard on the CFA.

Math Cycle 2:

Kinder: CCSS: CA.MA.K.CC.2

87.2% of Miguel Hidalgo School Kindergarten Students Met or Exceeded the Standard on the CFA.

1st Grade: CCSS: CCSS.MA.1.OA.1

77.9% of Miguel Hidalgo School 1st Grade Students Met or Exceeded the Standard on the CFA.

2nd Grade: CCSS: CA.MA.2.OA.1

71.7% of Miguel Hidalgo School 2nd Grade Students Met or Exceeded the Standard on the CFA.

3rd Grade: CCSS: CA.MA.3.MD.7.b

50.7% of Miguel Hidalgo School 3rd Grade Students Met or Exceeded the Standard on the CFA.

4th Grade: CCSS: CCSS.CA.MA.4.NBT.6

54.3% of Miguel Hidalgo School 4th Grade Students Met or Exceeded the Standard on the CFA.

5th Grade: CCSS: CCSS.CA.MA.5.NBT.7

29.2% of Miguel Hidalgo School 5th Grade Students Met or Exceeded the Standard on the CFA.

6th Grade: CCSS: CCSS.CA.MA.RP.3.c

56.2% of Miguel Hidalgo School 6th Grade Students Met or Exceeded the Standard on the CFA.

Math Cycle 3:

Kinder: CCSS: CA.MA.K.OA.2

90.4% of Miguel Hidalgo School Kindergarten Students Met or Exceeded the Standard on the CFA.

1st Grade: CCSS: CCSS.MA.1.OA.1

87.1% of Miguel Hidalgo School 1st Grade Students Met or Exceeded the Standard on the CFA.

2nd Grade: CCSS: CA.MA.2.OA.1

64.2% of Miguel Hidalgo School 2nd Grade Students Met or Exceeded the Standard on the CFA.

3rd Grade: CCSS: CA.MA.3.OA.3

63.2% of Miguel Hidalgo School 3rd Grade Students Met or Exceeded the Standard on the CFA.

4th Grade: CCSS: CCSS.CA.MA.4.NF.3

48.6% of Miguel Hidalgo School 4th Grade Students Met or Exceeded the Standard on the CFA.

5th Grade: CCSS: CCSS.CA.MA.5.NBT.6

56.6% of Miguel Hidalgo School 5th Grade Students Met or Exceeded the Standard on the CFA.

6th Grade: CCSS: CCSS.CA.MA.EE.8

53.8% of Miguel Hidalgo School 6th Grade Students Met or Exceeded the Standard on the CFA.

Math Cycle 5:

2nd Grade: CCSS: CA.MA.2.G.A.3

66.7% of Miguel Hidalgo School 2nd Grade Students Met or Exceeded the Standard on the CFA.

3rd Grade: CCSS: CA.MD.1

67.7% of Miguel Hidalgo School 3rd Grade Students Met or Exceeded the Standard on the CFA.

4th Grade: CCSS:

00.0% of Miguel Hidalgo School 4th Grade Students Met or Exceeded the Standard on the CFA.

5th Grade: CCSS: CCSS.CA.MA.5.G.2

45.8% of Miguel Hidalgo School 5th Grade Students Met or Exceeded the Standard on the CFA.

6th Grade: CCSS: CCSS.CA.MA.EE.6.8

49.6% of Miguel Hidalgo School 6th Grade Students Met or Exceeded the Standard on the CFA.

All grades have targeted students not meeting standards to reteach (small groups) concepts and skills during RTI and MIT. The use of the Achieve 3000 online ELA support program and the Dreambox online Math support program is being utilized in all classrooms to assist students in their respective areas. Teachers are also providing before and after school tutoring.

Due to the COVID 19 National Emergency Pandemic and School Closure, there is no SBAC data for the 2019 - 2020 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
8% growth rate in exceed or met level in both ELA and Math	2018 ELA: 32.49% Met or exceeded Standard 2018 Math 36.79% Met or Exceeded Standard	It is expected that the 2021-2021 ELA Met or Exceeded Standard percentage will be no lower than 48.49%. It is expected that the 2021-2022 Math Met or Exceeded Standard percentage will be no lower than 52.79%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All Teachers, including SPED Teachers, will work in Professional Learning Communities and analyze 2020 - 2021 Benchmark Data at the beginning of the 2021-2022 school year to identify students needing intervention. Due to the COVID-19 School Closure there is no 2021 SBAC data. 2021-2022 Benchmark assessment data will be analyzed / utilized throughout the year to monitor student achievement and provide intervention as needed. Teachers will work collaboratively in Professional Learning Communities. Teachers will be provided substitutes for release time to view demo lessons, plan lessons, coach each other through lessons, plan Learning Cycles and continue to create Common Formative Assessments (CFAs) and review data from Common Formative Assessments and calibrate constructed responses to assessments.

Grade Level / Site master schedule will be developed and implemented. RTI and MIT times will be scheduled in the master schedule and followed.

For the 2021 - 2022 school year teachers will work collaboratively to build the CCSS into District pacing guides for ELA and Math.

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)

3,000.00

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Follow Schoolwide schedule;
Establish settings based on the needs of students (GATE, ELD, etc.).

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

Teachers will implement one or more of the instructional strategies to teach the CCSS such as but not limited to:

Thinking Maps/graphic organizers, Close Reading/ Text-Dependent questions, Instructional Strategies for implementation of CCSS, Academic vocabulary, text reconstruction/sentence unpacking, GLAD and Writing Strategies/SBAC Writing Rubrics and others as needed.

Grade Levels will utilize Common Formative Assessments (CFAs) and implement PLC Learning Cycles to address student learning focusing on the Four Questions: What do we want students to learn? How will we know if they have learned it? What will we do if they don't learn it? What we will do if they already know it?

Teachers provide instruction to enable students to identify the elements of proficient work and evaluate their own work based on these elements.

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)

9,363.21

Source(s)

Title I Part A: Allocation

	4000-4999: Books And Supplies Instructional supplies
5,000.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Resource Copy Machine and supplies costs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Para Educators will be trained in best practices on providing support in the classrooms.

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)
500.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Substitutes for Classified Para Educators participating in training.
1,000.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Substitutes for Classified Para Educators participating in training.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will provide parent training on student use of supplemental online programs.

Provide parents with online digital access to the ELA and Math Curriculum. Students will have extra support via games, mini-lessons, extra practice lessons and online tutoring sessions for use during and after school.

Parents will be encouraged to have their children use the District online supplemental programs of Achieve 3000 for ELA support and Accelerated Math for Math support at home.

Provide parents with opportunities to expand their knowledge through lessons and workshops to increase the support for learning for students at home.

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)
600.00	Title I Part A: Allocation 4000-4999: Books And Supplies Web Based CCSS Supplementals; Parent night Trainings supplies
750.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher salaries for presentations.
500.00	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Communication, Subscriptions, Materials and Resources for Parent Training
600	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent training to empower them to help students
600	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials and supplies for parent involvement

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students; English Learners

Strategy/Activity

Administration and Teachers will be given opportunities to receive online out of district staff development with the understanding they will return and share information and strategies with their colleagues.

Provide online training related to researched-based reading strategies to help our students with equal access to the rigor and expectations of the grade-level standards.

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)
2,000.00	LCFF - Supplemental

	5800: Professional/Consulting Services And Operating Expenditures Registration fees/Online training
2,000.00	LCFF - Supplemental 4000-4999: Books And Supplies Presentation materials

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Teachers will implement Listening and Speaking activities into daily teaching routines to support English Learners. This includes collaborative work in the classroom, reports, story telling, etc.

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)
2000	Title I Part A: Allocation 4000-4999: Books And Supplies Sentence Strips, index cards, pocket charts and other materials to support English Learners Language development.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

6th Grade Students

Strategy/Activity

Rainforest STEM/STEAM Curriculum. All 6th Grade students will have the opportunity to participate in the RainForest STEM/STEAM Curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Rainforest STEM/STEAM Curriculum. All 6th Grade students will have the opportunity to

participate in the RainForest STEM/STEAM Curriculum.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All teachers will receive Professional Development on District-adopted programs and initiatives. Teachers and Classified staff will be encouraged to participate in optional Technology trainings offered by BESD staff; participants will be compensated at the appropriate BESD hourly rate.

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)

0.00

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Professional Development Training

0.00

District Funded
1000-1999: Certificated Personnel Salaries
Substitutes

0.00

District Funded
1000-1999: Certificated Personnel Salaries
Substitutes

0.00

District Funded
1000-1999: Certificated Personnel Salaries
Stipends

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ameri-Corp personnel to work with At-Risk Students; provide classroom support

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)

13,000.00

Source(s)

Title I Part A: Allocation

5000-5999: Services And Other Operating Expenditures
Partner with ICOE AmeriCorp program to provide classroom support via a AmeriCorp participant

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Reading will be promoted in various ways throughout the day.

Subscriptions such as Scholastic News will be provided to support non-fiction reading; apply reading and writing skills; integrate natural and social sciences into ELA; increase content-area knowledge; make learning engaging; engage families by having students read at home as well as school.

Utilize program online resources to engage students and enhance learning.

Students have opportunities throughout the day to visit the library and check out appropriate literature books for class and home use to improve their reading skills.

Students will be encouraged to read nonfiction text. Purchase books for the Library and Classroom libraries.

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)

3000.00

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Materials Library books: fiction and non-fiction

17,000.00

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
Library Aide Salaries funded 50% Title I / 50% District Funding
One 3.75 hr. library aide

4,100.00

Title I Part A: Allocation
4000-4999: Books And Supplies
Scholastic News School Subscription

5,400.00

LCFF - Supplemental
4000-4999: Books And Supplies
Books for Classroom Libraries

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will utilize supplemental reading and math researched based web based programs and apps.

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)

0.00

Source(s)

District Funded
None Specified
Achieve 3000 and Dreambox subscriptions

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Paraeducators will provide direct student services which will assist the teachers during core and intervention times.

Academic Coach will provide for academic services for all students including demo lessons, CCSS resources, CCSS assessment support, implementation support, etc.

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)

17,580.23

Source(s)

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
Support staff assigned to neediest student settings

0.00

District Funded
1000-1999: Certificated Personnel Salaries

	Academic Coach will provide for academic services for all students including demo lessons, CCSS resources, CCSS assessment support, implementation support, etc.
146,527	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries ERI/Intervention Teacher will provide academic services for at-risk Kinder, 1st & 2nd grade students including direct reading instruction as well as co-teach with gen. ed. teachers. 50% of ERI/Intervention Teacher Salary Title I funded.
21,000.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries ERI/Intervention Para-educators will provide academic services for at-risk Kinder, 1st & 2nd grade students. two para-educators at 50% salary.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

Incoming Kindergarten Students

Strategy/Activity

Pre-School to Kinder transition

Migrant Pre-School tour of School Campus and Kindergarten classrooms.

Staff outreach to Pre-School programs to provide parents with information for kindergarten.

Teachers will prepare a packet for incoming Kindergarten students to practice foundational skills

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	Title I Part A: Allocation 4000-4999: Books And Supplies Materials for Pre-Schoolers

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers/Grade levels will utilize District adopted Electronic Record Keeping systems as a gradebook and the test item bank to create grade level assessments.

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)

0.00

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Teacher collaboration time/ working with Admin
and Academic Coach

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All of the classrooms have the appropriate time allocations for all students. The school complies with and monitors implementation of state recommended minutes daily of instructional time for the adopted programs. Daily (Monday-Thursday with modified Friday Schedule) Master Schedule for TK - 6 based on state-recommended instructional time, will be adhered to every day. The ELA time will be protected from interruptions.

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)

0

Source(s)

None Specified
None Specified
Monitoring/walk throughs

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All teachers will participate in Grade Level and School Wide Collaboration focused on Student Learning

Interim assessment for ELA and Math will be administered as a form of formative assessment for grades 3- 6. Grade Level developed common formative assessments will be created in grades K -

6. The data from the interim and grade level common formative assessments will be used to determine components of teaching cycles.

The Grade Level Chair Team will meet once a month to review progress and make recommendations to this plan.

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)

0.00

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Substitutes

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Allow all students to achieve digital literacy by appropriately accessing technology to meet grade-level standards.

Classrooms must be technology-ready for 21st Century Learning.

Teachers will continue to use Apple TV, iPad Pros, Macs, Chromebooks, and projectors for lessons and student use.

Students will utilize online programs to improve student learning.

Use of Reading Renaissance Accelerated Reader; Accelerated Math; Achieve 3000 Reading App; MyOn Reading App, Dreambox math App.

Purchase additional hardware and software to support student academic achievement.

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)

8500.00

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
Student Technology Refresh; Chromebooks,
iPads; earphones;

9500.00	Title I Part A: Allocation 4000-4999: Books And Supplies Technological accessories to support technological devices
15,000.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Reading Renaissance Accelerated Reader Program
7,500.00	LCFF - Supplemental 4000-4999: Books And Supplies replacement projectors; projector bulbs; printers; technology equipment to enhance teaching

Annual Review

SPSA Year Reviewed: 2020-21

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.

Teachers met in collaboration groups throughout the year analyzing student data and adjusting classroom instruction both whole group and instruction for intervention groups. 2018-2019 Benchmark Assessments and 2018 SBAC Assessment results indicate that not all students are proficient on Grade Level Standards.

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

Formative assessments have not been consistently developed and utilized by all grade levels. During the 2021 - 2022 school year, teachers will develop and utilize grade level common formative assessments in the areas of English Language Arts and Mathematics to be used prior to Benchmark Assessments. Common Formative Assessments results will be used to determine which students need additional intervention time.

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.

2019 SBAC results will be used to determine student progress towards proficiency on Grade Level Standards for Grades 3 - 6. Interim Assessment Data will continue to be analyzed during the 2020 - 2021 school year to monitor progress towards proficiency on Grade Level Standards for grades 3 -6. In grades 3 – 6, the data foreshadows student CAASPP data results because we are using the interim assessment blocks (IABs) which have been created to predict student outcomes and use as a teaching tools aligned to ELA, Math, Science summative assessments. Due to the National Emergency Pandemic COVID-19 School Closures that was implemented on March 17, 2020, there

are no 2019-2020 SBAC results. There are also no 2020-2021 SBAC results due to the National Emergency Pandemic COVID-19 School Closures.

BESD Benchmark Assessment data will continue to be utilized throughout the 2020 - 2021 school year to monitor progress towards proficiency on grade level standards for grades K - 2.

All grades have targeted students not meeting standards to reteach (small groups) concepts and skills during RTI and MIT. The use of the Achieve 3000 online ELA support program and the Dreambox online Math support program is being utilized in all classrooms to assist students in their respective areas. Teachers are also providing before and after school tutoring.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2: BESD will narrow the achievement gap by providing a high quality educational system for ALL students focusing on high academic rigor with a Multi-Tiered System of Support (MTSS)

Goal 2

All Students will receive a rigorous curriculum and instruction; Teachers will monitor student progress using Grade Level Formative Assessments; Data will be used to identify students not proficient and will be provided appropriate and effective support. There will be a 5% increase in every grade level of the number of students that master the Grade Level Essential Standards.

Identified Need

Benchmark Data is collected four times in K-2 and three times in grades 3-6.

In Grade K-2 2018 - 2019 Benchmark passing rates in ELA were:

Kindergarten	1st Grade	2nd Grade
1st Quarter 49.5%	1st Quarter 69.9%	1st Quarter 34.7%
2nd Quarter 66.0%	2nd Quarter 69.9%	2nd Quarter 47.8%
3rd Quarter 74.0%	3rd Quarter 63.8%	3rd Quarter 45.2%

In Grade K-2 Benchmark passing rates in Math were:

Kindergarten	1st Grade	2nd Grade
1st Quarter 75.0%	1st Quarter 69.9%	1st Quarter 67.0%
2nd Quarter 59.8%	2nd Quarter 62.9%	2nd Quarter 52.2%
3rd Quarter 88.4%	3rd Quarter 71.3%	3rd Quarter 34.1%

Review of the data indicates that less than 50% of 2nd grade students are reaching ELA grade level standards. Data further indicates that there is a decline in 2nd grade Math benchmarks results each quarter..

2018 SBAC Data Results: Students Meeting or Exceeding Standard

3rd Grade:	ELA	41.06%	Math	53.68%
4th Grade:	ELA	32.79%	Math	38.71%
5th Grade:	ELA	17.91%	Math	19.41%
6th Grade:	ELA	34.04%	Math	30.85%
Miguel Hidalgo School Overall:	ELA	32.49%	Math	36.79%
School subgroups				
English Only (EO):	ELA	37.49%	Math	36.77%
RFEP:	ELA	54.76%	Math	50.52%
English Learners(ELL):	ELA	19.26%	Math	32.35%
SED:	ELA	32.14%	Math	36.6%

2019 SBAC Data Results: Students Meeting or Exceeding Standard

3rd Grade:	ELA	35.42%	Math	48.96%
4th Grade:	ELA	42.40%	Math	36.96%
5th Grade:	ELA	32.84%	Math	22.39%
6th Grade:	ELA	41.43%	Math	30.00%
Miguel Hidalgo School Overall:	ELA	38.15%	Math	36.00%

School subgroups				
English Only (EO):	ELA	37.49%	Math	36.77%
RFEP:	ELA	54.76%	Math	50.52%
English Learners(ELL):	ELA	19.26%	Math	32.35%
SED:	ELA	32.14%	Math	36.6%

Due to the National Emergency Pandemic COVID-19 School Closures that was implemented on March 17, 2020, there are no 2019-2020 SBAC results. There are also no 2020-2021 SBAC results due to the National Emergency Pandemic COVID-19 School Closures.

2019 - 2020 Interim Assessment Data

In grades 3 – 6, the data foreshadows student CAASPP data results because we are using the interim assessment blocks (IABs) which have been created to predict student outcomes and use as a teaching tools aligned to ELA, Math, Science summative assessments.

In ELA the data reflects that all grade levels, 3 – 6, have scored above 50% Above or Near Standard in the first two benchmarks (Read Literary Text & Listen and Interpret) with 85% of 4th grade students scoring Above or Near Standard on the Listen and Interpret IAB.

In Mathematics, students in Grades 3 – 5 have taken the following two IABs: Number and Operations Base Ten; and Operations and Algebraic Thinking. Scores have been above 50% Above or Near Standard on these two assessments with 4th grade students scoring 84% Above or Near Standard on the Number and Operations Base Ten IAB and 86% Above or Near Standard on the Operations and Algebraic Thinking IAB. 6th Grade Students have scored 57% Above or Near Standard on the Ratios and Proportional Relationships IAB; and 72% on the Number Systems IAB.

All grades have targeted students not meeting standards to reteach (small groups) concepts and skills during RTI and MIT. The use of the Achieve 3000 online ELA support program and the Dreambox online Math support program is being utilized in all classrooms to assist students in their respective areas. Teachers are also providing before and after school tutoring.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
8% growth rate in exceed or met level in both ELA and Math	2018 ELA: 32.49% Met or exceeded Standard 2018 Math 36.79% Met or Exceeded Standard	It is expected that the 2022 ELA Met or Exceeded Standard percentage will be no lower than 48.49%. It is expected that the 2022 Math Met or Exceeded Standard percentage will be no lower than 52.79%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will utilize Grade Level Benchmark Assessments Data and 2018-2019 SBAC CAT Data at the beginning of the 2021-2022 school year to identify students needing Intervention. Multi-Tiered System of Support to close the Achievement Gap. Due to the National Emergency Pandemic COVID-19 School Closures that was implemented on March 17, 2020, there are no 2019-2020 SBAC results. There are also no 2020-2021 SBAC results due to the National Emergency Pandemic COVID-19 School Closures.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

None Specified
None Specified
District Benchmark Assessments

0.00

SBAC CAT Assessment Results

0.00

Grade Level Professional Learning
Communities

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

Teachers will utilize Common Formative Assessment Data and implement Learning Cycles to identify students needing intervention. Primary grades will utilize ESGi Assessments

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

None Specified
None Specified
Grade Level / School Wide Professional
Learning Communities will implement Learning
Cycles and utilize Common Formative

Assessment Data to identify students needing intervention. Staff will be provided time to collaborate.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher will provide daily Response To Intervention (RTI) in the areas of ELA and Math to students who have not met the Essential Standards

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)

0.00

Source(s)

None Specified
None Specified
RTI during class time

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students have opportunities throughout the day to visit the library and check out appropriate literature books for class and home use to improve their reading and vocabulary skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

None Specified
None Specified
Library Access

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students have the opportunity to participate in the Miguel Hidalgo School After School and Education Safety Program (ASES) after school where they receive assistance with homework and extended academic opportunities.

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)

132,321.00

Source(s)

After School and Education Safety (ASES)
0000: Unrestricted
ASES Staff Salaries/Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Ongoing collaboration, including analysis of student data, will occur in grade level teams to determine student's ELD placement, implement ELD curriculum, and plan ELD instructional activities. K-6th grade students are grouped for ELD based on their ELPAC level (input + 1), with the goal of having no more than 2 levels per instructional setting.

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)

0.00

Source(s)

District Funded
None Specified
Collaboration Time

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will be encouraged to Read books and assess their reading via web-based programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,000.00	LCFF - Supplemental 4000-4999: Books And Supplies An incentive program will be developed to reward and encourage students to read and improve basic and complex math skills.
1000	Title I Part A: Allocation 4000-4999: Books And Supplies Resources and Materials

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All Students will receive a rigorous curriculum and instruction

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)
10,801.00	LCFF - Supplemental 4000-4999: Books And Supplies Instructional Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will be invited to attend tutoring up to 20 hours for a period of 6-8 weeks.

Online programs will be used to monitor progress in ELA, & Math.

Students will gain an understanding of target ELA and Math Standards.

Participating students will be expected to gain overall mastery of targeted CCSS in ELA and Math.

Teachers will be encouraged to select 8-10 students who need additional support who are working below standard and not on grade level.

Resources and materials for grade levels for students to provide hands-on experience.

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)
15,000.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Tutoring Services
1700	Title I Part A: Allocation 4000-4999: Books And Supplies Resources and Materials

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

TK - 1st Grade Students

Strategy/Activity

Implementation of ESGi software for assessing TK - 1st Grade 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)
2,700	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures ESGi software for one on one testing for TK - 1st grade

Annual Review

SPSA Year Reviewed: 2020-21

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.

Teacher collaboration throughout the year has allowed for teachers to share effective practices and strategies to use when giving instruction. Students are grouped for ELD in grades K-6.

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

Formative assessments have not been consistently developed and utilized by all grade levels. During the 2021-2022 school year, teachers will develop and utilize grade level common formative assessments in the areas of English Language Arts and Mathematics to be used prior to Benchmark Assessments. Common Formative Assessments results will be used to determine which students need additional intervention time. PLC Learning Cycles will be implemented to monitor student progress.

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

The development of grade level Common Formative Assessments to be used consistently throughout the school year is necessary to monitor student achievement and to assist with Reading and Math Intervention.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 3: BESD will provide students and parents with a safe and engaging learning environment

Goal 3

All Students will be provided an engaging and safe environment. Miguel Hidalgo School Staff will establish a proactive system of socio-emotional support. Attendance rates will improve on a year to year basis. The number of Students Discipline incidences will decrease from year to year. The school climate survey administered to all parents will demonstrate a year to year improvement. Parents and Community members will be encouraged to participate in parent nights and to volunteer in classrooms and other locations of the school. Implementation of Positive Behavior Interventions and Supports (PBIS) Tier I and II will continue during the 2021-2022 school year. Recognition of Hidalgo School Community members (Students, parents, community volunteers and staff) will be encouraged and celebrated. Pyramid of Success essential characteristics will be encouraged to promote student success.

Identified Need

Dashboard data shows that student suspensions have declined. An engaging and safe environment will continue to be supported through the Development and Implementation of Positive Behavior Interventions and Supports (PBIS) Tier I and II will continue during the school year. Due to the National Emergency Pandemic COVID-19 School Closures that was implemented on March 17, 2020, there are no 2019-2020 Dashboard results. There are also no 2020-2021 Dashboard results due to the National Emergency Pandemic COVID-19 School Closures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease of 0.5% in Suspension Rate for 2019 and 2020. Decrease of 3% in our Chronic Absenteeism rate for 2019 and 2020.	2.6% of our students were suspended at least once during the 2018 school year. 2018 Chronic Absenteeism rate was at 16.2%	It is expected that the 2022 percent of students suspended at least once will not exceed 1.6%. It is expected that the 2022 Chronic Absenteeism rate will be no higher than 10%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Educate parents and students on the importance of school attendance as well as social-emotional well-being and mental health by encouraging their participation in our school activities.

To improve school attendance, information will be provided to students and parents via orientations, presentations, phone calls, newsletters, and home visits.

Communication with parents on the importance of attendance through SART letters, meetings, and SARB hearings.

Periodic Parent Night Presentations on the importance of Attendance.

School site administration will collaborate with Child Welfare and attendance specialist (CWA) to support and improve student attendance through frequent parent contact, home visits, timely referral services as needed.

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)
1,000.00	LCFF - Supplemental 5900: Communications Postage-Parent Communications
1,000.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Teacher, Staff Stipends for Parent Night Presentations
2,000	LCFF - Supplemental 4000-4999: Books And Supplies Materials and Resources/ Office Supplies

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

Incentives/Rewards for improved attendance.

Monthly grade level, class level, and individual level awards to promote school attendance.

Incentives and rewards will be provided to students with perfect attendance on a trimester basis.

Students who have perfect attendance each month (zero absences, zero tardies, zero early releases) will be recognized by the Principal at flag ceremonies and earn a special treat. At the end of the year, all students who have a year of perfect attendance will be recognized and awarded with a party.

Monthly classroom recognition with Attendance Trophy as an award.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	LCFF - Supplemental 4000-4999: Books And Supplies Resources, Materials and Activities to Motivate Students
1000	LCFF - Supplemental 4000-4999: Books And Supplies Rewards and Incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School-Wide Character Education based on Harper For Kids Pyramid of Success (John Wooden)

Character trait focus for each month reinforced through lessons taught during teacher collaboration.

Utilize strategies outlined with Positive Behavioral Interventions and Supports (PBIS)

Activities, lessons, materials provided for teachers to use in the classroom to support the character trait for the month.

Specific Celebrations (i.e. Red Ribbon Week; Bully Awareness Month, and Character Counts assemblies.)

Preview options for antibullying programs including cyberbullying and consider purchase /participation.

Positive reinforcement for good behavior and demonstration of character traits with good hawk cards and incentives.

PBIS school site team will collaborate and plan schoolwide strategies to support student behaviors through a positive behavior interventions system.

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)
2,300.00	LCFF - Supplemental 4000-4999: Books And Supplies Resources, Material, Supplies & Incentives
1000	Title I Part A: Allocation 4000-4999: Books And Supplies Resources and Materials to Support PBIS
4000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Stipend for PBIS School Site Team to Student Support
300	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Stipend for PBIS Classified Site Team to Support Student Behavior.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To improve discipline and decrease referrals.

Special Bulletin boards, displays and monthly activities.

Regular contact with parents for interventions.

The administration will compile and present an extensive discipline report giving information regarding the # of referrals; the severity; # of students (non-repetitive) and additional information.

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)
2,000.00	LCFF - Supplemental 4000-4999: Books And Supplies Materials, Supplies & Incentives
5000.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures PBIS SWIS Behavior Management Information System so that the school will have timely data to use when determining physical areas of concern.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Grades 3 - 6

Strategy/Activity

Students will be provided opportunities to develop leadership skills by participating in Associated Students Council and Student Clubs

Student clubs based on student interests will be encouraged and sponsored. Club Sponsors will receive a Stipend for advising 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)
1000.00	LCFF - Supplemental 4000-4999: Books And Supplies Supplies and materials
1,000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Staff Stipends
1,000.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified Staff Stipends

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parents and Community Members will be encouraged to volunteer at Miguel Hidalgo School.
Family and community activities during and after school to promote positive parent engagement.

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)
500.00	LCFF - Supplemental 4000-4999: Books And Supplies Teachers and Administration will encourage and recruit parents to volunteer in classrooms and at the School.
0.00	LCFF - Base 4000-4999: Books And Supplies Office Staff will monitor amount of time volunteered.
1000.00	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Volunteers will be recognized for time volunteered; postage, envelopes, paper for school to home communication
500.00	LCFF - Supplemental 4000-4999: Books And Supplies Refreshments / Materials and Supplies
525	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials, and Supplies / Parent Involvement

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Engagement: Monthly Principal's Cafe Meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified Principal will hold Monthly morning meetings (via teleconferencing at the onset of the school year) with parents to share activities/events occurring at Hidalgo School and to get input from parents regarding activities/events parents would like to happen at Miguel Hidalgo School.
1,000.00	LCFF - Supplemental 4000-4999: Books And Supplies Refreshments, Materials & Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Involvement:
Parent Teacher Organization (PTO)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified None Specified Parents will be encouraged to participate in the Miguel Hidalgo School PTO.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement Comprehensive School Safety Plan

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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0.00	None Specified None Specified Safety Plan Drills Monthly Fire Drills Earthquake Drills Intruder Drills
3000.00	LCFF - Supplemental 4000-4999: Books And Supplies Communication Radios to be used by staff to ensure school safety.
1,000.00	LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies to enhance safety at the drop off and pick up zones.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To encourage and continue to develop a positive school culture and climate, staff, parents, and volunteers will be recognized and celebrated for their contributions to the well-being of Miguel Hidalgo School.

Provide ongoing staff recognition for teachers and classified activities throughout the year.

Initiate a more welcoming setting for students arrivals including campus beautification, music, and safety patrols greeters.

Create an exciting school climate by updating the school murals to create an environment that promotes a sense of pride and that is conducive to student learning.

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)

3,000.00

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Teacher supplies, School Wear; celebration banners; recognition plaques etc.

1000

LCFF - Supplemental
4000-4999: Books And Supplies

	Resources and Material
2000	LCFF - Supplemental 4000-4999: Books And Supplies Bulletins, posters, music, speakers, microphones to promote a welcoming environment.
600	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Newspaper ads
2400	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Materials and Supplies to Create a Positive School Climate

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff and administration will foster a sense of pride and identity for all Miguel Hidalgo Hawks. We will provide student incentives to build a sense of pride in their class and during site prep rallies.

Students who do well on the ELPAC and CAASPP (ELA, Math and Science) will be recognized. In addition, students will be recognized monthly for their achievements. Students will be recognized monthly for citizenship, Academic Achievement and Attendance.

Hawks will feel a sense of pride and to develop such, the site will be maintained and improved in areas of cleanliness, order, security and emergency planning. Areas for students and parents to safely congregate will be enhanced.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Engagement; Student Engagement; Installation of a Digital Marquee to communicate with students, parents and the community. Marquee was purchased in 2019-2020. Marquee will continue to be used to communicate school successes; school events; important notification. Administration will continue to communicate and showcase Miguel Hidalgo School's successes via tele-communication and Social Media apps.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

District Funded
None Specified
Utilization of site Digital Marquee for communicating with parents, students, the community regarding school successes; school events; and important notifications. Marquee was purchased in 2019-2020.

0.00

None Specified
None Specified
Administration will continue to communicate and showcase Miguel Hidalgo School's successes via tele-communication and Social Media apps.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will be provided with opportunities to explore fine arts through activities and instruction.

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)

4,200.00

LCFF - Supplemental
4000-4999: Books And Supplies
Purchase of fine arts material to be utilized in the classroom.

Annual Review

SPSA Year Reviewed: 2020-21

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.

School-Wide Character Education based on Harper For Kids Pyramid of Success (John Wooden) was utilized as well as strategies outlined with Positive Behavior Interventions and Supports (PBIS) Tier I. Activities, lessons, materials were provided for teachers to use in the classroom to support the character trait for the month.

Specific Celebrations (i.e. Red Ribbon Week; Bully Awareness Month, and Character Counts assemblies.)

Positive Reinforcement for good behavior and demonstration of character traits with good hawk cards and incentives has been practiced.

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

Due to the National Emergency Pandemic COVID-19 School Closures that was implemented on March 17, 2020, monthly recognition assemblies were held via online presentations during the 2021 - 2022 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.

Miguel Hidalgo School will continue to recognize Students, Parents & Staff that demonstrate positive character traits.

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	\$305,645.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$518,867.44

Supplemental Services

If not previously addressed, describe how the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

If the school has been identified for CSI, TSI, or ATSI, describe how the school will address the indicators and, if applicable, at-risk student groups, that led to the school's identification.

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 Part A: Allocation	\$302,420.44
Title I Part A: Parent Involvement	\$3,225.00

Subtotal of additional federal funds included for this school: \$305,645.44

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 (\$)
	\$0.00
After School and Education Safety (ASES)	\$132,321.00
District Funded	\$0.00
LCFF - Base	\$0.00

LCFF - Supplemental	\$80,901.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$213,222.00

Total of federal, state, and/or local funds for this school: \$518,867.44

School Site Council Membership

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

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

Name of Members	Role
Bessie Jones	Principal
Maria Flores	Classroom Teacher
Ana Ventura	Classroom Teacher
Adriana Guerrero	Classroom Teacher
Alejandra Rodarte	Other School Staff
Laura Padilla	Parent or Community Member
Juana Torres	Parent or Community Member
Diana Murillo	Parent or Community Member
David Garcia	Parent or Community Member
Esther Garcia Castillo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Ana Salgado

English Learner Advisory Committee

a. Rodarte

Other: Miguel Hidalgo Staff / SSC Representative Alejandra Rodarte, Computer Lab Aide

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 1/20/22.

Attested:

Bessie Jones

Principal, Bessie Jones (Interim Principal) on 01/20/22

Diana Murillo

SSC Chairperson, Diana Murillo/ Parent Rep. on 01/20/22

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.

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.

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.

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.

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/>

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