

LCAP Executive Summary
Maurene Donner
College Elementary School District
2021-22



California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- Page 2 - The Supplement to the Annual Update for the 2021–22 LCAP
- Page 5 - Mid-year expenditure and implementation data on all actions in the 2021–22 LCAP
- Page 13 - Available mid-year outcome data related to metrics in the 2021–22 LCAP

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
College Elementary School District	Maurene Donner Superintendent	mdonner@collegeschooldistrict.org (805) 686-7300

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

<p>A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).</p> <p>The district received the following allocations for the In Person Instruction, Educator Effectiveness Block Grant (EEBG), The Expanded Learning Opportunities Grant (ELO-G), and the ESSER III funds respectively: \$78,806, \$65,589, \$142,588 and \$406,309.</p> <p>The district administration team met to discuss the overall direction of the coming year's plans and expenditures on 3/10/2021. During these meetings the administration discussed progress on last year's LCAP (Annual Update) and began initial planning for the coming year's LCAP. Administration input into the LCAP was informed by the following factors: discussions with teachers, classroom observations, daily professional experiences, professional judgment, and student achievement data.</p> <p>The district conducted focus groups with all educational partners including but not limited to certificated staff, classified staff, students and parents on 3/15/2021, 3/15/2021, 3/15/2021 and 3/15/2021 respectively. During these focus group meetings a facilitator reviewed: the LCFF and other one-time federal funding, the LCAP’s purpose, the district’s current LCAP goals, metric data, and key actions. Once the review was complete the focus group was broken into small groups. Each group was tasked with identifying traits that they want students to acquire, and actions that the district could fund with ongoing and also one time federal funds that would assist students in developing these traits.</p> <p>The district brought these ideas in plan form to the LCAP Advisory Committee on 4/19/2021 and 5/10/2021. The committee consists of parents of low income students, English learners, and students with special needs, teachers, classified staff, students and community members. In addition the district brought together a variety of educational partners including certificated staff, classified staff, parents, and students served to review the previous year's LCAP as part of the Annual Update process. This committee met on to review the progress made on the previous year's plans. This group of educational partners gave feedback on the priorities the district should have for use of one time federal funds.</p> <p>These education partner meetings set the overall direction of expenditures including the expenditures mentioned in this response. The district discussed the EEBG, ELO-G, and the ESSER III funds on the following dates, respectively: 11/15/2021, 4/26/2021 and 9/8/2021. These plans were discussed and approved at board meetings on the following dates: 12/14/2021, 5/11/2021 and 10/12/2021.</p>
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A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The College Elementary School District is a elementary district with grades TK-8. The district has 2 schools. The unduplicated student percentage is 66.5%. Both schools have unduplicated student percentage counts above 55%.

The following staff positions will be increased at the schools as a result of the additional concentration grant add-on:
1.5 FTE intervention teachers. These positions will provide academic intervention support to Tier 2 and Tier 3 students. On analysis of the students that would be served by this action over 90% will likely be unduplicated students.

The following staff positions will be retained at the schools as a result of the additional concentration grant add-on:
1.0 ELD classroom with a fully credentialed teacher. The ELD teacher provides additional services to the EL students and their families above the ELD base program. The teacher will work with parents of English learners in improving outcomes of this unduplicated group in addition to providing the needed ELD instruction to english learners.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The district administration team met to discuss the overall direction of the coming year's plans and expenditures on 3/10/2021. During these meetings the admininstration discussed progress on last year's LCAP (Annual Update) and began initial planning for the coming year's LCAP. Administration input into the LCAP was informed by the following factors: discussions with teachers, classroom observations, daily professional experiences, professional judgment, and student achievement data.

The district conducted focus groups with all educational partners including but not limited to certificated staff, classified staff, students and parents on 3/15/2021, 3/15/2021, 3/15/2021 and 3/15/2021 respectively. During these focus group meetings a facilitator reviewed: the LCFF and other one-time federal funding, the LCAP's purpose, the district's current LCAP goals, metric data, and key actions. Once the review was complete the focus group was broken into small groups. Each group was tasked with identifying traits that they want students to acquire, and actions that the district could fund with ongoing and also one time federal funds that would assist students in developing these traits.

The district brought these ideas in plan form to the LCAP Advisory Committee on 4/19/2021 and 5/10/2021. The committee consists of parents of low income students, English learners, and students with special needs, teachers, classified staff, students and community members.

In addition the district brought together a variety of educational partners including certificated staff, classified staff, parents, and students served to review the previous year's LCAP as part of the Annual Update process. This committee met on to review the progress made on the previous year's plans. This group of educational partners gave feedback on the priorities the district should have for use of one time federal funds.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The district will receive \$406,309 in Elementary and Secondary School Emergency Relief (ESSER) III funds.

The ESSER III plan requires funds to be used for three specific purposes. These three purposes are listed below along with the amounts the district has budgeted towards each purpose.

1. Strategies for Continuous and Safe In-Person Learning - \$0
2. Addressing Lost Instructional Time - \$406,309
3. Remaining Funds - \$0

The actions the district is taking to address lost learning time involve funding intervention teachers and instructional support staff to work with students who need additional support to close the gap created during remote instruction. While the district has had success in filling these positions, it has been difficult in this environment to ensure that all staffing positions are filled due to the nature of the educational labor market. Additionally, at times it is challenging when a large number of staff or students is not present at school because of pandemic related illnesses or other issues.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The College Elementary School District district is reviewing the Safe Return to In-Person Instruction Plan and Continuity of Services Plan and the ESSER III Expenditure Plan, and aligning the expenditures of those funds to the LCAP and the LCAP goals. The LCAP goals are:

01. Achieve excellence in student learning and wellness by maintaining a high quality, articulated, TK-8 program for all students through rigorous curriculum, enrichment, and a tiered system of support.
02. Recruit, train, and retain high quality governance, management, faculty, and staff.
03. Provide a learning and working environment that is physically, socially and emotionally safe and productive.
04. Partner with parents and the community to ensure student success.

The funding tied to these plans and the actions listed in these plans is aligned to actions in the LCAP. Specifically, the actions in these plans support strategies for continuous and safe in-person learning and they address the impact of lost instructional time. The following are some of the actions in the LCAP that are funded from these other plans.

02.01: Staff all intervention teaching assignments with appropriately assigned, and fully credentialed teachers in all subject areas, and appropriate to the students they are teaching to support the academic intervention of Tier 2 and Tier 3 students. (1.5 FTE @ \$144,413 / FTE)

02.02: Staff all appropriate instructional support positions to support the LEA's unduplicated students with additional small group and one on one instruction, including a 1.0 FTE instructional aide for the RTI program. (4.1 FTE @ \$69,875 / FTE)

Action ID	Main Action	----- Budgeted -----			----- Estimated -----		
		Budget	Source	CSAM	Expenditure	Source	CSAM
01.01: Continue to implement AVID district-wide to assist students in reading, writing, and critical thinking skills as well as deep content knowledge. Continue to provide this program.		\$10,000	LCFF	5000	\$8,000	LCFF	5000
		<u>\$1,000</u>	LCFF	4000	<u>\$1,000</u>	LCFF	4000
		\$11,000			\$9,000		

Total Differential: -\$2,000 -18%

Annual Update: 01.01: AVID was implemented in all grades TK-8. A representation of teachers attended the Summer Institute. AVID staff development was provided in Jan. and Feb. for all staff. Although AVID continues to be incorporated into every classroom teacher's curriculum, the elimination of full day instruction has prevented the AVID elective (6-8 grade) to be taught. (for now (100%, 100%))

01.02: Continue to modify and expand the MTSS tiered intervention system's academic supports for all students in need of strategic or intensive academic intervention. The academic interventions will include both ELA and Math, will comply with SBE time requirements, and will include after school tier II academic support.		\$5,000	LCFF	1000	\$7,000	LCFF	5000
		\$1,000	LCFF	3000	\$2,000	LCFF	4000
		\$2,000	LCFF	4000	\$5,000	LCFF	1000
		<u>\$1,000</u>	LCFF	5000	<u>\$1,000</u>	LCFF	3000
		\$9,000			\$15,000		

Total Differential: \$6,000 67%

Annual Update: 01.02: The ExCEL Model is in place for TK-8, targeting ELA. Mathematics RTI is implemented into 4th and 5th grade by a math specialist. Dreambox is used K-6. Second Step school-wide for Social Emotional Learning. PBIS has been implemented and is being monitored/improved. The district hired 1.5 FTE teachers and 1.0 to provide additional support for the MTSS program. This tiered intervention program has helped struggling students close the achievement gap on state and local standards. PBIS has been effective for students and staff in Tier I and Tier II efforts. Second Step is still being implemented (90%, 90%)

01.03: Staff an ELD classroom with a fully credentialed teacher. The ELD teacher provides additional services to the EL students and their families over the ELD base program. (1 FTE @ \$144,413 / FTE)		\$103,814	LCFF, S&C	1000	\$103,814	LCFF, S&C	1000
		<u>\$40,599</u>	LCFF, S&C	3000	<u>\$40,599</u>	LCFF, S&C	3000
		\$144,413			\$144,413		

Total Differential: \$0 0%

Annual Update: 01.03: The ELD classroom was fully staffed with a teacher that is adequately trained for the position. Additional support is offered at meetings. Parents of ELs have stated that the ELD program is highly effective at meeting student and family needs through improved ELD instruction and additional support to parents of EL students. (90%, 90%)

Action ID	Main Action	Budget	Budgeted Source	CSAM	Estimated Expenditure	Estimated Source	CSAM
01.04:	Continue to offer a broad array of STEAM classes at the Middle School and to develop and implement Integrated STEAM units that are project based and aligned with CASS in K-8th grade.	\$0		-- --	\$0 \$0		-- --

Total Differential: \$0 0%

Annual Update: 01.04: Integrated STEAM units have been developed and are taught. Additional units enhance our STEAM program. There is discussion of developing a STEAM Academy as an enrichment program. The district offers a wide array of STEAM Middle School classes driven by student and teacher interest and instructional need. 2018-2019 class offerings included drama, art, sign language, music, cooking, Spanish, dance, math, yearbook, up-cycling, and civics. Students participate readily and are enthusiastic about our STEAM classes. Offering courses on a trimester basis gives a wide range of instructional experiences. (80%, 75%)

01.05:	Continue to implement a district approved writing program.	\$7,500 \$7,500	LCFF	4000	\$7,500 \$7,500	LCFF	4000
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Total Differential: \$0 0%

Annual Update: 01.05: Newly adopted ELA programs were implemented for K-8. These programs included a writing component. The ELA program has been implemented and the writing component was used along with additional writing materials. Staff have met to discuss vertical alignment. The COVID pandemic and limited PD in the spring proved a huge challenge to this action (80%, 75%)

Action ID	Main Action	Budget	Budgeted Source	CSAM	Estimated Expenditure	Estimated Source	CSAM
01.06:	Purchase and fully implement (using all support resources including digital resources) the most recent SBE approved, CASS-aligned math curriculum at all grade levels for all teachers including special ed teachers and intervention. (SEP)	\$20,000 \$20,000	Lottery	4000	\$20,000 \$20,000	Lottery	4000

Total Differential: \$0 0%

Annual Update: 01.06: K-5th grade, Engage NY / Eureka Math, 6th-8th, College Preparatory Mathematics. DreamBox is used K-6. Math intervention is incorporated into 4th and 5th grade via a designated math specialist. iReady Math was implemented in all grades. The ExCEL Model is in place for TK-8, targeting ELA. Mathematics RTI is implemented into 4th and 5th grade by a math specialist. Dreambox is used K-6. Second Step school-wide for Social Emotional Learning. PBIS has been implemented and being monitored/improved Digital math resources continued to be implemented by all grades the full school year. This tiered intervention program has helped struggling students close the achievement gap on state and local standards. PBIS has been effective for students and staff in Tier I and Tier II efforts. Second Step is still being implemented (0%, 0%)

01.07:	Continue to use additional CASS aligned instructional materials to support LI, EL, R-FEP, and FY. These materials and systems include: The adopted ELD curriculum, Lexia, Reading Plus, DreamBox, iReady Math and the extra support materials with the new ELA / ELD adoption.	\$2,500 \$2,500	LCFF	4000	\$2,500 \$2,500	LCFF	4000
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Total Differential: \$0 0%

Annual Update: 01.07: ELD materials have been purchased and implemented (Wonders, K-5) in ELD classrooms. Lexia Core 5, iReady, and Reading Plus are digital programs used K-8 There were no significant challenges in implementing this action (100%, 85%)

01.08:	Continue to support after-school programs to include tutorial, enrichment activities, and the ASES program. - The LEA will continue to provide for the after school program to support students who may be falling behind with additional learning opportunities.	\$31,961 \$31,961	ASES	4000	\$31,961 \$31,961	ASES	4000
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Total Differential: \$0 0%

Annual Update: 01.08: Newly adopted ELA programs were implemented for K-8. These programs included a writing component. The ELA program has been implemented and the writing component was used along with additional writing materials. Staff have met to discuss vertical alignment The COVID pandemic and limited PD in the spring proved a huge challenge to this action (100%, 90%)

Action ID	Main Action	Budget	Budgeted Source	CSAM	Estimated Expenditure	Estimated Source	CSAM
01.09:	Continue the Structured Transitional Educational Program (STEP) special day class for students with moderate to severe social emotional and behavioral disabilities. This academic program allows kids to learn in a smaller group setting. (SEP)	\$0		---	\$0	--	--

Total Differential: \$0 0%

Annual Update: 01.09: The district has provided inclusion in core classes, PE and afternoon enrichment classes. Scheduling is always difficult in a smaller district as well as communication between the STEP programs and the rest of the staff. (100%, 100%)

01.10:	Participate in the Santa Ynez Valley Special Education Consortium (SEP)	<u>\$662,000</u>	LCFF	7000	<u>\$623,410</u>	LCFF	7000
		\$662,000			\$623,410		

Total Differential: -\$38,590 -6%

Annual Update: 01.10: The district fully participates in the Santa Ynez Special Ed Consortium. The district has found finding appropriate substitutes when need to be particularly challenging along with the lack of a school psychologist. (80%, 75%)

02.01:	Staff all intervention teaching assignments with appropriately assigned, and fully credentialed teachers in all subject areas, and appropriate to the students they are teaching to support the academic intervention of Tier 2 and Tier 3 students. (1.5 FTE @ \$144,413 / FTE)	\$60,362	LCFF	1000	\$60,362	LCFF	1000
		\$24,074	LCFF	3000	\$24,074	LCFF	3000
		\$92,359	LCFF, S&C	1000	\$92,359	LCFF, S&C	1000
		<u>\$39,825</u>	LCFF, S&C	3000	<u>\$39,825</u>	LCFF, S&C	3000
		\$216,620			\$216,620		

Total Differential: \$0 0%

Annual Update: 02.01: The intervention classrooms were fully staffed with teachers that are adequately trained for the position. This is important. District is exploring revamping, and adding additional, before and after school intervention time. District continuously evaluates and explores intervention materials. Intervention classrooms were effective at accelerating students to grade level standards and allowing some to exit the intervention program. Classroom teachers praise effectiveness of intervention program. (85%, 80%)

Action ID	Main Action	Budget	Budgeted Source	CSAM	Estimated Expenditure	Estimated Source	CSAM
02.02: Staff all appropriate instructional support positions to support the LEA's unduplicated students with additional small group and one on one instruction, including a 1.0 FTE instructional aide for the RTI program. (4.1 FTE @ \$69,875 / FTE)		\$146,996	LCFF	2000	\$146,996	LCFF	2000
		\$82,207	LCFF	3000	\$82,207	LCFF	3000
		\$36,987	Title I	2000	\$36,987	LCFF, S&C	2000
		<u>\$20,298</u>	Title I	3000	<u>\$20,298</u>	LCFF, S&C	3000
		\$286,488			\$286,488		

Total Differential: \$0 0%

Annual Update: 02.02: The district has hired the 4.1 instructional aides to support the unduplicated students. (85%, 80%)

02.03: Staff a GATE / Science teacher to provide programs to challenge high-performing students. (1 FTE @ \$144,413 / FTE)		\$103,814	LCFF	1000	<u>\$0</u>	--	--
		<u>\$40,599</u>	LCFF	3000	\$0		
		\$144,413					

Total Differential: -\$144,413 100%

Annual Update: 02.03: A Gate/Science teacher has not been hired. (0%, 0%)

02.04: Provide ongoing PD to continually improve implementation of the MTSS program and the ELA CA Wonders and CA Collections curriculum at all grade levels TK-8 for all teachers including special ed teachers and intervention.		<u>\$11,544</u>	Title II	5000	<u>\$11,544</u>	Title II	5000
		\$11,544			\$11,544		

Total Differential: \$0 0%

Annual Update: 02.04: The district has provided PD on these topics to teachers. (100%, 100%)

Action ID	Main Action	Budget	Budgeted Source	CSAM	Estimated Expenditure	Estimated Source	CSAM
03.01:	Continue to modify and expand the MTSS tiered intervention system's supports for all students in need of behavioral intervention. Behavioral supports will include PBIS, Restorative Justice, anti-bullying, and other appropriate interventions.	\$0		--	\$0	--	--

Total Differential: \$0 0%

Annual Update: 03.01: The ExCEL Model is in place for TK-8, targeting ELA. Mathematics RTI is implemented into 4th and 5th grade by a math specialist. Dreambox is used K-6. Second Step school-wide for Social Emotional Learning. PBIS has been implemented and being monitored/improved. This tiered intervention program has helped struggling students close the achievement gap on state and local standards. PBIS has been effective for students and staff in Tier I and Tier II efforts. Second Step is still being implemented. (100%, 100%)

03.02:	Continue to modify and expand the MTSS tiered intervention system's academic supports for all students in need of social emotional intervention. Social emotional supports supports will include Second Step, and other appropriate interventions	\$0		--	\$0	--	--
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Total Differential: \$0 0%

Annual Update: 03.02: The ExCEL Model is in place for TK-8, targeting ELA. Mathematics RTI is implemented into 4th and 5th grade by a math specialist. Dreambox is used K-6. Second Step school-wide for Social Emotional Learning. PBIS has been implemented and being monitored/improved. This tiered intervention program has helped struggling students close the achievement gap on state and local standards. PBIS has been effective for students and staff in Tier I and Tier II efforts. Second Step is still being implemented. (100%, 100%)

03.03:	Continue implementing a 1 to 1 environment for district approved technology. (i.e. Chrome Book, Surface, Ipad, Netbooks, etc.; 50 units/year, 25 replacements, 25 for a new grade level @ \$400/unit). These devices shall be available so that all students can have secure access to the LEA's digital leaning resources.	\$5,000	LCFF	4000	\$9,600	CARES Act	4000
		\$5,000			\$66,000	CARES Act	4000
					\$75,600		

Total Differential: \$70,600 1412%

Annual Update: 03.03: Every student has their own electronic devices for a true one to one environment. These devices are replaced as needed. The computer technician checks on the devices once a week. Hot spots have been provided to those families that do not have reliable internet. (100%, 90%)

Action ID	Main Action	----- Budgeted -----			----- Estimated -----		
		Budget	Source	CSAM	Expenditure	Source	CSAM
03.04: Staff and fund the MOT department at appropriate levels to maintain safe, clean, and inviting facilities and provide appropriate transportation, including campus safety personnel. (2.69 FTE @ \$95,618 / FTE)		\$178,016	LCFF	2000	\$178,016	LCFF	2000
		\$79,196		LCFF 3000	\$79,196		LCFF 3000
		<u>\$20,000</u>	M&O (Fed)	4000	<u>\$20,000</u>	M&O (Fed)	4000
		\$277,212			\$277,212		

Total Differential: \$0 0%

Annual Update: 03.04: The MOT department is fully staffed. Communication with MOT staff has improved and remains consistent. Teachers and instructional aides perform duties that include crossing guard and parking lot duties. The MOT department provides a clean, safe environment for learning. (100%, 100%)

03.05: Provide funds to support the boys and girls athletics programs at the Middle School.	<u>\$5,000</u>	LCFF	4000	<u>\$5,000</u>	LCFF	4000
	\$5,000			\$5,000		

Total Differential: \$0 0%

Annual Update: 03.05: Funds were available for both girls' and boys' middle school athletic programs and were used for coaching stipends as well as equipment upgrades. The athletic program was highly successful at creating an environment where students feel connected to their school. Students report more practice time for sports and better equipment. (100%, 100%)

03.06: Hire or contract with a part-time health aide to support the district's critical health information and monitoring, referrals, and support. This position will support district's broader efforts to educate and support the community on health issues that relate to student achievement outcomes.	\$0	--	--	<u>\$0</u>	--	--
				\$0		

Total Differential: \$0 0%

Annual Update: 03.06: The district hired a health aide. The health aide inputs data to track student health issues and handles student COVID related response issues such as testing staff and students and contacting parents. (100%, 100%)

Action ID	Main Action	Budget	Budgeted Source	CSAM	Estimated Expenditure	Estimated Source	CSAM
04.01:	Provide counseling services to support student and family needs along with classes for parents to assist in supporting their children academically through the PHP (People Helping People) organization. PHP assists families and students with behavioral, social emotional and other situations that may benefits from community supported counseling services.	\$0		--	\$0	--	--
<u>Total Differential:</u>						\$0	0%
<p><u>Annual Update:</u> 04.01: Counseling services were in place and were used weekly. The counselor teaches weekly grade level social-emotional learning lessons and runs social skills groups. (0%, 0%)</p>							
04.02:	Continue the district's Parent Education Program to strengthen families' understanding of classroom practice, school curriculum and child safety and development issues.	\$0		--	\$0	--	--
<u>Total Differential:</u>						\$0	0%
<p><u>Annual Update:</u> 04.02: Parent education classes have been offered by our PHP Family Resource Center in previous years; however, consistency is needed and classes have not started for this year. COVID has caused unique challenges to delivering workshops to parents. (65%, 75%)</p>							
04.03:	Strengthen community relations and partnerships, including on-going communication and collaboration with the Tribal Education Program, People Helping People, YMCA, Valley Preschools, Santa Ynez valley Chamber of Commerce and other community service organizations.	\$0		--	\$0	--	--
<u>Total Differential:</u>						\$0	0%
<p><u>Annual Update:</u> 04.03: CESD continues efforts to build positive and productive relations with its community partners, including PHP, YMCA, the Valley Foundation, and the Tribal Education Program through representation at collaborative meetings and bringing partners to campus to provide services. Communication with preschools needs to improve to inform families of available programs programs. These activities have strengthened community relations and partnerships for specific events but consistent involvement needs to be improved. (75%, 60%)</p>							

	Baseline m 1	Baseline Yr	Actual Data	Target (yr 3)
4.A.1: Increase the % meeting standard on CAASPP ELA to		62.7%	53.9%	65%
4.A.2: Increase the % meeting standard on CAASPP Math to		53.4%	26.4%	60%
4.E: Increase the % of ELs reclassified (Reclassification Rate) to		13.0%	7.5%	15%
5.B: Decrease the % on Chronic absenteeism rate (CA Dashboard, Status) to		3.3%	N/D	2.5%
6.A: Maintain the % on Suspension rate (CA Dashboard, Status) below		0.9%	N/D	0.9%
6.B: Maintain the % on Expulsion rate at		0%	0%	0%
4.D: Maintain the % of ELs making progress towards English Proficiency (CA Dashboard, Status) above		38.7%	N/D	43%
4.H: Maintain the % of English Learner Progress (CA Dashboard, Status) above		38.7%	N/D	43%