

School Year: [2020-2021]

# School Plan for Student Achievement (SPSA) Christopher School

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Christopher	43696256048102	09/21/2020	11/12/2020

## Purpose and Description

### *Schoolwide Program*

As a result of the COVID-19 pandemic and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Oak Grove School District closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a distance learning model in which students participated in activities at home, receiving instruction primarily through digital means. OGSD's SPSP plan is in alignment with goals set forth and approved by the Board of Trustees in our Local Control and Accountability Plan and Learning Continuity Plan for the 2020-21 School Year.

At Christopher School, we believe that all students will achieve at high levels when instruction meets their needs. We see the importance of developing students' sense of identity, building a strong academic program, developing leadership skills and providing mentorship to our students. This plan is our roadmap for building and sustaining a strong and effective instructional core program in every classroom. It is our articulation of the vision and our collective collaboration between the school, home and community that we can work together towards student success. We must provide effective teaching, capable instructional leadership and build strong relationships for all students to meet state standards in English Language Arts, Mathematics, Science, and Social Studies. We recognize that our work is ongoing and we will continue to strive for excellence. We will elevate the effectiveness of our teaching practices, leadership practices, and organizational practices. It is the reason that we are here...for the success of students.

Sheltering in place has made a big impact on our school wide programs and activities that we have set forth for our student's success. Many of our students lack the structure, the technology or even the support at home so that they could experience the same success in the home environment compared to when they are at school. Although we maintain high expectations as well as the rigor to reach grade level standards, preparation for how to get our students to be successful with Distance Learning not only includes how to teach students how to adjust with the new way of learning and learning how to utilize their new learning tools, but it requires teaching student's parents/guardians/families as well.

We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current three year LCAP plan to improve outcomes for all students.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

## **Stakeholder Involvement**

### **Involvement Process for the SPSA and Annual Review and Update**

OGSD's efforts to solicit stakeholder feedback to inform stakeholders of the reopening plan for the 2020-21 school year, the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan, began in June and

continued regularly throughout the development process. OGSD's reopening plan explicitly identified research, survey and data collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health. In addition to surveys, beginning in June we also convened a Reopening Schools Taskforce with over 84 District Stakeholders.

During Shelter in Place stakeholders input has been moved to a virtual setting so that we can continue to get input on our programs. The Parent Lighthouse group meets on the last Wednesday of every month while the Parent Lighthouse leaders meet on the 1st Wednesday of every month. Our ELAC committee will meet 5 times in the school year. We will also hold parent meetings with the principal called, " Conversations with the Principal, " where updates on Distance Learning is addressed as well as to update the community on any new information pertaining to the district as well as the school site.

### **Involvement Process for the SPSA and Annual Review and Update**

**Christopher School has worked with members of the Christopher School Site Council, Christopher ELAC representative, Parent Leadership Team, staff meeting, Student Lighthouse Team, and Lighthouse Leadership Team to develop our School Plan.**

Presentations to stakeholders included:

Christopher School Site Council  
June 9th, 2020 & September 23, 2020

English Learner Advisory Committee (ELAC)  
June 9th

The School Site Council approved the SPSA on September 23, 2020

## **Resource Inequities**

*Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income.*

In the spring we realized there was an increased need to address learning loss as a result of the sudden school closure March 16, 2020. During this time, we discovered not all students had access to a device and an internet Hotspot, in addition the distance learning format had proved to be a challenge most particularly for students with disabilities and English Language learners.

Along with access to technology there was a high need to educate our families how to support their children with the technology and the tools needed to be successful during distance learning.

In order to ensure that all students are reading and writing at grade level standard, additional teachers and extra time with Instructional Aids are needed. This is supplement to the regular reading instruction students are receiving including, but limited to guided reading. Additional resources will be used to push into the classrooms to give students the support to accelerate their reading level. In addition, there is a demand for an after school intervention to support targeted students with the support they are needing. This will give them addition instructional time to help close the gap in their learning. The ability to provide interventions in addition to regular class instruction is beneficial in ensuring that all students have the ability to access their grade level content. Teachers can provide specific targeted intervention groups or provide researched-based interventions such as the iReady Teacher Toolbox, Guided Reading, Leveled Literacy Intervention and Read 180.

Parent involvement improves student academic performance and social skills as it allows students to acclimate better to the school environment. In addition to providing the student encouragement and good study habits, we want parents to have the ability to provide their student academic support at home. Through a Family Engagement Institute or parent workshops, parents will participate and develop research-based skills to allow them to support their students academically at home. These parent workshops will serve not only as a location where parents are provided training, but also allow them to collaborate with both teachers and other parents.

## **Goals, Strategies, Expenditures, & Annual Review**

### **Goal 1**

All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials.

#### **Identified Need**

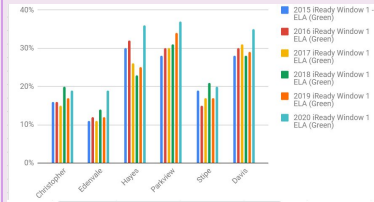
With the implementation of CCSS and SBAC, we are finding that our students are showing gaps in the area of reading and Concepts and Procedures. In the area of Language arts, we plan to focus our coaching on Guided Reading, balanced literacy skills and foundational literacy skills. In the area of Math, We plan to focus our Coaching on Concepts and Procedures as well as building foundational math skills.

With Distance Learning we are finding that our teachers need more planning time to make sure all standards are addressed, We also have found that students would now need access to materials at home as well as some extra support.

**Annual Measurable Outcomes**

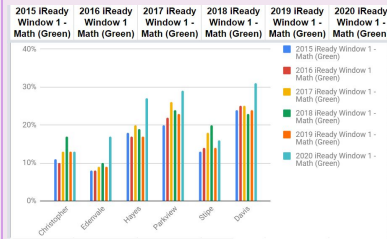
Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standard for All Students	<p>ELA</p> <p>2016: 29%</p> <p>2017: 34%</p> <p>2018: 38%</p> <p>2019: 40%</p> <p>2019 testing areas:</p> <p>Reading 14.89% (had largest below level scores)</p> <p>Writing 18.3%</p> <p>Listening 9.79%</p> <p>Research &amp; Inquiry 20.0%</p> <p>Math</p> <p>2016: 25%</p> <p>2017: 30 %</p> <p>2018: 31%</p> <p>2019: 36%</p> <p>2019 testing areas:</p> <p>Concepts &amp; Procedures 21.7% (had largest below level scores)</p> <p>Problem Solving 19.15%</p> <p>Communicating Reasoning 18.3%</p>	<p>Increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher than the prior year in ELA (from 40 to 45%) and Math (from 36% to 41%) in grades 3-8.</p>
CA Dashboard Overall Academic Performance Levels	<p>ELA:</p> <p>2017: Yellow</p> <p>2018: Orange</p> <p>Math</p> <p>2017: Yellow</p> <p>2018: Orange</p>	<p>Increase by one performance level on the CA Dashboard from the prior year in ELA and Math for all students in grades 3-8.</p>
iReady Reading and Math (Tier groups)	<p>Reading</p> <p>2017: 32%</p> <p>2018: 37%</p> <p>2019: 43%</p>	<p>Increase 5% more students predicted to be proficient on SBAC final diagnostic from the previous year.</p>

Iready **Green**  
 Fall of 2020: 19%



Math  
 2017: 37%  
 2018: 41%  
 2019: 45%

Iready **Green**  
 Fall of 2020: 13%



**Strategy/Activity #1**

Professional Development & Instructional Coaches in Grade Level Planning

In addition to weekly grade level planning and monthly PLCs, teachers will have (3) release days for grade level planning facilitated and supported by the Coaches (STEAM Coach and English Language Teacher Partner (ELTP)). Grade level teams will utilize backwards mapping and plan collaboratively to develop methods to deliver the assigned curriculum with emphasis on students' needs.

During Distance Learning, there will be once a week staff meetings with 1 hour professional development training on their own. Once a month the school will hold a 1 hour professional development along with the staff meeting.

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

All Students

**Proposed Expenditures for this Strategy/Activity**

<i>Strategy/Activity</i>	<i>Amount(s)</i>	<i>Source(s)</i>
<b>Literacy Coach</b>	<b>\$131,034</b>	<b>Title I</b>
<b>Materials</b>	<b>\$2000</b>	<b>Title 1</b>
	<b>\$7000</b>	<b>LCFF</b>

**Strategy/Activity #2**

Computer programs and applications

Purchase licenses for Reading A-Z and Raz-Kids, ST MATH and Accelerated Reader (AR) as supplemental resources to support reading, comprehension, and fluency.

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

All Students

**Proposed Expenditures for this Strategy/Activity**

<i>Strategy/Activity</i>	<i>Amount(s)</i>	<i>Source(s)</i>
<b>Reading A-Z, ST MATH, Accelerated Reader (AR)</b>	<b>\$8820</b>	<b>Title I</b>

**Strategy/Activity #3**

iReady Support

Students will use iReady a minimum of 45 minutes a week in Reading and Math with a pass rate of 80%. Teachers and administration will monitor usage and pass rates weekly. Teachers will utilize Standards Mastery assessments as formative data to inform instructional needs of students.

Parent workshop training will be provided so that parents can have a better understanding of what iReady is and how it can be used to support their child. Workshops will also have specific strategies on how to support their child with iReady at home

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

All Students

**Proposed Expenditures for this Strategy/Activity**

<i>Strategy/Activity</i>	<i>Amount(s)</i>	<i>Source(s)</i>
<b>iReady program</b>	<b>\$0</b>	<b>District Funded</b>
<b>iReady Parent Workshops</b>	<b>\$0</b>	<b>District Funded</b>

**Strategy/Activity #4**

Professional Development and Professional Learning Communities (PLC)

A Professional Learning Plan will be developed with the Teacher Leadership Team (LLT Lighthouse Leadership Team) to provide Professional development in Guided Reading, IREADY, Math and other areas as determined by need. In addition, our PLC will collaborate to aggregate data and collectively identify strategies to address these needs.

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

All Students

**Proposed Expenditures for this Strategy/Activity**



*Strategy/Activity*                      *Amount(s)*                      *Source(s)*

<b>Professional Development in Guided Reading and academic discourse</b>	<b>\$0</b>	<b>N/A</b>
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**Strategy/Activity #5**

Classroom Guided Reading Support

Provide Classroom Guided Reading support via service agreements to further the acquisition of foundational skills and reading strategies.

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

All Students

*Strategy/Activity*                      *Amount(s)*                      *Source(s)*

<b>Service Agreements</b>	<b>\$10,100</b>	<b>Title I</b>
	<b>\$4000</b>	<b>LCFF</b>

**Strategy/Activity #6**

Provide students experiences in STEM, art, music, after school sports, electives, and other enrichment opportunities.

Provide opportunities to develop student’s prior knowledge that would benefit them with confidence, experience, leadership opportunities and language usage.

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

All Students

*Strategy/Activity*                      *Amount(s)*                      *Source(s)*

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<b>Service Agreements</b>	<b>\$9400</b>	<b>Title I</b>
<b>Field Trips/AssembliesCo</b>	<b>\$500</b>	<b>Title 1</b>
<b>Tynker Coding Program</b>	<b>\$1,750</b> <b>\$2,250</b>	<b>Title 1</b> <b>LCFF</b>
<b>Coaching Stipends</b>	<b>\$1,000</b>	<b>LCFF</b>

**Strategy/Activity #7**

Provide students all needed materials to have access to District Wide Curriculum

District wide curriculum that is usually assessed at school in the classroom will need to be sent home so students will be able to access it for their day to day classes. A system will be set up so teachers can have students pick up needed materials on a as needed basis.

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

All Students

*Strategy/Activity*                      *Amount(s)*                      *Source(s)*

<b>Curriculum Distribution</b>	<b>\$0</b>	<b>N/A</b>
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**Strategy/Activity #8**

Additional or Modified Planning time to address Distance Learning Needs

Teachers will have weekly grade level meetings to ensure all standards are addressed during Distance Learning. The new school schedule allows teachers the opportunity to use after-school time and Wednesdays to collaborate with colleagues and plan.

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

All Students

**Proposed Expenditures for this Strategy/Activity**

<i>Strategy/Activity</i>	<i>Amount(s)</i>	<i>Source(s)</i>
<b>Literacy Coach</b>	<b>\$0</b>	<b>Monies in Strategy #1</b>
<b>Weekly Grade Level Meetings</b>	<b>\$0</b>	<b>N/A</b>
<b>Daily Schedule with set times for core subjects</b>	<b>\$0</b>	<b>N/A</b>

**Goal 2**

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

**Identified Need**

In Distance Learning there is a need for track and monitor student engagement and participation for our high needs students so that we can better understand the ongoing needs of our ELs, Foster group et al.. as it relates to the academic and social needs

In ELA, English Language Learners (ELs), Hispanic, Socio-Economically Disadvantaged (SED) and Students with Disabilities (SWD) are identified as red or orange through the California Dashboard.

In Math, English Language Learners (ELs), Hispanic, Socio-Economically Disadvantaged (SED) and Students with Disabilities (SWD) are identified as orange or yellow through the California Dashboard.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for ELs, Hispanic, SED and SWD Students	2018-2019 ELA ELs 19.51% at Standard (Reading area 26.79% below	Increase the CAASPP SBAC percent of ELs, Hispanic, SED and SWD Students

	<p>Standard)  Hispanic 26.79% at Standard  (Reading area 38.39% below Standard)  Students with Disabilities  23.53% at Standard.  (Reading area 46.15% below Standard)  Socio-Economically  Disadvantaged 27.37% at Standard  (Research Inquiry 39.01% below Standard)</p> <p>2018-2019 Math  ELs 13.42% at Standard  (Concepts &amp; Procedures area 69.51% below Standard)  Hispanic 31.16% at Standard  (Concepts &amp; Procedures area 51.26% below Standard)  Students with Disabilities  19.23% at Standard.  (Concepts &amp; Procedures area 69.23% below Standard)  Socio-Economically  Disadvantaged 37.10% at Standard  (Concepts &amp; Procedures 52.69% below Standard)</p>	<p>meeting or exceeding standards by 5% or higher than the prior year in ELA and Math in grades 3-8.</p>
<p>CA Dashboard Overall Academic Performance Levels for English Learners, Socioeconomically Disadvantaged Students, Foster Youth, African American Students and Latino Students</p>	<p>2018-2019 ELA Dashboard  ELs=Yellow  Hispanic=Yellow  Socio-Economically Disadvantaged=Yellow  Students with Disabilities=No Color</p> <p>2018-2019 Math Dashboard  ELs=Yellow  Hispanic=Yellow  Socio-Economically Disadvantaged=Yellow  Students with Disabilities=No Color</p>	<p>Increase our ELs, Hispanic, SED and SWD Students by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-8.</p>

EL Reclassification	2018-2019 16 out of 156 ELs were reclassified for a rate of 10.26%	We will increase our EL reclassification results by 2%.

**Strategy/Activity #1**

ELL Classroom Observation

We will provide opportunities for teachers to be released so they are able to observe other teachers in their classroom as they actively engage their students in lessons with specific strategies for their EL students to access the curriculum. Teachers will debrief with the Instructional coach to talk about specific strategies that were used and gain support from the Instructional coach, or observed teachers in how to implement strategies in their own classrooms.

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

All Students with program access to ELs, SWD, SED, and Hispanic students

**Proposed Expenditures for this Strategy/Activity**

<i>Strategy/Activity</i>	<i>Amount(s)</i>	<i>Source(s)</i>
<b>Sub-release</b>	<b>\$468</b>	<b>LCFF</b>

**Strategy/Activity #2**

Computer Lab Access

Providing an open computer lab before and after school will provide all students access to a safe place during those times and with access to technology programs and staff. Teachers will encourage students who are behind academically to access their computer programs such as ST math, A-Z reading, Accelerated Reader and Raz Kids during open lab times.

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

All Students with program access to ELs, SWD, SED, and Hispanic students

**Proposed Expenditures for this Strategy/Activity**

*Strategy/Activity*                      *Amount(s)*                      *Source(s)*

<b>Service Agreement for Open Lab Time</b>	<b>\$8.567</b>	<b>LCFF</b>
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**Strategy/Activity #3**

Targeted Intervention

Provide specific targeted intervention groups or provide research-based interventions for students who need support with priority to socioeconomically disadvantaged and Latino students. This will provide supplemental resources to strengthen their reading, fluency and comprehension.

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

All Students

**Proposed Expenditures for this Strategy/Activity**

*Strategy/Activity*                      *Amount(s)*                      *Source(s)*

<b>Before/Afterschool Interventions</b>	<b>\$2000</b>	<b>Title 1</b>
<b>Printshop &amp; Supplies</b>	<b>\$400</b>	<b>LCFF</b>
	<b>\$510</b>	<b>Title One</b>

**Strategy/Activity #4**

Supports from resources other than the classroom teacher

ELD Instructional Assistants are a valuable resource to language support teachers in connecting with students and family whenever needed. In addition utilizing the community

liaison at each school site to reach hard to reach families and to give support where families are needing it outside of the classroom.

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

All Students

**Proposed Expenditures for this Strategy/Activity**

<i>Strategy/Activity</i>	<i>Amount(s)</i>	<i>Source(s)</i>
<b>ELD Instructional Assistants</b>	<b>\$0</b>	<b>District Funded</b>
<b>Community Liaisons</b>	<b>\$0</b>	<b>District Funded</b>
<b>Tracking Student Engagement through Google Classroom</b>	<b>\$0</b>	<b>District Funded</b>

**Goal 3**

We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

**Identified Need**

Through Distance Learning our students with disabilities are in need of more resources to best support their needs. The need of socio-emotional learning so students do not feel the isolation that can be connected with distance learning as well as small groups with peers or other instructional supports are key factors to helping support our students with needs.

Our students with disabilities continue to underperform significantly in both ELA and Math as measured by the SBAC. While suspension rates at Christopher are comparatively low, however, students with disabilities disproportionately represent the number of students suspended.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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<p>SBAC Meet or Exceed Standards for Students with Disabilities</p>	<p>2018-2019 ELA Students with Disabilities 23.07% at Standard. (Reading area 65.38 below Standard)</p> <p>2018-2019 Math Students with Disabilities 19.23% at Standard. (Concepts &amp; Procedures area 69.23% below Standard)</p>	<p>Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-8.</p>
<p>CA Dashboard Overall Academic Performance Levels for Students with Disabilities</p>	<p>2017-2018 ELA Dashboard Students with Disabilities=Orange</p> <p>2017-2018 Math Dashboard Students with Disabilities=Yellow</p> <p>2018-2019 ELA Dashboard Students with Disabilities=Red</p> <p>2018-2019 Math Dashboard Students with Disabilities=Orange</p> <p>2019 - 2020 ELA Dashboard Students with Disabilities - No Data</p> <p>2019-2010 Math Dashboard Students with Disabilities: No Data</p>	<p>Increase our students with disabilities student group by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-8.</p>
<p>Least Restrictive Environment Targets</p>	<p>Only 1 out of 22 (4.5%) students receiving services are out of the classroom more than the target.</p>	<p>We will meet the State targets on the Performance Indicator Review Measure of the amount of service on an IEP.</p>

**Strategy/Activity#1**  
Support Staff and TILT



Hold weekly site support staff meetings that include the principal, Response to Intervention (RTI) teacher, resource teacher, speech and language pathologist, psychologist, and social worker interns. The focus of the meeting is to discuss and give updates on tried interventions, upcoming IEPs, services and potential students at risk for special education identification. The purpose is to provide early intervention to students.

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

All Students

**Proposed Expenditures for this Strategy/Activity**

<i>Strategy/Activity</i>	<i>Amount(s)</i>	<i>Source(s)</i>
<b>1. Support staff meetings</b>	<b>\$0</b>	<b>N/A</b>
<b>2. Response to Intervention Teacher Service Agreement</b>	<b>\$0</b>	<b>Money in goals 2</b>

**Strategy/Activity #2**

Counseling Services

With teacher recommendations and support staff recommendations, students will be referred to partnered counseling services both on and off campus such as a district intern, Alum Rock Counseling Center, and Community Solutions.

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

All Students

**Proposed Expenditures for this Strategy/Activity**

<i>Strategy/Activity</i>	<i>Amount(s)</i>	<i>Source(s)</i>
<b>Counseling Services</b>	<b>\$0</b>	<b>District Funded</b>
<b>Schooling services</b>	<b>\$0</b>	<b>District Funded</b>

<b>District Website for Mental Health for families</b>	<b>\$0</b>	<b>District Funded</b>
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**Strategy/Activity #3**

Small Groups

The addition to small break out rooms allows opportunities for students who are in need to connect with their peers or other instructional resources like IA's or resources teachers will give opportunity for students who are need to get support outside of the classroom teacher. In addition RSP teachers have set up their time to meet with students outside of the synchronous time so students can get additional instructional time to help meet learning goals.

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

All Students

**Proposed Expenditures for this Strategy/Activity**

*Strategy/Activity*                      *Amount(s)*                      *Source(s)*

<b>Google Meet w/Breakout rooms</b>	<b>\$0</b>	<b>District Funded</b>
<b>Daily Schedule with RSP teacher</b>	<b>\$0</b>	<b>District Funded</b>

**Goal 4**

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

**Identified Need**

Technology has become a more significant part of people’s lives. Whereas 86% of our students use technology on a daily basis, only 57% discuss how to be Respectful, Responsible and Safe online. We need to provide opportunities to integrate technology in the classroom to make teaching and learning more effective while teaching students how to be safe while doing so. Technology in the classroom improves engagement and knowledge retention, encourages individual learning, encourages collaboration, and allows students to learn useful life skills through technology.

Due to Distance Learning the need for all students to have access to technology was only the first tier to help close the technology gap, but the need for the maintenance of the technology as well as to help students have reliable internet access were other key factors needed. In addition to technology being provided all instructors were in need of Professional Development as well as resources to help innovate all student’s through Distance Learning.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey: Daily Technology as an Instructional Tool	2018-2019 86% of 3rd-6th grade students responded that they use technology daily. 57% of 3rd-6th grade students responded that they discuss monthly how to be safe, respectful and responsible online.	95% of the students will use technology daily as an instructional tool to master the grade level technology standards.
SBAC Participation Rates	98.32% of students participated in CAASPP on both ELA and Math.	We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.

**Strategy/Activity #1**

Technology, Chromebooks and carts

Refresh, maintain and repair Chromebooks/laptops for a student 2-to-1 or lower ratio in grades K-8 with carts. Provide technology for students to present and develop their presentation skills. Provide materials for the STEM lab.

District has provided all students with the needed technology and support so that all students can participate in Distance Learning.

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

All Students

**Proposed Expenditures for this Strategy/Activity**

Strategy/Activity	Amount(s)	Source(s)
<b>Chromebooks, carts, and Presentation device, 3D printer</b>	<b>\$4732</b> <b>\$1500</b>	<b>LCFF</b> <b>Title 1</b>
<b>District provided Lenovo 500 chromebook</b>	<b>\$0</b>	<b>District funded</b>
<b>Tech Support for Teachers and Families</b>	<b>\$0</b>	<b>District funded</b>
<b>Hotspots provided by SJPL</b>	<b>\$0</b>	<b>N/A</b>

**Strategy/Activity #2**

Professional Development Training on Learning tools and platforms

Purchase of new programs to help engage students in Distance Learning as well as offering professional development around these programs to help engage student learning.

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

All Students

**Proposed Expenditures for this Strategy/Activity**

Strategy/Activity	Amount(s)	Source(s)
<b>Programs to support Distance Learning: Nearpod, screencastify, Adobe</b>	<b>\$0</b>	<b>District funded</b>

<b>PD training by EdTech</b>	<b>\$0</b>	<b>District funded</b>
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## Goal 5

School and classroom environments support learning, creativity, safety, and engagement.

### Identified Need

The Christopher Staff believe that in order to help students reach academic success, they must develop a student's sense of identity and teach them the leadership skills to be successful. The staff, students, parents and administration will focus on developing students to build a positive and inclusive school climate at Christopher School resulting in at least a 10% reduction of the number of referrals that are sent to the office. A positive school climate will serve to improve morale, emphasize school pride, involve the school community and offer students chances to excel in both academic and non-academic programs. Ultimately, this will have a positive effect on behavior and academic success.

During Distance Learning the need to provide SEL support is a priority as well as finding innovative ways to increase attendance and student participation in the distance learning classroom so that students do not feel isolated as the time in shelter in place extends.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	2018 Schoolwide: District 7.70% Christopher 7.3% Latino: District 11.3% Christopher 7.8% SWD: District 12.3% Christopher 7.5% ELs: District 8.2% Christopher 3.9% SED: District 12.3% Christopher 8.2%  2019 All Students: 8.8 % = Orange Hispanic = Orange SWDB= Orange	For chronic absenteeism: improve one level in the dashboard and increase attendance factor by 1%

	SED= Orange	
Suspension and Expulsion Rates	<p>2018 Suspensions  Schoolwide:  District 2.9% Christopher 1.2%  Latino:  District 3.5% Christopher 1.1%  SWD:  District 7.5% Christopher 2.5%  ELs:  District 1.8% Christopher 0.5%  SED:  District 4.0% Christopher 1.4%</p> <p>2018 Expulsions  There were no expulsions.</p> <p>2019  All Students: Total of 4  students= Orange  Hispanic = Green  SWDB= Blue  SED= Green</p>	For Suspensions, improve one level through California Dashboard
Attendance Rate	<p>2017-2018 Attendance Factor:  96.41%  2018-2019 Attendance Factor:  95.88%  2019 - 2020 Attendance Factor  2020-2021 Attendance Factor:  Month 1: 95.77%  Total Absent: 235  Month 2: 94.78%  Total Absent: 229  :</p>	Maintain a 98% attendance rate for each month August-June.
Nearpod Usage	<p>2020  August: 14 sessions  2464 students  September: 94 session  2191 Students</p>	

	October: 38 sessions 986 Students Total: 241 session 5641 students	
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**Strategy/Activity #1**

PBIS and TLIM

Christopher School will work on developing a culture where students want to come to school. Classrooms will begin the day with a morning meeting to develop PBIS (Positive Behavior Interventions and Supports) strategies, Leadership strategies through TLIM (The Leader In Me), and address issues that are specific to the culture of the school and classroom. Strategies we will use include the Christopher Coyote Pledge (Be Respectful, Be Responsible, Be Safe), implementation of the PBIS System, and The Leader in Me. We will develop a Student Lighthouse team of student leaders, provide incentives, and assemblies to involve the students in them making a positive impact on the school culture.

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

All students

**Proposed Expenditures for this Strategy/Activity**

<i>Strategy/Activity</i>	<i>Amount(s)</i>	<i>Source(s)</i>
<b>1. Gate Service Agreement</b>	<b>\$300</b>	<b>LCFF</b>
<b>2. TLIM contract/licensing</b>	<b>\$6,150</b>	<b>Title 1</b>

**Strategy/Activity #2**

Trauma Informed Classroom Training

Christopher School will work on developing a training around the Trauma informed Training through the PBIS Team. Through this training the PBIS team will then use District Funded resources like PBIS and Nearpod and find ways to make this more impactful in the classroom and school setting.

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

All students

**Proposed Expenditures for this Strategy/Activity**

<i>Strategy/Activity</i>	<i>Amount(s)</i>	<i>Source(s)</i>
<b>Trauma Informed Curriculum and Supplies</b>	<b>\$5635</b>	<b>LPBG</b>

**Strategy/Activity #3**

Nearpod, SEAL and TLIM as tools for SEL for students

Due to SIP and Distance learning, we are finding students are in need of socio-emotional and mental health supports more than ever. We will use nearpod, TLIM and SEAL for social-emotional learning as well as care solace for referrals to mental health for families and students.

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

All students

**Proposed Expenditures for this Strategy/Activity**

<i>Strategy/Activity</i>	<i>Amount(s)</i>	<i>Source(s)</i>
<b>Nearpod</b>	<b>\$0</b>	<b>District Funded</b>
<b>SEAL</b>	<b>\$0</b>	<b>District Funded</b>
<b>TLIM</b>	<b>\$0</b>	<b>Monies in Strategy #1</b>
<b>Care Solace</b>	<b>\$0</b>	<b>District Funded</b>

**Strategy/Activity #4**



Principal will engage all students in TLIM habits through monthly PBIS assemblies as well as through Weekly Announcements that are streamed in the classroom.

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

All students

**Proposed Expenditures for this Strategy/Activity**

<i>Strategy/Activity</i>	<i>Amount(s)</i>	<i>Source(s)</i>
<b>PBIS</b>	<b>\$0</b>	<b>District Funded</b>
<b>TLIM</b>	<b>\$0</b>	<b>Monies in Strategy #1</b>

**Goal 6**

We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.

**Identified Need**

Christopher School will solicit parent engagement by creating a Parent Lighthouse Team, having monthly Conversations with the Principal meetings, providing student presentation opportunities for parents to see their children learning and by providing more inclusive school wide activities. We want parents to feel safe and welcomed on campus, in classrooms, at events, and field trips. In addition, we will provide parent classes as needed. .

Distance Learning has shown the need to keep parents engaged and informed about what is happening at Christopher School. Christopher School will work on connecting all stakeholders through virtual formats as well as other social distance mandated protocols to keep the community connected and engaged in it’s school programs.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Parent Meetings	25 participants	We will increase parent attendance at the district meetings by another 10%

Culture Survey	To start a baseline	We will set an expected outcome once the survey is created.										
California Healthy Kids Survey	<p>Parent Engagement</p> <p>2019</p> <p>100% parents felt that the school welcomed their input and contributions ( 50% agreed and 50% strongly agreed)</p> <p>100% parents felt that welcomed them to participate in the school with 64% strongly agreed and 36% agreed</p> <table border="1"> <thead> <tr> <th colspan="2">Parental Involvement</th> </tr> </thead> <tbody> <tr> <td>School allows input and welcomes parents' contributions<sup>†</sup></td> <td>50</td> </tr> <tr> <td>School encourages me to be an active partner with the school in educating my child<sup>†</sup></td> <td>55</td> </tr> <tr> <td>School actively seeks the input of parents before making important decisions<sup>†</sup></td> <td>9</td> </tr> <tr> <td>Parents feel welcome to participate at this school<sup>†</sup></td> <td>64</td> </tr> </tbody> </table>	Parental Involvement		School allows input and welcomes parents' contributions <sup>†</sup>	50	School encourages me to be an active partner with the school in educating my child <sup>†</sup>	55	School actively seeks the input of parents before making important decisions <sup>†</sup>	9	Parents feel welcome to participate at this school <sup>†</sup>	64	Will increase the strongly agreed by 10% in both the areas of Parent contributions and parent welcome
Parental Involvement												
School allows input and welcomes parents' contributions <sup>†</sup>	50											
School encourages me to be an active partner with the school in educating my child <sup>†</sup>	55											
School actively seeks the input of parents before making important decisions <sup>†</sup>	9											
Parents feel welcome to participate at this school <sup>†</sup>	64											

**Strategy/Activity#1**

Family Engagement Training

Provide opportunities to strengthen the capacity of families, schools, and communities to work together to ensure the success of all students by delivering professional development to educators and providers that promote family engagement, school and workforce readiness, and pathways to secondary education. Send a group of representative parents to CABE (California Association of Bilingual Education) for learning around the importance of language and bilingualism.

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

All students

**Proposed Expenditures for this Strategy/Activity**

*Strategy/Activity*                      *Amount(s)*                      *Source(s)*

<b>PEI Family Engagement classes</b>	<b>\$0</b>	<b>NA</b>
<b>Parent &amp; Engagement Meeting Supplies</b>	<b>\$2104</b>	<b>Title 1</b>

**Strategy/Activity#2**

Tiered Re-Engagement Strategy

Tracking student participation and engagement. Through Distance Learning, we are using a tiered system for re engagement.

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

All students

**Proposed Expenditures for this Strategy/Activity**

*Strategy/Activity*                      *Amount(s)*                      *Source(s)*

<b>Re engagement tiered strategy</b>	<b>\$0</b>	<b>N/A</b>
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**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**

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Total Funds Provided to the School Through the Consolidated Application	\$ 175,868
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$175, 868

### Other Federal, State, and Local Funds

Federal Programs	Allocation (\$)
<b>Title One</b>	<b>\$175,868</b>

Subtotal of additional federal funds included for this school: \$ 175,868

State or Local Programs	Allocation (\$)
<b>Low-Performing Block Grant</b>	<b>\$5,635</b>
<b>LCFF</b>	<b>\$28,717</b>

Subtotal of state or local funds included for this school: \$ 34,352

Total of federal, state, and/or local funds for this school: \$210,220