

School Year: [2022-2023]

# 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	6/7/2022	June 16, 2022

## Purpose and Description

### *Schoolwide Program*

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 and developing leadership skills in a language rich classroom environment where students have a strong sense of welcoming and belonging. This plan is our roadmap for building and sustaining a strong and effective instructional core program in every classroom. It is our vision and our collective collaboration between the school, home and community that we are able to 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 so that we are able to make a huge impact on our student's academic experiences. It is the reason that we are here...for the success of students.

The COVID-19 pandemic has created conditions at Christopher School that have compelled us to stop, reflect and identify the challenges that a year-and-a-half of interrupted learning has created for our school community. These impacts have influenced our parent and teacher community with a goal in 2022-23 to prioritize student's socio-emotionality. As we work to close the gap created by the COVID pandemic, we want to make sure that we build our students to have the self confidence and the socio-emotional well-being that is needed to be high level learners.

As part of our work, Christopher students will develop the habits that will enable them to be creating strong practices around foundational skills and ensure there is vertical alignment among the practices as well as the assessments among the grade levels while at the same time critical readers and writers. To establish strong reading skills, we will focus our practices on integrating skills from the Leader in Me program that will help sustain the work teachers and students are doing in class. To create strong writers we will continue our work on designated and integrated ELD and leverage strategies that will increase student proficiency. In addition we will make use of pre and post common assessments from a bank of common benchmark assessments to help pinpoint specific needs that can be supported in professional development training as well as in our PLC work.

We will continue to work closely with our educational partners 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.

## **Educational Partners Involvement**

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

Christopher School's efforts to solicit our educational partners feedback to inform our educational partners of SPSA plans for the 2022-23 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 February and continued regularly throughout the development process.

During the 2021-2022 school year, we continued to engage parent and family involvement through our virtual meetings. Parent meetings were held through zoom or google meetings. For the 2022- 2023 school year we plan to go back to in person meetings. We will continue to send out weekly announcements to update families of upcoming events and pertinent information and update our school website so pertinent information can be taken off our web page.

Although there continued to be high concerns around the COVID- 19 pandemic, Christopher's educational partners input continued to gather input on our programs through a virtual setting. The Parent Lighthouse group meets on the last Wednesday of every month while the Parent Lighthouse executive team meets on the 1st Wednesday of every month. In addition to our Parent Lighthouse group, our ELAC parent meets once every other month. At each one of these meetings, information and input is solicited from those in attendance on how we can always improve our school and the programs that we offer.

### **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 educational partners included:

Christopher School Site Council  
**June 7, 2022**

English Learner Advisory Committee (ELAC)  
**April 25, 2022**

The School Site Council approved the SPSA on June 7, 2022

## **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.*

The COVID-19 pandemic continues to create additional resource inequities in addition to those outlined above. As we prepared for the 2022 - 2023 school year, the following resource inequities in our system have risen as priorities and opportunities:

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 not 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**

Additional needs have surfaced in response to the COVID pandemic as they relate to proficiency in meeting or exceeding all common core standards:

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 Math. In the area of Language arts, we plan to focus our coaching around Foundational skills, Guided Reading to ensure students have a strong foundation for Reading. In addition, we will be having a Reading Interventionist teacher to pull additional small groups ( than those happening in the classrooms) so that we can help

excel student growth to close the learning gap that occurred during COVID. To address the area of writing, we will work on supporting our teacher by giving explicit Professional Development on explicit teaching practices to help build our students to be better writers. We understand that there is a direct correlation between speaking and writing and will be supporting teachers on how to develop their students orally and then moving it to writing. In the area of Math, grade level teams will discuss best practices around Concepts and Procedures and implement visuals, group work and opportunities for integrated and designated ELD to help build the understanding around foundational math skills.

Through a visual arts program the California Common Core State Standards and the Next Generation Science Standards, students will be able to promote creativity across disciplines.

### Annual Measurable Outcomes

<b>Metric</b>	<b>2020-2021 Baseline</b>	<b>2021-2022 Data</b>	<b>Desired Outcome for 2023-2024</b>
<b>SBAC Scores</b>	N/A	Available August 2022	Annual Growth of 3% overall
<b>CA Dashboard Academic Indicator</b>	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level
<b>Local ELA Benchmark Assessments (iReady Mid-Year)</b>	19% on or above grade level	21% on or above grade level	Annual Growth of 3% overall
<b>Local Math Benchmark Assessments (iReady Mid-Year)</b>	13% on or above grade level	15% on or above grade level	Annual Growth of 3% overall

### Strategy/Activity #1

#### Instructional Coaches in Grade Level Planning and Professional Development Training

Along with providing support in the classroom, the Literacy Coach and the English Language Teacher Partner (ELTP) will provide support by planning and facilitating Professional Development Trainings as well as attend as many grade level meetings or check in on grade level meetings as they can. Coaches will offer their support and expertise in any areas that are

needed and help ensure that data is being reviewed and driving instruction at grade level meetings. In addition to the weekly grade level meetings, there will be 2 release days for additional grade level planning facilitated and supported by the Literacy Coaches so that teams can backwards map, look at specific standards and work on specific teaching strategies to help teachers focus on their needs to better support their students. Grade level teams will utilize their backwards mapping and plan collaboratively to develop methods to deliver the assigned curriculum with emphasis on students' needs. The principal will meet with each teacher 3 x in the school year to go over the class' learning goals and data to see how students are progressing towards grade level standards. Finally, teachers will have the opportunity to observe one another to peer coach each other on best practices around the strategies discussed in PLCs and in Professional Development Trainings.

**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>\$133,795 \$ 22,050 \$ 2536</b>	<b>Title 1 Title III LCFF</b>
<b>ELTP</b>	<b>\$0</b>	<b>District Funded</b>
<b>Teacher Release Days</b>	<b>\$3744</b>	<b>LCFF</b>
<b>Print Shop Materials</b>	<b>\$500</b>	<b>LCFF</b>
<b>Roving Sub</b>	<b>\$468</b>	<b>LCFF</b>
<b>Materials/Supplies</b>	<b>\$11156</b>	<b>LCFF</b>
<b>Peer Coaching</b>	<b>\$0</b>	<b>N/A</b>

**Strategy/Activity #2**

### Computer programs and applications

Teachers will use Learning A-Z, iReady and EPIC as supplemental resources to fill in the gaps to help support reading comprehension and fluency. With Learning A- Z, K-2 teachers will have access to the foundational skills and grades 3-6 will have access to ELL to better support students with specific needs that pertain to their grade level. In addition the writing program will be available to help students take a deeper dive into specific writing skills to help close the gap on writing.

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 on Reading A- Z and iReady so that they will be able to better support their child 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>Reading A-Z</b>	<b>\$2470</b>	<b>LCFF</b>
<b>EPIC</b>	<b>\$0</b>	<b>N/A</b>
<b>iReady</b>	<b>\$0</b>	<b>District Funded</b>
<b>ELTP</b>	<b>\$0</b>	<b>District Funded</b>
<b>Literacy Coach</b>	<b>N/A</b>	<b>Monies in Strategy #1</b>

<b>Parent Workshops</b>	<b>\$0</b>	<b>N/A</b>
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**Strategy/Activity #3**

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 Foundational Skills, Designated ELD and Writing across disciplines as well as any other areas as determined by need. In addition, our LLT will collaborate to disaggregate 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**

<i>Strategy/Activity</i>	<i>Amount(s)</i>	<i>Source(s)</i>
<b>Professional Development in Guided Reading, Foundational Skills and Writing</b>	<b>\$0</b>	<b>N/A - Professional Development provided by school coaches and teacher leaders</b>
<b>Literacy Coach</b>	<b>\$0</b>	<b>Monies in Strategy 1</b>
<b>ELTP Coach</b>	<b>\$0</b>	<b>Monies in Strategy 1</b>

**Strategy/Activity #4**

Reading Interventionist

A reading interventionist and a literacy coach will be used to support students who are needing more support to reach grade level reading standards. The interventionist will do a pre and post assessment on each student that is being pulled and work with the classroom teacher on

specific strategies that are being practiced in the pull out group so that they would be applied in the classroom as well.

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

All Students

<i>Strategy/Activity</i>	<i>Amount(s)</i>	<i>Source(s)</i>
<b>Reading Intervention Teacher</b>	<b>\$0</b>	<b>District Funded</b>
<b>Reading A-Z</b>	<b>\$0</b>	<b>Monies in Strategy #1</b>
<b>Literacy Coach</b>	<b>\$0</b>	<b>Monies in Strategy #1</b>
<b>District Intervention Program</b>	<b>\$0</b>	<b>District Funded</b>
<b>Materials</b>	<b>\$0</b>	<b>Monies in Strategy #1</b>

**Strategy/Activity #5**

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

Through various enrichment opportunities, student’s will be able to experience various opportunities that would benefit them with confidence, experience, leadership opportunities and language usage.

Through stimulating multi-week art-making experiences in the classroom, students will be able to engage in hands-on art experiences that will give them a creative approach to learning the California State Standards.

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

All Students

<i>Strategy/Activity</i>	<i>Amount(s)</i>	<i>Source(s)</i>
<b>Service Agreements</b>	<b>\$3600</b>	<b>LCFF</b>
<b>Amazon Future Engineer Programming - Scratch Program</b>	<b>\$0</b>	<b>Grant Provided</b>
<b>Coaching Stipends</b>	<b>\$3000</b>	<b>LCFF</b>
<b>Visual Performing Arts - Starting Arts</b>	<b>\$15,000</b> <b>\$150</b>	<b>District Funded</b> <b>Site Donation Fund</b>

**Strategy/Activity #6**

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

<i>Strategy/Activity</i>	<i>Amount(s)</i>	<i>Source(s)</i>
<b>Curriculum Distribution</b>	<b>\$0</b>	<b>N/A</b>

**Strategy/Activity #7**

### Weekly Grade Level Meetings

Teachers will have weekly grade level meetings to ensure vertical alignment in curriculum, teaching strategies and assessment. Coaches will either attend or be available for these meetings and provide opportunities to have coaching cycles around areas that teachers would like to strengthen in their practice.

### **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>ELTP</b>	<b>\$0</b>	<b>District Funded</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>

### **Strategy/Activity #8**

#### Interventions/Small Groups

Teachers will have opportunity to support students who are in need of extra support with small group instruction whether that be from in class support to be able to pull extra small groups in after school with targeted intervention. In addition, with use of our long term sub on campus, whenever the sub is not being pulled off campus, the sub will go into classrooms and give one on one support to students who need it,

### **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>After School Intervention</b>	<b>\$6,000</b>	<b>District Intervention Money</b>
<b>Small Group Support</b>	<b>\$0</b>	<b>Monies in Strategy 1</b>
<b>One on One support</b>	<b>\$0</b>	<b>NA</b>

**Goal 2**

These additional needs have surfaced in response to the COVID pandemic as they relate to accelerating the academic achievement for English Learners (EL), low socioeconomic disadvantaged students, foster youth, and students of color:

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 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**

<b>Metric</b>	<b>2020-2021 Baseline</b>	<b>2021-2022 Data</b>	<b>Desired Outcome for 2023-2024</b>
<b>English Learner Reclassification Rate</b>	3%	4%	15-20% of English Learners Reclassified Annually
<b>Long Term English Learner (LTEL) Rate</b>	35%	35%	20% or Less of English Learners Identified as LTEL
<b>Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)</b>	<i>15% of Latino students scored at or above grade level 0% of Black students scored at or above grade level 7% of English learners scored at or above grade level</i>	<i>16% of Latino students scored at or above grade level 0% of Black students scored at or above grade level 3% of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups
<b>Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)</b>	<i>12% of Latino students scored at or above grade level 50% of Black students scored at or above grade level 8% of English learners scored at or above grade level</i>	<i>12% of Latino students scored at or above grade level 50% of Black students scored at or above grade level 6% of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups
<b>CA Dashboard Academic Indicator</b>	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Listed Student Groups

**Strategy/Activity #1**

ELL Classroom Observation and peer coaching

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 observe 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>Teacher Release Days</b>	<b>\$0</b>	<b>Monies in Goal 1</b>
<b>ELTP</b>	<b>\$0</b>	<b>District provided</b>
<b>Literacy Coach</b>	<b>\$0</b>	<b>Monies in Goal 1</b>

**Strategy/Activity #2**  
Targeted Intervention

Teachers will use additional small group interventions to meet the needs of English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address learning needs or foundational skill gaps for English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color, professional development/ training/ planning time/ interventions /etc. will be provided for targeted ELs with the goals of increasing student proficiency.

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 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>
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<b>Printshop &amp; Supplies</b>	<b>\$0</b>	<b>Monies in Goal #1</b>
<b>After School Groups</b>	<b>\$5000</b>	<b>District Funded (Intervention Money)</b>

**Strategy/Activity #3**

Professional Development Training

All Bilingual teachers will attend professional development training to support and strengthen the foundation of moving all EL students to be proficient in all academic areas while moving them to biliteracy. With the support of the coaches teachers will implement strategies in their everyday curriculum to ensure students are getting high level practices in their classrooms.

In addition throughout the year, teachers will receive PD training on specific areas to help boost students ELPAC scores. Ellevation as well as LAS test scores will be used to analyze specific area of needs and then trainings will be given based on identified needs

<b>Professional Development Training</b>	<b>\$0</b>	<b>Monies in Strategy 1</b>
<b>Sub Release Day</b>	<b>\$0</b>	<b>Monies in Strategy 2</b>
<b>ELTP</b>	<b>\$0</b>	<b>Monies in Strategy 1</b>
<b>Ellevation</b>	<b>\$0</b>	<b>District Funded</b>
<b>LAS</b>	<b>\$0</b>	<b>District Funded</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>ELTP</b>	<b>\$0</b>	<b>District Funded</b>
<b>Literacy Coach</b>	<b>\$0</b>	<b>Monies in Goal 1</b>

**Strategy/Activity #6**

Targeted Intervention for Promotion of Language

Extra support will be given to students to help promote language and reading foundations. Teachers will provide after school targeted intervention to help raise student's academic levels.

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

All Students

**Proposed Expenditures for this Strategy/Activity**

<b>After School Interventions</b>	<b>0</b>	<b>Monies in Strategy 1</b>
<b>Small Group Support</b>	<b>\$0</b>	<b>Monies in Strategy 2</b>
<b>Materials</b>	<b>\$0</b>	<b>LCFF</b>

**Strategy/Activity #6**

Computer programs and applications

Teachers will use Learning A-Z with Foundational skills or with ELL to help ensure students get targeted instruction in the area of need. In addition teachers will have access to EPIC as well as I ready scaffolds to

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

All ELL students

**Proposed Expenditures for this Strategy/Activity**

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

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<b>Reading A-Z</b>	<b>\$0</b>	<b>Monies in Strategy 2</b>
<b>EPIC</b>	<b>\$0</b>	<b>N/A</b>
<b>iReady</b>	<b>\$0</b>	<b>District Funded</b>
<b>ELTP</b>	<b>\$0</b>	<b>District Funded</b>
<b>Literacy Coach</b>	<b>N/A</b>	<b>Monies in Strategy #1</b>
<b>Parent Workshops</b>	<b>\$0</b>	<b>N/A</b>

**Goal 3**

These additional needs have surfaced in response to the COVID pandemic as they relate to providing an inclusive learning environment for students with disabilities to best support social, emotional and academic development:

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

**Identified Need**

Because we have had a year of Distance Learning, transition back to in person school full time may be difficult and stressful for many students. The need for socio-emotional learning so students can transition successfully throughout the year and get the support they need is necessary. 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	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
<b>Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)</b>	<i>21% of Students with Disabilities Performed at or above grade level</i>	<i>14% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
<b>Local Math Benchmark Assessments for Special Education (iReady Mid-Year)</b>	<i>13% of Students with Disabilities Performed at or above grade level</i>	<i>14% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
<b>CA Dashboard Academic Indicator</b>	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Special Education Student Group
<b>Inclusion Data of Students with Disabilities</b>	72%	75%	<p>Students with Disabilities in General Education Settings for at least 80% of their day</p> <p>Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day</p>

### Strategy/Activity#1

#### Support Staff and Student Success Team Meetings

Teachers will use additional support from the support team to meet the needs of students with disabilities as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address learning needs or foundational skill gaps for students with disabilities, professional development/training/planning time/interventions/etc. will be provided for by the support team with the goals of increasing student academic success.

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, community liaison and literacy coach. 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>Support staff meetings</b>	<b>\$0</b>	<b>N/A</b>
<b>Training on Staff for Student Support Staff meetings</b>	<b>\$0</b>	<b>N/A</b>
<b>Literacy Coach</b>	<b>\$0</b>	<b>Monies in Goal 1</b>
<b>Community Liaison</b>	<b>\$0</b>	<b>District Funded</b>
<b>Community Linked Solutions</b>	<b>\$0</b>	<b>District Provided</b>
<b>RTI small group teacher for support</b>	<b>\$6000</b>	<b>Intervention Monies- District provided</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 w/ interns</b>	<b>\$0</b>	<b>District Funded</b>
<b>Community linked-Schooling services</b>	<b>\$0</b>	<b>District Funded</b>
<b>Care Solace- District Website for Mental Health for families</b>	<b>\$0</b>	<b>District Funded</b>

**Strategy/Activity #3**

Calm Down Corner

The opportunity for students to regulate their behaviors is a necessary component in a student's classroom environment. All classrooms will prepare a calm down corner that will have a place for students to go to when the need arises for students to regulate their own behavior.

**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>Calm Down Corner</b>	<b>\$0</b>	<b>N/A</b>
<b>Supplies/Materials</b>	<b>\$100</b>	<b>N/A- from Parent Group</b>

<b>Professional Development Training</b>	<b>\$0</b>	<b>School PBIS team</b>
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**Strategy/Activity #4**

Leader in Me

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

All Students

**Proposed Expenditures for this Strategy/Activity**

Through the Leader in Me program, teachers will be able to help students socio-emotionally as well as empower each of the students in their academics to support their learning. Leader in Me provides training and resources to help build each student through the school culture, academics and through its leadership program.

<b>Leader in Me Membership</b>	<b>\$0</b>	<b>District Funded</b>
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**Strategy/Activity # 5**

Morning Meetings with Daily SEL activities

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

All Students

**Proposed Expenditures for this Strategy/Activity**

Teachers will have daily morning check-ins with students and to do intentionally planned SEL activities to help support and teach regulation of behaviors so students can feel safe and cared for within the school and classroom environment.

<b>LiM</b>	<b>\$0</b>	<b>District funded</b>
<b>Nearpod</b>	<b>\$0</b>	<b>District funded</b>

<b>Materials/Resources</b>	<b>\$0</b>	<b>Monies in Goal 1</b>
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## 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.

These additional needs have surfaced in response to the COVID pandemic as they relate to students using technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity:

### 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

<b>Metric</b>	<b>2020-2021 Baseline</b>	<b>2021-2022 Data</b>	<b>Desired Outcome for 2023-2024</b>
<b>Annual Teacher and Student (Grades 3-8) Technology Survey</b>	<p><i>Students in grade 3-8 who use technology weekly at school</i> 2020-21 unknown: %</p> <p><i>Students in grades 3-8 who use technology daily at school</i></p>	<p><i>Students in grade 3-8 who use technology weekly at school</i> 2021-22 2 %</p> <p><i>Students in grades 3-8 who use technology daily at school</i></p>	<p><i>Students in grade 3-8 who use technology weekly at school</i> 2023-24: <b>100%</b></p> <p><i>Students in grades 3-8 who use technology daily at school</i> 2023-24: <b>90%</b></p>

	<p>2020-21 unknown: %</p> <p>Teachers who report students use technology on a daily basis 2020-21 unknown: %</p>	<p>2021-22: 90%</p> <p>Teachers who report students use technology on a daily basis 2021- 2022 86 %</p>	<p>Teachers who report students use technology on a daily basis 2023-24: <b>80%</b></p>
<p><b>Student Access to Core Subject Areas Using 21st Century Skills</b></p>	<p>Unknown % of students report using technology to work or collaborate with others.</p> <p>Unknown % of students report using technology to communicate with others.</p> <p>Unknown % of students report using technology to solve problems or help with their critical thinking in class.</p> <p>% of students report using technology to be creative.</p>	<p>75% of students report using technology to work or collaborate with others.</p> <p>65.9% of students report using technology to communicate with others.</p> <p>75.8% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>88.6% of students report using technology to be creative.</p>	<p><b>90%</b> of students report using technology to work or collaborate with others.</p> <p><b>60%</b> of students report using technology to communicate with others.</p> <p><b>80%</b> of students report using technology to solve problems or help with their critical thinking in class.</p> <p><b>80%</b> of students report using technology to be creative.</p>

**Strategy/Activity #1**

Technology, Chromebooks and carts

Teachers will have the use of student chromebooks and tech support to meet students' technology needs as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address learning needs or foundational skill gaps for students in technology proficiency, professional development/training/planning time/interventions/etc. will be provided for by the tech monitor with the goals of increasing tech proficiency .

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)
District provided Lenovo 500 chromebook	\$0	District funded
Technology	\$1000	LCFF
Tech Support for Teachers and Families	\$0	District funded

**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)
Programs to support Nearpod, screencastify, Adobe	\$0	District funded
PD training by EdTech	\$0	District funded

**Goal 5**

These additional needs have surfaced in response to the COVID pandemic as they relate to providing school and classroom environments that support learning, creativity, safety, and engagement:

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.

**Annual Measurable Outcomes**

<b>Metric</b>	<b>2020-2021 Baseline</b>	<b>2021-2022 Data</b>	<b>Desired Outcome for 2023-2024</b>
<b>Attendance Annual Average</b>	94.1%	87.1%	98%
<b>Chronic Absenteeism</b>	21%	50%	<i>The Chronic Absenteeism rate will be reduced to 15%.</i>
<b>Suspension Rate</b>	0%	1%	<b>1%</b>
<b>Expulsion Rate</b>	0%	0%	<b>0 students</b>
<b>Student Safety Connectedness and Belonging</b>	<i>Survey Not Available</i>	<i>,39% feel safe at school ,44% feel connected</i>	<i>, 65% feel safe at school 70% feel connected</i>

**Strategy/Activity #1**

PBIS and TLIM

Teachers will use additional training and meeting times to develop a culture to meet students' behavior, engagement or safety needs as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address socio-emotional needs, we will provide a Positive Behavior culture and a Leader environment with the goals of increasing student's socio-emotionality.

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>TLIM contract/licensing</b>	<b>\$0</b>	<b>Monies in Goal #4</b>
<b>PBIS</b>	<b>\$0</b>	<b>District Funded</b>

**Strategy/Activity #2**

Trauma Informed Classroom Training

Christopher School will continue to train around the Trauma informed Training through the PBIS Team. Using the Resources, Fostering Resilient Learners and Classroom 180, the PBIS team

will use District Funded resources like PBIS and Nearpod as well as school funded Leader in Me to help create the learning environment that will meet students socio-emotional needs.

**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 Professional Development</b>	<b>\$0</b>	<b>N/A</b>
<b>PBIS</b>	<b>\$0</b>	<b>N/A</b>
<b>Nearpod</b>	<b>\$0</b>	<b>District Funded</b>
<b>LIM</b>	<b>\$0</b>	<b>Monies in Goal 4</b>

**Strategy/Activity #3**

Nearpod, SEAL and TLIM as tools for SEL for students

SEL continues to be a major focus for all students as we continue to deal with the effects of the last 2 years of learning. We will use Nearpod, TLIM and SEAL to help make sure we take care and address social-emotional needs and use 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 Goal 4</b>
<b>Care Solace</b>	<b>\$0</b>	<b>District Funded</b>

**Strategy/Activity #4**

Weekly Announcements and Monthly Assemblies

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 Goal 3</b>

**Goal 6**

These additional needs have surfaced in response to the COVID pandemic as they relate to to actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions:

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, having active English Language Parent 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 in topics they feel they best would support them.

Christopher School will continue to work on connecting all stakeholders through in person or virtual formats depending on what mandated protocols are put in place.

**Annual Measurable Outcomes**

<b>Metric</b>	<b>2020-2021 Baseline</b>	<b>2021-2022 Data</b>	<b>Desired Outcome for 2023-2024</b>
<b>Attendance at School Parent Meetings</b>	No Data Available	No Data Collected	At least 1 parent representative in each meeting
<b>Parent Engagement Events/Community Events</b>	No Data Available	No Data Collected	Will have at least 4 Parent Engagement Events/Community Events
<b>Parent Square Delivery and Post Data</b>	100%	99.5%	99%

**Strategy/Activity#1**

Family Engagement Training

Our school community will use additional opportunities to have parent meetings to actively engage families and community members after a year-and-a-half of distance or hybrid learning. To address parent needs, we will provide meetings at a different time with the goals of increasing parent engagement.

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 CAFE (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**

<i>Strategy/Activity</i>	<i>Amount(s)</i>	<i>Source(s)</i>
<b>PEI Family Engagement classes</b>	<b>\$0</b>	<b>NA</b>
<b>Parent Engagement Materials</b>	<b>\$0</b>	<b>Site funded</b>
<b>SEAL Parent Classes</b>	<b>\$0</b>	<b>NA</b>

**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**

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Total Funds Provided to the School Through the Consolidated Application	\$133,795
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	\$133,795

## Other Federal, State, and Local Funds

Federal Programs	Allocation (\$)
Title One	\$133,795

Subtotal of additional federal funds included for this school: \$ 133,795

State or Local Programs	Allocation (\$)
LCFF	\$28,474

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